Come Read With Us... a sampling of the texts we use
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Note: All information in this handbook is subject to change for program improvement.
I. UOTeach Program Description

The University of Oregon’s Master’s of Education (M.Ed.) degree in Curriculum and Teaching prepares teacher leaders to have a lasting impact on the learning and lives of youth. UOTeach is an approved preliminary teacher licensure preparation program for the following programs:

<table>
<thead>
<tr>
<th>Elementary Education</th>
<th>Middle-High School Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Multiple Subject Endorsement</td>
<td>• Subject Area Endorsements</td>
</tr>
<tr>
<td>• English for Speakers of Other Languages (ESOL)</td>
<td>• English Language Arts</td>
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<tr>
<td>• Multicultural Reading Elementary Literacy</td>
<td>• Mathematics (Foundational and Advanced)</td>
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<td></td>
<td>• Social Sciences</td>
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<td></td>
<td>• Science Education: Biology, Chemistry, Physics,</td>
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<td></td>
<td>and Integrated Science</td>
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<tr>
<td></td>
<td>• World Languages: French, German, Japanese, Mandarin Chinese, and Spanish</td>
</tr>
<tr>
<td></td>
<td>• English for Speakers of Other Languages (ESOL)</td>
</tr>
</tbody>
</table>

Our philosophy is that each child deserves the best teachers; all good teachers need extensive subject area preparation, mentorship, extensive socio-cultural knowledge, and culturally responsive teaching skills; and all teachers play an important role in creating welcoming, inclusive, and safe schools and communities.

At the HEART of UOTeach, you will gain:

Subject Area Expertise: UOTeach provides candidates with advanced training in core subject area curriculum and methods.

Equity Literacy: UOTeach provides extensive instruction on the sociocultural context of teaching and learning.

Culturally Responsive Teaching: UOTeach methods courses, workshops, and practicum experiences focus on CRT.

Embedded ESOL Endorsement: All UOTeach candidates are prepared to teach linguistically diverse youth.

UOTeach Anti-Oppressive and Culturally Sustaining Educational Philosophy

We believe that each teacher plays a pivotal role in the lives of children and the success of learning communities to help students make connections between the sociocultural context of their lives and the thinkers, learners, and doers they can become.

We envision schools

- where no student lives on the margins.
- where teachers, administrators, and staff members thoughtfully and consistently work towards social justice, knowing that such work is never easy, never uncomplicated, and never finished.
- oriented toward the public good rather than corporate models of efficiency and growth.
- that are transcultural rather than assimilationist.
- where students and educators collaborate to challenge the brutalizing impacts of homophobia, sexism, racism, nationalism, classism, ableism, and ecological exploitation.
- that foster hope.

We are holding ourselves as collectively accountable for the Education Debt

We aspire to create a community and culture of critical compliance, which we understand to require simultaneously examining carefully the mandates that govern educational spaces—standards, curricula, assessments, accountability measures—and supporting students in the successful completion of those mandates.

We are making a commitment to improve the educational experiences of diverse Oregonians

We seek opportunities for thoughtful resistance, openings for forwarding alternative visions of teaching and teaching practices, of assessment and accountability, and of schools and schooling.
II. Student Health & Safety

1. Access to the Rec Center, Health Center, and Counseling Services
Graduate school can be stressful, to help you maintain a healthy balanced life, we encourage you to become a regular user of the Rec Center. Regular Hours:
   - Monday–Friday 6:00 a.m.–midnight
   - Saturday–Sunday 10:00 a.m.–midnight

You should also be familiar with the comprehensive healthcare services provided by the Health Center, from general medical care to specialty services including pharmacy, laboratory, dental, X-ray, physical therapy, and sports medicine. The Counseling Center is located in the same building with individual and group support services.

2. Accessibility Education Center, 164 Oregon Hall, aec.uoregon.edu/
The UO is dedicated to the principles of equal opportunity in education and accepts diversity as an affirmation of individual identity within a welcoming community. Disability is recognized as an aspect of diversity integral to the university and to society. Educational Studies recognizes that people learn in different ways and may have learning challenges. We want to make it possible for every student to be successful in classes. If there are ways we can help you succeed, please set up a meeting with the UOTeach Director / Academic Advisor as early as possible.

3. Personal Safety & School Safety Training
We take campus and student safety seriously here at the University of Oregon. The UO Police Department (UOPD) is on call 24/7. There are yellow emergency call boxes around campus that students may use should they ever feel unsafe. Each call box is connected to UOPD dispatchers, who send an officer to the student’s location on campus. UOPD also offers safety escorts.

We have other resources to ensure your student feels safe here. For example, the Women's Center offers a transportation service called Safe Ride, a free shuttle service for UO students, faculty, and staff covering a three-mile radius around the Eugene campus. They are available to students every night of the week. Other campus resources include:
   - Sign up for UOAlerts via DuckWeb, cell and email alerts
   - Review the UO Emergency Procedures Guide, http://emc.uoregon.edu/node/50
   - Use the map app map.uoregon.edu/ with bus stops, accessibility, bicycle, and emergency call boxes features.
   - Make your own emergency supply kit, http://emc.uoregon.edu/node/46
   - Check building evacuation maps (posted in hallways) for evacuation routes and assembly area
   - Use UO Safe Ride when traveling alone at night: 541-346-RIDE

Video trainings related to School Safety:
   - Speak up at School: Anti-Bias training, http://www.tolerance.org/webinars
   - Training: Violence Prevention and Active Shooter, http://safety.uoregon.edu/personal-safety

4. University Student Conduct & Community http://dos.uoregon.edu/conduct
As part of the University community, you are expected to follow the rules and values of the community. These community standards are necessary to maintain and protect a safe and supportive learning environment. The values of the UO include honesty, responsibility, community, multicultural competence, and accountability. Students sign a conduct agreement (pg 29) and expected to act in a way that protects these values throughout their campus and field study experience. We affirm our commitment to:
   - Respect the dignity and essential worth of all individuals.
   - Promote a culture of respect throughout the university community.
   - Respect the privacy, property and freedoms of others.
   - Reject bigotry, discrimination, violence, or intimidation of any kind.
   - Practice personal and academic integrity and expect it from others.
   - Promote the diversity of opinions, ideas and backgrounds that are the lifeblood of the university.
III. Who’s Who of UOTeach

1. Governing Bodies for UOTeach Graduate Degree & Oregon Teacher Licensure Program

A. Kalapuya Illahee
We acknowledge that we are here on Kalapuya Illahee—-the traditional Indigenous homeland of Kalapuya peoples, who were dispossessed of their Indigenous homeland by the U.S. Government over several years, but most notably in Treaties between 1851 and 1855.

Kalapuya people were forcibly removed to what are now the Grand Ronde and Siletz reservations, and are now members of Confederated Tribes of the Grand Ronde Community of Oregon and the Confederated Tribes of Siletz Indians.

We share this information out of humility and respect for this Indigenous homeland, and for the peoples who continue live and thrive in what is now called the State of Oregon.

B. State of Oregon - Oregon Teacher Standards and Practices Commission
In Oregon, Teacher Standards and Practices Commission (TSPC) accredits the UOTeach program of study and field requirements for Oregon Teaching Licensing. The TSPC is responsible for issuance, renewal, and oversight of Oregon teacher licenses.

C. University of Oregon Graduate School, the COE, and the Oregon Teaching Standards and Practices Commission

<table>
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<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
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<tr>
<td>Preliminary Teaching License: valid for 3 years, continuously renewable</td>
<td>Professional Teaching License: apply after four years of successful teaching, plus your MEd. Transitioning requires advanced competencies or coursework</td>
<td>Teacher Leader License (5 years)</td>
</tr>
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UO Graduate School – Dean Scott Pratt

College of Education – Dean Randy Kamphaus

Edward Olivos - Department Head, Department of Education Studies

Julia (Julie) Heffernan – UOTeach/CTED MEd Graduate

Amy Harter - Graduate Program Assistant

UOTeach Graduate Faculty Instructors

University Supervisors: Elementary & Mid/High

Kara Whipple - Elementary Practicum Coordinator

Robin Patterson - Secondary (Middle/High School) Practicum Coordinator

Partnering Cooperating Teachers: ESOL Elementary Mid/High

Abby Lane ESOL Coordinator
2. **UOTeach Faculty & Support Team Intros** (Classes & Scholarship)

D. **UOTeach Contacts:** Education Studies Department, Lokey Education, Suite 124

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Head</td>
<td>Edward Olivos</td>
<td><a href="mailto:emolivos@uoregon.edu">emolivos@uoregon.edu</a></td>
<td>(541) 346-2983</td>
</tr>
<tr>
<td>Master’s Degree Director</td>
<td>Julia Heffernan</td>
<td><a href="mailto:jheffern@uoregon.edu">jheffern@uoregon.edu</a></td>
<td>(541) 346-2490</td>
</tr>
<tr>
<td>edTPA Coordinator</td>
<td>Julia Heffernan</td>
<td><a href="mailto:jheffern@uoregon.edu">jheffern@uoregon.edu</a></td>
<td>(541) 346-2490</td>
</tr>
<tr>
<td>Placement Coordinator Elementary</td>
<td>Kara Whipple</td>
<td><a href="mailto:kwhipple@uoregon.edu">kwhipple@uoregon.edu</a></td>
<td>(541) 346-8034</td>
</tr>
<tr>
<td>Placement Coordinator M/H</td>
<td>Robin Patterson</td>
<td><a href="mailto:rpatters@uoregon.edu">rpatters@uoregon.edu</a></td>
<td>(541) 346-8038</td>
</tr>
<tr>
<td>ESOL Program</td>
<td>Abby Lane</td>
<td><a href="mailto:abby@uoregon.edu">abby@uoregon.edu</a></td>
<td>(541) 346-2645</td>
</tr>
<tr>
<td>Program Assistant</td>
<td>Amy Harter</td>
<td><a href="mailto:uoteach@uoregon.edu">uoteach@uoregon.edu</a></td>
<td>(541) 346-1360</td>
</tr>
<tr>
<td>Licensure Analyst (Licensure &amp; Graduation)</td>
<td>Richelle Krotts</td>
<td><a href="mailto:coelicensure@uoregon.edu">coelicensure@uoregon.edu</a></td>
<td>(541) 346-3528</td>
</tr>
<tr>
<td>Faculty Instructors</td>
<td>See COE Directory</td>
<td><a href="https://education.uoregon.edu/staff">https://education.uoregon.edu/staff</a></td>
<td></td>
</tr>
</tbody>
</table>

- **Edward Olivos**, PhD
  - Department Head
  - EDST 616
  - Scholarship: Bilingual education and bicultural families

- **Julie Heffernan**, PhD
  - UOTeach: Graduate Dir. Curriculum & Teaching
  - Scholarship: Gender and sexuality curriculum studies

- **Amy Harter**, MA
  - Graduate Program Coordinator/ Student Services
  - Background: International Ed

- **Kara Whipple**, MEd
  - Elementary School Placement / edTPA Coordinator
  - Humanities & special education

- **Robin Patterson**, MEd
  - Middle/High School Placement Coordinator
  - Secondary supervised teaching

- **Abby Lane**, MA
  - Dir. ESOL Endorsement Program
  - ESOL Standards and Methods

- **Jill Baxter**, PhD
  - EDST 620 Evolution & Math Wars
  - Scholarship: Mathematics teaching and learning

- **Maddy Ahearn**, MEd
  - EDST 622 Problem Solving
  - Math Teacher / Administrator Eugene

- **Susan Dwoskin**, MEd
  - EDST 641 Literature
  - Elementary Teacher Eugene

- **Mel Dronzek**, MEd
  - EDST 644 Math
  - Elementary School Teacher Springfield

- **Joanna Goode**, PhD
  - EDST 614
  - Scholarship: Access and equity in computer science education

- **Michelle Jacob**, PhD
  - Sapsik’wälá Program Director
  - Scholarship: Community social justice through education and decolonization.
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Program</th>
<th>Title/Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emily Kemp</td>
<td>MEd</td>
<td>EDST 643</td>
<td>Elementary Math Teacher</td>
</tr>
<tr>
<td>Samantha Krop</td>
<td>MEd</td>
<td>EDST 631</td>
<td>HS Social Studies Teacher Springfield</td>
</tr>
<tr>
<td>Larry Lewin</td>
<td>MEd</td>
<td>EDST 632</td>
<td>English Teacher Secondary</td>
</tr>
<tr>
<td>Audrey Lucero</td>
<td>PhD</td>
<td>EDST 640</td>
<td>Scholarship: Literacy &amp; Spanish speaking</td>
</tr>
<tr>
<td>Chelsea Mable</td>
<td>MEd</td>
<td>EDST 640</td>
<td>Elementary Teacher / Literacy Specialist Eugene</td>
</tr>
<tr>
<td>Erin Moss</td>
<td>MEd</td>
<td>EDST 615</td>
<td>Tech Ed Elementary Teacher / Technology Specialist</td>
</tr>
<tr>
<td>Birgit Musheno</td>
<td>MEd</td>
<td>EDST 624</td>
<td>Science HS Science Teacher</td>
</tr>
<tr>
<td>Trish Pashby</td>
<td>PhD</td>
<td>LT 629</td>
<td>Scholarship: Language Acquisition</td>
</tr>
<tr>
<td>Courtney Rath</td>
<td>PhD</td>
<td>EDST 619</td>
<td>Scholarship: Teacher Education</td>
</tr>
<tr>
<td>Karen Rengifo</td>
<td>MEd</td>
<td>EDST 634</td>
<td>World Lang English Language Development Teacher</td>
</tr>
<tr>
<td>Jennifer Reuf</td>
<td>PhD</td>
<td>EDST Math</td>
<td>Scholarship: Mathematics education</td>
</tr>
<tr>
<td>Jerry Rosiek</td>
<td>PhD</td>
<td>EDST 611</td>
<td>Scholarship: Teacher knowledge and critical socio-cultural studies in education</td>
</tr>
<tr>
<td>Angie Ruzicka</td>
<td>MA</td>
<td>EDST 620</td>
<td>Math &amp; Science Education Middle School Teacher</td>
</tr>
<tr>
<td>Leilani Sabzalian</td>
<td>PhD</td>
<td>EDST 642</td>
<td>Scholarship: Decolonizing education. Social Studies</td>
</tr>
<tr>
<td>Tina Schmich</td>
<td>PhD</td>
<td>EDST 627/8</td>
<td>Scholarship: Gender studies in education</td>
</tr>
<tr>
<td>Sarah Stapleton</td>
<td>PhD</td>
<td>EDST 623</td>
<td>Science Scholarship: Science and sustainability education</td>
</tr>
<tr>
<td>Reid Shepard</td>
<td>MEd</td>
<td>EDST 644</td>
<td>Math &amp; Science Teacher Eugene 4J</td>
</tr>
<tr>
<td>Alison Schmitke</td>
<td>PhD</td>
<td>EDST 630</td>
<td>Undergrad Program Dir.</td>
</tr>
<tr>
<td>Leilani Sabzalian</td>
<td>PhD</td>
<td>EDST 642</td>
<td>Scholarship: Decolonizing education. Social Studies</td>
</tr>
<tr>
<td>Tina Schmich</td>
<td>PhD</td>
<td>EDST 627/8</td>
<td>Scholarship: Gender studies in education</td>
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<tr>
<td>Laura Smithers</td>
<td>MEd</td>
<td>EDST 612, 627/8,</td>
<td>Scholarship: Decolonizing education</td>
</tr>
<tr>
<td>Kelly MS</td>
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</tr>
<tr>
<td>Reid Shepard</td>
<td>MEd</td>
<td>EDST 644</td>
<td>Math &amp; Science Teacher Eugene 4J</td>
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<tr>
<td>Tina Schmich</td>
<td>PhD</td>
<td>EDST 627/8</td>
<td>Scholarship: Gender studies in education</td>
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<tr>
<td>Laura Smithers</td>
<td>MEd</td>
<td>EDST 612, 627/8,</td>
<td>Scholarship: Decolonizing education</td>
</tr>
<tr>
<td>Educational Psychology</td>
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</table>
3. Community Communications
University policy is that all official communications are conducted via your **UO email address**. The program relies heavily on email and Canvas communications, and requests that you check your UO email daily.

## Program and Community Networks

<table>
<thead>
<tr>
<th>Listservs</th>
<th>Description</th>
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<tbody>
<tr>
<td>1. <a href="mailto:uoteach9@lists.uoregon.edu">uoteach9@lists.uoregon.edu</a></td>
<td>all cohort #9 UOTeach students &amp; program staff</td>
</tr>
<tr>
<td>2. <a href="mailto:uoteach9ems@lists.uoregon.edu">uoteach9ems@lists.uoregon.edu</a></td>
<td>Elementary Multiple Subjects students &amp; program staff</td>
</tr>
<tr>
<td>3. <a href="mailto:uoteach9mh@lists.uoregon.edu">uoteach9mh@lists.uoregon.edu</a></td>
<td>Middle/High Ed students &amp; program staff</td>
</tr>
<tr>
<td>4. <a href="mailto:uoteach-educatorsofcolornetwork@lists.uoregon.edu">uoteach-educatorsofcolornetwork@lists.uoregon.edu</a></td>
<td>Educators of Color Network</td>
</tr>
</tbody>
</table>

The major focus of these lists is to provide opportunity for the exchange of ideas and information relating to cohort activities, education, research and teaching. The lists are closed and unmoderated. As with most listservs, communication should be friendly, courteous, professional, and supportive. Please remember that social cues available in face-to-face conversations are not available in email.

### UOTeach Online
Master's Degree & Teacher License Program Education (official), https://www.facebook.com/UOTeach/?fref=ts

Each cohort has their own Facebook community, join “**UOTeach Cohort 2017**” today!

### UO BLOGS
UOTeach Current Student Blog: https://uoteach.uoregon.edu/


### Grad School
https://gradschool.uoregon.edu/current-students
(541) 346-5129 | gradsch@uoregon.edu
- Alliance of Graduate Students for Diversity, http://uoalliance.uoregon.edu/
- Rehearsals for Life, http://gradschool.uoregon.edu/rehearsals-for-life
- UO Women in Graduate Science, http://pages.uoregon.edu/uowgs/
- Graduate Student Association, http://blogs.uoregon.edu/gradtestudentassociation/

### COE Resources
- Student Academic Services: https://education.uoregon.edu/sas | 541-346-3405 | coesas@uoregon.edu
- COE website: https://education.uoregon.edu/
- https://www.facebook.com/uoeducation
- https://www.youtube.com/user/uoeducation

### UO Campus
- Accessibility Education Center, uoaec@uoregon.edu, 541-346-1083
- Health Center, https://healthcenter.uoregon.edu/
- Counseling Center, http://counseling.uoregon.edu/
- Teaching and Learning Center, http://tlc.uoregon.edu/tutoring/
- 250 student **ASUO groups**, http://uoregon.orgsync.com/org/associatedstudentsofuo/ Asian Pacific American Student Union, Black Student Union, Chinese Student and Scholars Association, LGBT Alliance, MEChA, Native American Student Asso, Taiwanese Student Asso,
- **Holden Leadership**, https://holden.uoregon.edu/leadership
- **Multicultural Center**, https://inclusion.uoregon.edu/mcc
- OrgSync, https://orgsync.com/profile/profile_options
- **Rec Center** & Group X classes, https://uorec.uoregon.edu/fitness/group-x/
### IV. Programs of Study & Grad School Policies

**Full-time:** the fulltime program of study is five-terms working with faculty, career teaching professionals, mentors, and peer groups, completing graduate coursework and licensure requirements. Below are detailed programs of study.

**Part-time:** see the part-time study plan for both Elementary and Middle-High Education in the Appendix (pg 31 & 32).

**FULL-TIME Completion Check Plan: Elementary-Multiple Subjects**

<table>
<thead>
<tr>
<th>MEd Academic Program</th>
<th>TSPC Teacher Standards</th>
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<tbody>
<tr>
<td>Academic Training:</td>
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<tr>
<td>□ Foundational, methods, &amp; pedagogical coursework</td>
<td>□ Criminal history clearance</td>
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<td>□ English for Speakers of Other Languages</td>
<td>□ Successful applicant review</td>
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<td>□ Career Planning Series:</td>
<td>Developing Professional Proficiencies:</td>
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<tr>
<td>• Interview districts</td>
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<td>• Trainings: FERPA, Title IX, School Learning Climate, Safe Place to Learn</td>
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<td>• Resume portfolio Preparation</td>
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<td>• Practice interviews</td>
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<td>• Professional associations</td>
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<td>• Job Fair(s)</td>
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**Summer** (15 credits, 8-weeks)
1. EDST612 Foundations of Teaching and Learning* (3)
2. EDST616 Language, Power, and Ed (4)
3. EDST620 Evolution and the Math Wars (4)
4. LT629 Foundations in Language (4)

**September Experience** (1 credit, 4-weeks)
5. EDST627 Intro/Supportive Learning Communities

**Fall** (15 credits, 11-weeks)
1. SPED511 Foundations of Disability I* (3)
2. EDST640 Meaning Through Literacy (4)
3. EDST642 Ped. Methods in Humanities (4)
4. EDST643 Teaching Math: Facts & Inquiry (4)

**Winter** (15 credits, 11-weeks)
1. EDST628 Creating Supportive Learning Communities (3)
2. EDST645 Teach Science: Detail & Discovery (4)
3. EDST646 ESOL Pedagogy for Elementary Classrooms (4)
4. EDST609 Practicum (*supervised practicum*) (4)

**Spring** (16 credits, 11-weeks)
1. EDST614 Cultural Context of Education* (4)
2. EDST607 Student Teaching Seminar (2)
3. EDST609 Student Teaching (*full-time*) (10)

**Summer II** (16 credits, 6-weeks) – Post licensure
1. EDST611 The Scholarship of Teaching I (4)
2. EDST641 Developing Thoughtful Literacy Practices (4)
3. EDST644 Teaching Mathematics: Inquiry in Context (4)
4. Elective: EDST618 Teaching ELD K-12 (3) OR other related course

**Graduation Completion**

- MEd total credit: 78
  (* Ed Foundations = 68*)

**Grad School requirements:**
- Cumulative GPA ≥ 3.00
- No Incompletes ("I"), must be resolved in 1 year
- All requirements completed in 7-year period

**Student Candidate:**
1. Job Search: create online portfolio & Job Fairs
2. RSVP with COE for June Commencement
3. Apply to Grad School for “Curriculum and Teaching MEd” degree (deadline 2nd week of last term, must be enrolled in min 3-crs)

**College of Education, UOTeach Director:**
- Submit Statement of Completion

**Student Candidate Licensure Application**
1. Complete TSPC “eLicense”
2. Send official transcript to TSPC

**College of Education Licensure:**
- Recommendation to TSPC (June)
- Out-of-state license applications

---

Note: UO Ed Foundations undergraduate program serves as an academic equivalent for:

- **EDST 612** Foundations of Teaching and Learning;
- **EDST 614** Cultural Context of Education; and
- **SPED 511** Foundations of Disability I

Students who have completed similar courses prior to UOTeach may formally request a course transfer or waiver petition.
## 2. FULL-TIME Completion Check List: Middle–High School

### MEd Academic Program

<table>
<thead>
<tr>
<th>Admissions Standards</th>
<th>TSPC Licensure Teacher Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Bachelor’s degree</td>
<td>☐ Qualified academic expertise</td>
</tr>
<tr>
<td>☐ Qualified application</td>
<td>☐ training</td>
</tr>
<tr>
<td>☐ Demonstrated sustained work with youth</td>
<td>☐ Developed Professional Proficiencies:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Training</th>
<th>Developing Subject area methods course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Foundational, methods, &amp; pedagogical coursework</td>
<td>☐ Educational Psychology</td>
</tr>
<tr>
<td>☐ English for Speakers of Other Languages</td>
<td>☐ Curriculum Theory</td>
</tr>
<tr>
<td>☐ Career Planning Series:</td>
<td>☐ Field Experience Observation</td>
</tr>
<tr>
<td>• Interview districts</td>
<td>• Sept Experience (15 hrs/4 weeks)</td>
</tr>
<tr>
<td>• FERPA, Title IX, School Learning Climate, Safe Place to Learn</td>
<td>• 11-weeks (5 hrs / week)</td>
</tr>
<tr>
<td>• Resume portfolio Preparation</td>
<td>• ESOL 15 hrs</td>
</tr>
<tr>
<td>• Practice interviews</td>
<td>☐ Supervised Field Experience</td>
</tr>
<tr>
<td>• Professional associations</td>
<td>• 11-weeks part-time practicum</td>
</tr>
<tr>
<td>• Job Fair(s)</td>
<td>• 11-weeks full-time student teaching</td>
</tr>
</tbody>
</table>

### Graduation Completion

<table>
<thead>
<tr>
<th>MEd total credits = 74</th>
<th>Student Candidate Licensure Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grad School requirements:</td>
<td>1. Complete TSPC “eLicense”</td>
</tr>
<tr>
<td>• Cumulative GPA ≥3.00</td>
<td>2. Send official transcript to TSPC</td>
</tr>
<tr>
<td>• No Incompletes (“I”), must be resolved in 1 year</td>
<td></td>
</tr>
<tr>
<td>• All requirements completed in 7-year period</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Candidate:</th>
<th>College of Education/Licensure:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Job Search: create online portfolio &amp; Job Fairs</td>
<td>☐ Recommendation to TSPC (June)</td>
</tr>
<tr>
<td>2. RSVP with COE for June Commencement</td>
<td>☐ Out-of-state license applications</td>
</tr>
<tr>
<td>3. Apply to Grad School for “Curriculum and Teaching MEd” degree (deadline 2nd week of last term, must be enrolled in min 3 crs)</td>
<td></td>
</tr>
</tbody>
</table>

### Final Steps

| College of Education: | |
|-----------------------| |
| ☐ Submit Statement of Completion | |

Electives: Students have the option of taking a second methods course or finding a related masters level course from EDST, EDLD, EDUC, SPED or a graduate course from your content area. All courses must be taken at the graduate (500 or 600) level.

*Students who have completed similar courses prior to UOTeach may formally request a course transfer or waiver petition.*
3. English for Speakers of Other Language (ESOL) Study Plan
Along with your primary license, all UOTeach candidates fulfill academic requirements for the ESOL endorsement. UOTeach teacher candidates must observe/assist/participate in an English Language Development (ELD) class at least 15 hours during the school year. An ELD class is a program within a school, specifically for English Language Learners. This can be spread out over all three terms (typical for secondary cohort) or completed in one term (more common for elementary cohort), depending on the ELD teachers’ availability.

Observations must be arranged in advance with the ELD teacher’s permission. Placement coordinators will send you teachers’ names, contact information, and provide additional details during the Field Orientation prior to the start of Fall term. Candidates should refer to the ESOL Observation Questions guide to help with this experience.

The ESOL Time Log should not be turned in to the UOTeach Placement Coordinator until after all 15 hours have been completed. Time Logs should show the specific date, location, and explanation of activities observed for each instance. Cooperating ESOL teachers must initial the ESOL Time Log after each observation.

- Successful completion of ESOL Academic Analysis and sheltered Instruction lesson plan (EDST 646 or EDST 638)
- Passing score on ESOL ORELA
- Successful completion of EDST 616, LT 629 and EDST 646 or 638 (EDST 618 is optional 618)

4. PATH for Adding Additional Endorsement Area / FAQs
Students typically seek out additional endorsements based on prior academic study and a desire to be credentialed to teach across subject areas. Once licensed, teachers can add endorsements at any time during their teaching career based on state standards.

Q1. How many endorsement areas are part of the year of study in UOTeach?

In your year within UOTeach you will follow a course of study that automatically qualifies you for TWO Oregon subject area teaching endorsements.

First Your first endorsement subject area will be your primary course of study (Elementary - Multiple Subjects / or / secondary subject area specific).

Second Your second endorsement subject area will be English to Speakers of Other Languages (ESOL).

Third Obtaining additional subject area endorsements during or following (post-licensure) completion of the UOTeach licensure program provides versatility during the hiring process.

There are TWO Paths for UOTeach candidates to seek additional endorsements beyond those listed above.

Path 1 is the pre-licensure path. This path occurs prior to obtaining your preliminary license. This path is met through an additional course of study in UOTeach.

Fourth Path 2 is the post-licensure path. This pathway is initiated after you have completed your initial program. This pathway is met through meeting TSPC post licensure requirements for added endorsements.
**Path 1** Adding Endorsements: During UOTeach

**Q2 How do I add an endorsement in another subject area while I am in the UOTeach Graduate Program?**

A. **ELEMENTARY CANDIDATES:** The elementary program of study prepares a student with the initial courses that are required for the [Reading Intervention Endorsement](#). However, you **cannot complete this additional credential** within the 14 months of the UOTeach program.

B. **SECONDARY CANDIDATES:** Within the secondary program of study you can apply to no more than one additional subject area endorsement as part of the summer orientation process. Acceptance for adding an endorsement area requires equivalent academic (undergrad, post-bac, or grad) preparation within the subject area as that which is required for the primary endorsement. In addition, you are required obtain a **220 on the subject area ORELA before September 1** of the academic year.

<table>
<thead>
<tr>
<th>Endorsement Requirement</th>
<th>Score 220 in Subject Exam</th>
<th>Academic Background Guidelines *</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ORELA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Subject</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA</td>
<td></td>
<td>36 upper division</td>
</tr>
<tr>
<td>General Science</td>
<td></td>
<td>44 upper lower combo</td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td>44 upper lower combo</td>
</tr>
<tr>
<td>Physics</td>
<td></td>
<td>44 upper lower combo</td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td>46 upper lower combo</td>
</tr>
<tr>
<td>Basic Math</td>
<td></td>
<td>24 upper lower combo</td>
</tr>
<tr>
<td>Advanced Math</td>
<td></td>
<td>36 upper division</td>
</tr>
<tr>
<td>World Language</td>
<td></td>
<td>44 hours 24 upper division</td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td>44 hours 20 upper division</td>
</tr>
</tbody>
</table>

Applicants accepted into the added endorsement program of study are required to take two methods courses fall and winter terms in the added subject area, create a subject area work sample during the winter term, and be evaluated in a program supervised classroom placement.

<table>
<thead>
<tr>
<th>Mid-High Added Endorsement Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong></td>
</tr>
<tr>
<td>1.) Academic Background</td>
</tr>
<tr>
<td>2.) ORELA pass score</td>
</tr>
<tr>
<td>3.) UOTeach Coursework</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>4.) Winter Practicum</td>
</tr>
<tr>
<td>5.) Winter Work Sample</td>
</tr>
</tbody>
</table>

All secondary program candidates are allowed into additional subject area methods courses regardless of admission into the added endorsement program of study. It is advantageous to take a method course in one additional subject area if you have a foundational knowledge base for that subject area.
**Path 2 Adding Endorsements: Post-Licensure through the Oregon TSPC**

**Q3. How do I add an endorsement in another subject area post licensure with T.S.P.C.?**

**ADDING SUBJECT AREA ENDORSEMENTS:** The Teaching Standards and Practices commission rules for adding subject area endorsement post licensure for Oregon Preliminary License holder’s secondary endorsement areas are as follows:

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide evidence of a subject method’s course from an approved program</td>
<td>Obtain an ORELA score of 220 of better on the subject area exam</td>
<td>Apply to TSPC for the additional endorsement</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td>OR</td>
</tr>
<tr>
<td>Step 1: Do an in-school practicum supervised by the employing school. This also requires a passing ORELA score.</td>
<td></td>
<td>Step 1: Do a full licensing program of study for the adding endorsement area.</td>
</tr>
</tbody>
</table>

**Q4. How can I add a special education endorsement to my Preliminary License?**

The special education added endorsement requires completion of an approved special education program. This endorsement can be added in one year through the special education added endorsement program here at UO.

**Q5. Can Oregon secondary subject area licensed teachers take one elementary methods course and an exam to be endorsed elementary multiple subjects?**

No. Elementary – Multiple Subjects requires a full program and cannot be obtained through any of the fast tracks above.

**Additional Options to Consider**

**Q6. Can I obtain a Special Education Endorsement (SPED) endorsement during UOTeach?**

Yes, you can begin the process of adding the SPED endorsement to your license during UOTeach. The COE Special Education Department offers a one year post licensure program to add a Special Education endorsement to your preliminary license. If you elect to add a special education endorsement to your license you will apply to begin the SPED program during your second summer of UOTeach.

**Q7. Can I get the credentials to become a Dual Credit / College Now teacher during UOTeach?**

School districts which offer college now courses collaborate with regional community colleges on approved courses and approved instructors. Typically, the community college requires that any college now instructor is qualified to teach at the community college level. Here is a link to the LCC instructor qualifications. At the link you will notice that the community college prefers and often requires advanced coursework in the subject area of the college now course. Therefore, it is potentially beneficial for you to consider taking your two graduate electives (fall and winter term) in your subject area if you are interested in teaching college now courses in the future.

**Q8. Can I pursue a concurrent master’s degree in my subject area along with the master’s in curriculum and teaching?**

It is possible for a student to enroll in two master’s programs concurrently at the University of Oregon. If this is of interest, it is still necessary to gain admission to both programs with enough time to spend at least two full terms as an admitted student in the second master’s degree program. Students interested in pursuing a concurrent degree should schedule an appointment with the second academic program of interest immediately.

**Q9. Can I obtain advanced placement (AP) teacher credentials during UOTeach?**

The College Board does not require a teacher to have a particular training or set of qualifications to teach AP courses. However, most districts have some specific requirements and trainings they demand before assigning an instructor to teach AP courses. It is common for them to require 3 years of successful teaching experience prior to teaching an AP course.
5. Licensure & Graduate School Policies

A. Satisfactory Academic Progress is regulated by both Oregon’s TSPC and the Graduate School
   a) Oregon Teaching Standards and Practices Commission (TSPC)
      - Requires students maintain the academic standard of the approved licensure program. (see UOTeach standards below).
      - If student does not meet TSPC academic, testing, or professional standards, the Program Director is responsible to address the situation, advise the student, and maintain compliance with TSPC regulations for licensure. Inability to meet TSPC requirements can result in everything from a modified program of study, an extended term of study, a removal from the licensure program while remaining in the graduate program or a formal dismissal from UOTeach.

   b) UO Graduate School
      - Students may choose to take up to 12 credits of non-core classes as Pass/No Pass.
      - Students must maintain a cumulative GPA below 3.0 at any time during a graduate student's studies or the accumulation of more than 5 credits of N or F grades – regardless of the GPA is unsatisfactory.
      - If GPA is below 3.0, Graduate School will contact student by email, cc’ing the DGS and Graduate Coordinator. Department is required to create a formal Low GPA/Remediation Plan (this plan is sent to the student and Graduate School).
      - If a student does not meet plan, the department can dismiss the student with a formal dismissal letter. Notify Graduate School for consultation and to trigger additional Graduate School steps.

B. Transfer Credit (Grad School: http://gradschool.uoregon.edu/policies-procedures/masters/transfer)
   - A maximum of 15 graduate credits earned while classified as a post-baccalaureate graduate student, Pre-Master, or Post-Master, or taken through CEP or Summer Session may be considered for transfer, dependent upon school or department endorsement and Graduate School approval.
   - Graduate credit earned while enrolled in another accredited graduate school may be counted toward the master's degree, provided the courses meet the above described conditions and were not used to satisfy the requirements for an awarded degree. This falls within the 15-credit maximum transfer.

C. Removal of Incompletes
   Incompletes must be resolved prior to state licensing. Graduate students have two sets of policies regarding incompletes of student records: (1) Departmental and (2) Graduate School. The Graduate School policy requires that graduate students must convert a graduate course grade of Incomplete ("I") into a passing grade within one calendar year of the term the course was taken. After one year, the student must petition to the Graduate School for the removal of an incomplete.

To be eligible for Graduate School approval on a Petition to Remove an Incomplete, all of the following criteria must be met:
   1. The incomplete must be no more than seven (7) years old.
   2. The student must have the approval of the instructor to complete the outstanding course requirements.
   3. The student must not have completed a terminal advanced degree since the term of enrollment in the course. Incompletes that remain on the academic record after a degree has been awarded may not be removed. All coursework documented on the transcript at the time of the awarding of a degree stands as a permanent record and it is not permissible to revise the record.

D. On-Leave Status
   - On-leave requires student doesn’t use faculty assistance or university services.
   - Master's and certificate-only students eligible for a max of 3 terms of On-Leave status.
   - Degree completion deadline extended only for these reasons:
     1.) Student’s serious health/medical condition. 2.) Parenting needs during the 12 months immediately following a child’s birth or placement in the home. http://gradschool.uoregon.edu/policies-procedures/leave
V. 2017-18 Program Calendar

UOTeach provides students with comprehensive graduate course work, 34-weeks of progressive field experience, and all related licensure requirements within a 14-month timeframe. For this reason, we regularly schedule mandatory programmatic instruction or meetings on Fridays. You should expect to be in classes, field placement, or other program required activities 5 days a week during this graduate program.

Summer I - 2017

JUNE

• 6/22 Thurs - Friends Meet & Greet, 4:00 - 6:30 pm, Location: Pegasus Pizza
• 6/23 Friday - Program Orientation (Required), 8:30 – 3:30, with Lunch, COE Hedco Building, room 220

6/26 (M) Summer session classes begin
6/28 (W) Background check registration, 1-2:00pm, Lokey 119
6/29 (R) Background check registration, 1:00-2:00pm, Lokey 119
6/30 (F) EDST 620 class field trip to Pisgah, 8:00 - 1:00pm
6/30 (F) Mid-High Adding endorsement mtg (Mid-High), 1:30pm, Hedco 230

JULY

7/4 (T) Holiday observed
7/5 (W) Background check registration, 1:00-2:00pm, Lokey 119
7/6 (R) Background checks registration, 1:00-2:00pm, Lokey 119
7/7 (F) *EDST 630 morning workshop
7/12 (W) Brown Bag lunch: State Youth Services Career Workshops
   a) 12:00-12:50pm & b) 1:00–1:50pm, Lokey 119
7/13 (R) Background check registration, 1:00-2:00pm, Lokey 119
7/21 (F) Cross-Cohort Mixer & BBQ, 2:00-5:00pm, UO Longhouse
7/25 (T) Elementary Sept/Fall Placement Orientation, 10am, Lokey 119
7/27 (R) Financial Aid / Teacher Loan Forgiveness workshop
7/28 (F) Welcoming Schools workshop (9:30 – 3:00), LLC South (Required)

AUGUST

8/TBD Purchase COE Professional Practicing ID Badge, EMU Card office
8/4 (F) Mid-High Sept/Fall Placement Orientation, 10-11:30 am, Hedco 220
8/8 (T) Open advising w/ UOTeach director
8/9 (W) Fall Term Registration & Fee Mtg, 1:30pm, Lokey 119
8/10 (R) Open Advising w/ UOTeach Dir
8/18 (F) Summer term ends (8/19 – 29) Summer Break / 1-week
8/31 (R) Last date to take ORELA for Added Endorsement

SEPTEMBER

During September Experience, you will be at your placement for 4-weeks, 15-hours/week and take EDST 627 Intro Supportive Learning Communities class.

EDST 627 Course Dates:

• 9/1 (F) 3:00-5:50 (Hedco 220)
• 9/5 (T) 3:00-5:50 (Hedco 220), Intercultural Communications
• 9/12 (T) 3:00-5:50 seminar (220 HED)
• 9/19 (T) 12:30-3:00, guest author Zaretta Hammond (Culturally Responsive Teaching and the Brain), Bell Concert Hall
• 9/22 (F) last day of Sept Experience ➔ turn in 4-week timesheet

9/12 (T) Teach Abroad Workshop 1:30-2:30pm, Lokey 119
9/19 (T) Grad School Orientation & Resource Fair, 11:30am - 5:00 pm
9/21 (R) Mandatory Reporting Workshop (Required), 10:00-12:00pm & COE Dean’s Lunch, 12-1:30pm
Fall Term 2017

SEPTEMBER / OCTOBER
9/25  UO Fall Term classes begin
10/TBA  Graduate Student Night at the Museum, 5:30 - 7:30 pm, Museum of Natural and Cultural History & Many Nations Longhouse
10/27  UOTeach District Partner Q&A, 1:00-3:00pm, Hedco

NOVEMBER / DECEMBER
11/10 (F)  Winter Registration & Fees Mtg: 3:30-4:30 pm
11/23-24  Thanksgiving Holiday observed
11/10 (F)  Résumé Workshop: TBA
11/10 (F)  ☐ ORELA Elementary I & II test prep
12/1 (F)  Field experiences orientation, with University Supervisors *(Required)*
12/2 (S)  **Equity and Social Justice TeachIN**, Hedco Bldg, 8:30–4:30pm
12/8 (F)  Last day of classes for fall term ➔ Turn in timesheet
12/TBA  ☐ ORELA Elementary I & II test prep (pass prior to start of spring term)

**2017 Workshop & Conference Opportunities:** Attend, Present, or Volunteer!

Oct 4-7  National Indian Education Association (NIEA), Orlando, FL
Oct 12-14  Northwest Math Conference, Portland, OR
Oct 13-14  Teaching with Purpose Conference, Portland, OR
Oct 13-14  Oregon Science Teachers Association (OSTA), Portland, OR
Oct 13-14  Confederation in Oregon for Language Teaching, Eugene, OR
Oct 13-15  Clinton Global Initiative University (CGI U), Boston, MA
Oct 21 (S)  Northwest Teaching for Social Justice, Seattle, WA
Dec 2 (S)  UOTeach Social Justice TEACH-IN, Eugene, OR, 8:30-4:00pm
April TBA  Oregon Indian Education Association (OIEA), Eugene, OR

Equity & Social Justice Teach-IN • Dec 2, 2017

Unpacking the UO Common Read

Fall Testing To-dos
All UOTeach students are required to pass the **ORELA Protecting Student and Civil Rights in the Educational Environment** test by Dec 15, prior to the winter student practicum.

If you have Financial Aid, you can apply for an **ORELA Fee Waiver**. Fill out the form and get approval prior to registering.
Join us for the **COE Teacher Job Fair** on Thursday, March 22 where we will welcome 15 districts for a closed job fair.

Search the **UOTeach Blog** for regional teacher job fairs [uoteach.uoregon.edu/job-fairs/](uoteach.uoregon.edu/job-fairs/) and on [www.teacherjobfairs.org](www.teacherjobfairs.org) for larger national events.

Create your online portfolio on state and national teacher job search sites
- EdZapp [oregon.schoolspring.com](oregon.schoolspring.com)
- SchoolSpring [www.schoolspring.com](www.schoolspring.com)
- NEOgov [www.governmentjobs.com](www.governmentjobs.com)

**Winter Term 2018**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 8</td>
<td>Winter term begins</td>
</tr>
<tr>
<td>Jan 15</td>
<td>Martin Luther King Jr. Day holiday</td>
</tr>
<tr>
<td>Jan 26</td>
<td>Job Interviewing Preparation Workshop, EDST 628</td>
</tr>
<tr>
<td>Feb (TBD)</td>
<td>Practice Job Interviews, Ford Alumni Center (Required)</td>
</tr>
<tr>
<td>Feb 26</td>
<td>Spring Registration &amp; Fee Mtg (see blog)</td>
</tr>
<tr>
<td>TBA</td>
<td>Louise Erdrich, The Roundhouse campus visit</td>
</tr>
<tr>
<td>Mar 22</td>
<td>COE Teacher Job Fair &amp; last day of Winter term</td>
</tr>
<tr>
<td>Mar 23</td>
<td>Last day for practicum ➔ Turn in 11-week timesheet</td>
</tr>
<tr>
<td>Mar 24-4/1</td>
<td>★ Spring Break</td>
</tr>
</tbody>
</table>

**Spring Term 2018**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2</td>
<td>Spring Term begins</td>
</tr>
<tr>
<td>April 3-4</td>
<td>Oregon Professional Educator Fair, Portland</td>
</tr>
<tr>
<td>May TBA</td>
<td>COE Oregon Licensure meeting in EDST 607</td>
</tr>
<tr>
<td>May 7</td>
<td>Summer Registration &amp; Fee Mtg (see blog)</td>
</tr>
<tr>
<td>May 7</td>
<td>Summer 2018 Financial Aid application</td>
</tr>
<tr>
<td>May 28</td>
<td>Memorial Day Holiday observed</td>
</tr>
<tr>
<td>June 14</td>
<td>Last day for student teaching ➔ no timesheet</td>
</tr>
<tr>
<td>June 14</td>
<td>Spring term ends</td>
</tr>
<tr>
<td>June 17</td>
<td>★ COE &amp; UO Spring Commencement</td>
</tr>
<tr>
<td>June 20</td>
<td>➔ Apply for OR TSPC License</td>
</tr>
<tr>
<td></td>
<td>➔ Request DuckWeb Transcript for TSPC</td>
</tr>
</tbody>
</table>

**Summer II Term 2017**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 25</td>
<td>Summer II Term begins</td>
</tr>
<tr>
<td>July 4</td>
<td>Independence Day Holiday observed</td>
</tr>
<tr>
<td>July 6</td>
<td>Deadline to apply to Graduate School for MEd</td>
</tr>
<tr>
<td>July 25</td>
<td>★ Cross-Cohort Mix (BBQ) in Longhouse</td>
</tr>
<tr>
<td>Aug 17</td>
<td>Summer Term Ends</td>
</tr>
<tr>
<td>Sept 15</td>
<td>Final MEd Transcript</td>
</tr>
</tbody>
</table>
VI. Field Experience Overview

1. Goals & Overview for Field Experiences
The goals of the field and practicum experiences are to provide carefully supervised learning activities in which the teacher candidate 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.

At the end of each term, practicum placement coordinators will hold a placement orientation. See UOTeach blog calendar for specific dates.

2. Placement Coordination Flow Chart

Candidates fill out placement form and return to practicum coordinator
Practicum coordinator identifies a potential match
Practicum coordinator contacts the principal or district for approval
Practicum coordinator contacts cooperating teacher for agreement to host candidate
Confirmations of placements emailed to all candidates on the same date
Teacher candidates contact the cooperating teacher to arrange for a visit

School District Partners
• Eugene 4J • Springfield • Bethel • South Lane • Creswell • Fern Ridge • Harrisburg
    • Oakridge • Pleasant Hill • Junction City • Albany • Corvallis • Salem

See Lane County Map: http://www.lesd.k12.or.us/about/districts.html

3. Pre-Field Experience Check List Summer:
☐ A. Background Clearance: Teacher candidates must complete a comprehensive criminal record check before they begin their first field experience in the Fall.
☐ B. Purchase TK20 licensure and field placement management database.
☐ C. ORELA Civil Rights Test Requirement: prior to practicum teaching.
☐ D. Liability Insurance: Teacher candidates are not district employees and as such not covered by the school district’s liability insurance. It is recommended that candidates consider purchasing personal liability insurance for the period during which they are student teaching.
A. Background Clearance – Fingerprinting

Oregon law (ORS 181A.195) requires all teacher trainer students undergo a FBI and Oregon State Police criminal history background fingerprint check. The TSPC requires indicate clearance prior to students getting their COE Professional Practicing ID Badge. Under the Federal Bureau of Investigation (FBI) rules, fingerprinting is restricted to the specific institute for which they are taken and specifically prohibit sharing of this information between institutions.

- All students are required to complete the TSPC eLicense Clearance process (note Graduate level clearance differs from undergraduate clearance).
- See step-by-step sample slides below. Please be sure to start this process by July 13.
- Clearance should be completed around August 14 to ensure you are able to get your COE Professional Practicing ID Badge in time for the start of the Fall field experience.

Note: UO Educational Foundations alumni are required by TSPC to complete a new clearance check for the graduate level student practicum.

Exception: Licensed teachers with prior Oregon TSPC approval must provide verification from tspc.oregon.gov/lookup_application/lookup_query.asp

**Background Clearance:** Fingerprinting – adapted from http://www.oregon.gov/tspc/pages/Fingerprinting.aspx

The following are the step for completing the Oregon TSPC “Clinical Practice” eLicensing application processing of your fingerprint and FBI and Oregon Police criminal history clearance.

**Step 1. Create a TSPC Clinical Practice eLicensure account**

| A. Go to TSPC eLicensing at [http://www.oregon.gov/tspc/Pages/elicensing.aspx](http://www.oregon.gov/tspc/Pages/elicensing.aspx) register for an account. Don’t use your “___@uoregon.edu” email. |
|---|---|
| Log in to your new TSPC application for Licensure. |
| • Complete Personal Information |
| • Under category, select “Clinical Practices” (NOT “Teacher”) |
| • Licensure History “N/A” |
| • Licensure history (skip) |
| • Add Ed History: UO, major 1 “Curriculum & Teaching”, Degree earned “post-bac program”, “year 2018, June” |
| • Type of license, pick “New Licensure/Certificate” “Clearance” |
| • Character Questionnaire |
| Cost = $55, plus $10 portal provider fee |
| ETA = TSPC will email codes and instructions within 5-7 days. |
| --- --- --- --- --- |
| C. Use the TSPC email instructions for accessing the Fieldprint website. The TSPC email will give you a Fieldprint Code: XXXXXXXXXXXXXXX |
| Billing Code: TSPC xxxxxx |
| ORI: xxxxxxx |
| Your OCA: xxxxxxx (and TSPC account ID#________) |

**Step 2: Fieldprint - FBI Approved Channeler Background Check service, takes 2 to 3 weeks.**

<table>
<thead>
<tr>
<th>Steps</th>
<th>Timeline - Summer by Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Register &amp; sign up</td>
<td>Wk 1-3</td>
</tr>
<tr>
<td>1. Follow the link in your TSPC email to the fieldprintoregon website</td>
<td></td>
</tr>
<tr>
<td>2. Register with Fieldprint using the TSPC code. “for PERSONAL REVIEW”</td>
<td></td>
</tr>
<tr>
<td>3. Complete the Personal Info page, under employer list “University of Oregon, College of Education 5277, Eugene Oregon, 97401”</td>
<td></td>
</tr>
<tr>
<td>4. Select a time and location to have fingerprints taken.</td>
<td></td>
</tr>
<tr>
<td>5. Pay the $12.50 processing fee</td>
<td></td>
</tr>
</tbody>
</table>
| **b. Fingerprints** | Wk 3-5 | Arrive at the Fieldprint location you selected 10 minutes before your scheduled appointment time. Be sure to bring:  
- Your appointment registration number  
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>c. Processing</strong></td>
<td></td>
<td>Fieldprint will send an image of the prints to the Oregon State Police (OSP) for processing through both the Federal Bureau of Investigation (FBI) and Oregon State Police (OSP) databases. OSP will forward the results electronically to TSPC. This process takes <strong>approximately two weeks</strong>. TSPC records the results as part of the application process.</td>
</tr>
<tr>
<td><strong>d. Upload results to COE</strong></td>
<td>Wk 6-8</td>
<td><strong>It is your responsibility</strong> to monitor your email and or check for your results on the TSPC Educator Lookup (<a href="http://www.tspc.oregon.gov/lookup_application/lookup_query.asp">http://www.tspc.oregon.gov/lookup_application/lookup_query.asp</a>) website. You need to upload a screen shot or pdf copy of your clearance results to the COE Licensure Analyst at <a href="https://goo.gl/DuHccd">https://goo.gl/DuHccd</a> Be sure to select “Graduate” and “UOTeach,” move to the second page “&gt;&gt;”, then upload confirmation of your clearance document.</td>
</tr>
</tbody>
</table>
| **e. Purchase COE ID Badge from EMU** | Wk 6-8 | The COE processes ID Badges every Wednesday for the EMU Card Office. To purchase your COE Professional Practicing ID Badge go to the EMU ground floor. There will be a $7 charge.  
- This badge is required and must be visible at all times during your Field Experience.  
- Students placed in school districts or other agencies requiring background or security clearances in addition to those required to obtain a COE ID badge must comply with the policies and procedures of the school district or agency.  
- The COE ID badges is valid for three years.  
- Passing the TSPC clearance is required to continue with the UOTeach program. |
| **f. Troubleshooting** |        | Students must clear the background check before beginning the clinical experience. If you are running into issues, please contact uoteach@uoregon.edu or call Amy at 541-346-1360 to troubleshoot. |

**B. TK20 Licensure Management System**

The College of Education uses TK20, a data system that provides faculty, staff, and students a set of tools to track academic programs and student progress. The TK20 system facilitates various aspects of advising, field placement management, and ongoing student support. Field placement in UOTeach requires each teacher candidate purchase a subscription to this data system.

1. Purchase 10-year license membership (cost est $110)  
   [http://tk20support.uoregon.edu/guides-and-tutorials/for-students/](http://tk20support.uoregon.edu/guides-and-tutorials/for-students/)  
2. Login at [https://tk20.uoregon.edu/campustoolshighered/start.do](https://tk20.uoregon.edu/campustoolshighered/start.do)  
4. Help or Questions: [http://tk20support.uoregon.edu/](http://tk20support.uoregon.edu/)  
   **Administrator:** Tk20 Support  
   Report problems directly to tk20@uoregon.edu  
   **Email:** tk20@uoregon.edu  
   **Phone:** 541-719-TK20 (Voice Mail) | **Support site:** tk20support.uoregon.edu
C. ORELA Civil Rights Test Requirement

Oregon TSPC OAR 584-017-1028 (4)(a) requires passage of the “Protecting Student and Civil Rights in the Educational Environment” test (aka the Civil Rights test) prior to placement in any clinical (student practicum / teaching or internship experiences) where teacher performance assessments are required.

ALL UOTeach candidates must pass the required test by December 15 or prior to Practicum (half time student teaching), to be allowed to begin the Practicum. Study materials are available on the Current Student Blog.

D. Liability Insurance Coverage

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

- As a practicum teacher, you are not a district employee and not covered by district liability insurance for any purpose including, but not limited to, compensation for services, employee welfare and pension benefits, fringe benefits of employment, or workers’ compensation insurance.

- Oregon Tort Claims Act (ORS 30.260-30.300) permits the Institution to accept responsibility only for acts of its officers, employees and agents. Teacher candidates do not qualify. The Institution is prohibited from accepting liability for acts, omissions, and conducts of teacher candidates, and is prohibited from providing coverage with state accident insurance, liability insurance, or worker’s compensation insurance. Therefore, each teacher candidate will be responsible for purchasing their own individual accident insurance, liability insurance, and worker’s compensation insurance.

- You are advised obtain health and accident insurance (for yourself) as well as purchase liability insurance (to protect against claims by other persons whom you might injure). Obtaining such coverage is not a prerequisite of earning the practicum/field experience credit.

- You can obtain liability coverage through a private insurance carrier or professional organization that offers liability coverage.

Insurance Resources:

- The Council for Exceptional Children (800) 821-7303 Ext 100
- The Oregon Education Association (503) 684-3300 Ext 230
- NEA (Educator Employment Association)

Questions concerning insurance coverage? Contact the UO Office of Business Affairs (541) 346-3170.
4. Field Experience Requirements

A. Summary Guidelines for 34-week progressive field experience:

<table>
<thead>
<tr>
<th>Term Timeline</th>
<th>Academic Year</th>
<th>Pre-Fall</th>
<th>Fall Term</th>
<th>Winter Term</th>
<th>Spring Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement/Specific Area</td>
<td>ESOL</td>
<td>September Experience</td>
<td>Field Experience</td>
<td>Clinical Student Practicum</td>
<td>Clinical Student Teaching</td>
</tr>
<tr>
<td>Hours/Weeks</td>
<td>15 hours</td>
<td>4-5 weeks</td>
<td>5 hrs/wk (50 hr min)</td>
<td>Part-time</td>
<td>Full-time</td>
</tr>
<tr>
<td>Responsibilities</td>
<td>Observation / Assist teacher</td>
<td>Observe/Assist teacher</td>
<td>Observe/Assist teacher</td>
<td>Part-time teaching</td>
<td>Gradual transition to full-time teaching</td>
</tr>
<tr>
<td>Supervision</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Yes (4-5 observations)</td>
<td>Yes (4-5 observations)</td>
</tr>
<tr>
<td>Assessment</td>
<td>ESOL class</td>
<td>In Learning Communities class</td>
<td>Structured around methods class</td>
<td>edTPA</td>
<td></td>
</tr>
<tr>
<td>Timesheets</td>
<td>15-hour min / required</td>
<td>50-hour min / required</td>
<td>200-hour min / required</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

While it is necessary to establish guidelines regarding field placement hours, we recognize that each candidate’s field assignment is unique. If you have questions or concerns about your particular assignment, please do not hesitate to seek assistance from your University Supervisor and/or Placement Coordinator.

B. ESOL Field Experience Requirements

- On-site 15 hours minimum
- When possible, observation and assisting in English Language Development (ELD) classroom should take place when enrolled in EDST 638 or EDST 646 methods course
- ELD classroom must have 3 (minimum) of ELD students

C. Assessments

Oregon has two formal field placement assessment tools, a Professional Growth Assessment and the edTPA Portfolio assessment. These assessments will be used during practicum term and student teaching term.

1. Professional Growth Assessment: The supervisor evaluates professional behaviors and dispositions twice per term via the PGA evaluation tool.

2. edTPA Portfolio: edTPA™ is a summative assessment of student teaching that requires teacher candidates to demonstrate they have the skills to help all students learn. The Oregon Teacher Standards and Practices Commission (TSPC) has adopted the edTPA as the exiting assessment for all teacher candidates receiving an Oregon teaching license.

The EDST seminar courses will cover the edTPA training and assessment process. Note: The official edTPA registration submission for assessment for scoring is $300 (Visa or Mastercard only). This payment is required following the uploading of all documents at the end of the term.

D. Time Log Contact Hours could include the following:

- Planning time with the CT(s)
- Time for recess and/or lunch, as long as students are assisting in the classrooms before and after these events typically occur.
- Whenever the students are present and the teacher is officially on duty, even if school is not yet in session (i.e. before school starts and the students are in the room).
- Participation in IEP meetings, parent/teacher conferences and/or teacher in-service sessions.
E. Observation Placements (Sept & Fall)
Teacher Candidates are not supervised by a University Supervisor during these placements / terms. It is the responsibility of the candidate to negotiate a schedule with the cooperating teachers (CTs) at the beginning of the term that works for both the candidate and the CT. Once the schedule is established:
- Teacher candidates are expected to be at their school sites at scheduled times.
- Should illness or unexpected emergencies arise that preclude being on-site, candidates must contact their CT(s) in a timely manner.
- Hours missed due to an absence of any kind must be made up.

1. EDST 627 September Experience
FOCUS of September Experience: gives candidate the opportunity to see how a teacher starts the year builds community and establishes routines.
- Begins between August 28 - September 1 (depending on the school district calendar)
- On-site for 15 hours a week (50 hours minimum)
- Teacher candidates will complete a time log for classroom hours and have it signed off weekly by the cooperating teachers

2. Field Observations
FOCUS of Field Observations: to give candidates a broad view of the school and to a specific view of diversity, classroom management and professionalism.
- September 25 - December 8
- On-site 5 hours per week (50 hours total)
- Structured observation hours related to methods courses.
- Teacher candidates will complete a time log for regular classroom hours and have it signed off weekly by the cooperating teachers
- Candidates can observe, work with groups, assist the teacher in teaching or administrative tasks, or teach an occasional lesson with the CT’s consent.

F. Supervised / Supported Clinical Practicum Terms
Beginning the practicum term of your field placement, you will be assigned a University Supervisor whose role is to support both you, as the teacher candidate, and the school district Cooperating Teacher. Supervisors are experienced teachers who serve as a mentor/coach, liaison, and evaluator.

Your University Supervisor is required to visit your school site at least four times per term to observe for a full period of at least 30-50 minutes, provide feedback to the teacher candidate, communicate with the CT, and assess candidate progress. There will be a pre- and post-conference for each observation. At least two observations should occur prior to each PGA (Professional Growth Assessment). For many candidates, it is expected that additional informal observations be done, especially during full-time student teaching.

Three-way Conference Meetings
Your Supervisor will conduct the following three-way conferences (with you, your CT, and the Supervisor):
- an orientation meeting during the first week of field work;
- a midterm conference (about Week 6) to discuss the midterm PGA, the candidate’s progress towards goals, and any concerns; and
- a final conference to review results of the final PGA.

Teacher Candidate Team Meetings
The University Supervisor holds regular team meetings with all their teacher candidates. The purpose of the team meetings is for candidates to share insights about field experience and for the supervisor to assist candidates with planning lessons, developing work samples, and practical teaching strategies.
**Problem Solving**

Your University Supervisor provides direction, feedback, lesson planning tips and works to address and troubleshoot issues before they become problems. You should contact your supervisor immediately when you suspect you are running into problems. They will respond accordingly and facilitate an acceptable resolution to specific problems. The University Supervisors report to the UOTeach Field Placement Coordinators when placement problems occur.

**Clinical Attendance Policy**

It is your responsibility to learn the work schedule at your school site; specifically when teachers are expected to report to school in the morning and what time they may leave in the afternoon.

- Teacher candidates are expected to be at their school sites at scheduled times.
- Should illness or unexpected emergencies arise that preclude being on-site, candidates must contact their CT(s) and University supervisor in a timely manner.
- If candidates have instructional responsibilities that need to be fulfilled during the absence, they must make arrangements for these responsibilities to be met. This includes leaving lesson plans for your CT.
- Hours missed due to an absence of any kind must be made up.
- Unexcused absences may result in a no-pass grade for the practicum.
- For **part-time practicum or full-time student teaching**, if there is an observed holiday or the school is closed for other reasons, you may count that day as part of the total hours (note it on your time log).
- Spring term approved time off:
  - 2 days for Job Fairs in April (Portland, etc.); and
  - 2 days for personal/professional use during the term for illness, appointments, and/or job search/interviews.

  If you miss more than these days, you will be required to make up the hours at the end of the term.

Note: Contact placement coordinator and/or your university supervisor for questions or accommodations.

**EDST 609 - Student Practicum Term Guidelines**

**FOCUS of Practicum:** gives candidate the opportunity to initiate instructional practice and to gradually take over to preparing, instructing, and assessing a single course.

- January 8 - March 23
- Teacher candidates need to be on-site for a minimum of 20 hours a week for ten weeks (at least 200 hours, may include ESOL hours)
- Candidates will teach, at a minimum, one standard class (usually 30-40 minutes for elementary or 45-50 for middle/high) for at least six weeks and complete first work sample
- Where possible, spend time observing and/or assisting in an English Language Development (ELD) classroom in order to meet ESOL endorsement requirements
- Candidates keep a Time Log of hours and have CTs signed off on them

CTs are strongly encouraged to give regular feedback to the candidates, including at least two written observations during the term.
**University Supervisor Assessment** – Four formal observations each including:

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

**EDST 609 - Student Teaching Term Guidelines**

**FOCUS of Student Teaching:** gives candidate the opportunity to gradually take over in leading the preparation, instruction, and assessment for their Cooperating Teacher.

- April 2 - June 15
- Teacher candidates need to be on-site full-time.
- Teacher candidates maintain same schedule as that required of teachers in the building
- Where possible, spend time observing and/or assisting in an English Language Development (ELD) classroom in order to meet ESOL endorsement requirements
- No time log required for classroom experience this term

**University Supervisor Observation /Assessment**

Teacher candidates will be formally observed at least four times by their University Supervisors, and CTs are again strongly encouraged to give regular feedback to the candidates that include at least two written observations during the term. Each observation should include:

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

Candidates will have regular team meetings with their supervisors to discuss issues that occur in student teaching, program information, and job preparation skills.

**VII. Program Policies**

**A. Completion Requirements for Preliminary Teaching License and M.Ed.**

The first license you will receive in Oregon is a Preliminary Teaching License with authorizations in either Elementary or Middle/High School.

1. **Requirements for Preliminary Teaching License**
   a. Passing ORELA scores & deadlines:
      - Elementary: Civil Rights (Dec 15), Elementary I & II exit tests (March 15), and ESOL (June 15)
      - Mid-High: subject area endorsement tests (admissions), Civil Rights (Dec 15), ESOL (June 15)
   b. Completion of all coursework (or the equivalent with program-approved transfers / waivers)
   c. Passing scores on all teacher candidate written assessments
   d. Passing scores at the final student teaching evaluation on the Professional Growth Assessment

2. **Requirements for Master in Education Degree**
   a. Completion of all necessary coursework in the licensure.
   b. Complete the remaining courses in Summer II: EDST 611, EDST 615 and:
      - For elementary, EDST 641 and 644
      - For secondary, an appropriate elective. Electives must be approved by your advisor.
B. COE Dismissal Policy for Education Studies: UOTeach Program

To maintain enrollment within the UOTeach program you must:

- successfully complete all academic coursework and field work,
- maintain a GPA of 3.0 or above at all times, with no more than five credits of N or F grades,
- Show behavior that is in line with the Student Conduct Code; OAR 571-021-0100 to 0250.
- Maintain the Department of Education Studies Master’s Degree and Licensure Program Code of Professional Conduct (see appendix).

The Student Conduct Code OAR 571-021-0100 to 0250 establishes community standards and procedures necessary to maintain and protect an environment conducive to learning and in keeping with the educational objectives of the University of Oregon. See full code here: http://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code

The Department of Education Studies Master’s Degree and Licensure Program Code of Professional Conduct addresses the specific conduct demands of the teacher licensure graduate program. This code is based on the Oregon Standards for Competent and Ethical Performance of Oregon Educators (Oregon Administrative Rules 584-020-005 through 584-020-0045) and on the values of the University of Oregon including educational equity, accountability, honesty, responsibility, multicultural competence, and community. See this full Code of Professional Conduct in the appendix of this handbook.

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

2. Egregious conduct that risks the wellbeing of elementary or secondary students during field placement and or any criminal conduct that warrants reporting to the Oregon TSPC is grounds for immediate dismissal from the program.

3. In the event that the candidate fails to make adequate progress after Step 1, the Director of Master’s Degree Programs will meet with the student to consider appropriate steps. After that meeting, the Director of Master’s Degree Programs will notify the candidate and the Department Head, in writing, of the Director’s decision. Options include but are not limited to: remediation within a course or field placement, repeating course work or field placement, or dismissal from the program.

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

5. All COE and University procedures regarding student grievance rights apply throughout the dismissal procedures described here.
C. Problem Solving & Complaint Process: UOTeach

When possible, students with issues related to their UOTeach experience should first attempt to work with UOTeach, the College of Education or the Graduate School’s support services.

<table>
<thead>
<tr>
<th>Issues / Concerns</th>
<th>Contact</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty / teaching</td>
<td>EDST Dept Head, Edward Olivos</td>
<td>124 Lokey Ed Bldg, (541) 346-2983</td>
</tr>
<tr>
<td>Personal, peer, professional</td>
<td>UOTeach Program Dir, Julie Heffernan</td>
<td>124 Lokey Ed Bldg, (541) 346-6738</td>
</tr>
<tr>
<td>Admissions &amp; administrative</td>
<td>Graduate Coordinator, Amy Harter</td>
<td>124 Lokey Ed Bldg, (541) 346-1360</td>
</tr>
<tr>
<td>Field placement</td>
<td>Practicum Placement Coordinators</td>
<td>124 Lokey Ed Bldg, (541) 346-8034</td>
</tr>
<tr>
<td></td>
<td>• Elementary – Kara Whipple</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mid/High – Robin Patterson</td>
<td>(541) 346-8038</td>
</tr>
<tr>
<td></td>
<td>Graduate School, 541-346-5129</td>
<td>170 Susan Campbell Hall,<a href="mailto:gradsch@uoregon.edu">gradsch@uoregon.edu</a></td>
</tr>
</tbody>
</table>

Problem Solving & Complaint Process: University of Oregon

Students have the right to a quality learning experience that is safe and supportive. Any type of harassment that prevents the student from learning is against the values of the university. UO protects the rights of all students of any race, background, status or identity. There are a variety of resources available to University of Oregon graduate students. If you know someone who is feeling any form of bias, harassment or any related complaints, please contact the following services:

<table>
<thead>
<tr>
<th>Contact</th>
<th>Issues/Concerns</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>UO Police</td>
<td>Protection and Transportation; first contact if student is imminently suicidal or threatening harm to others.</td>
<td>(541) 346-2919 (non-emergency) Emergency: 911 Open 24 Hours/7 days/week safetyweb.uoregon.edu/</td>
</tr>
<tr>
<td>Office of Student Advocacy</td>
<td>OSA helps students resolve their problems with the university by clarifying issues, identifying available resources and avenues for resolution, and assisting in preparation of grievances and petitions.</td>
<td>(541) 346-3722 <a href="mailto:OSA@OfficeofStudentAdvocacy.org">OSA@OfficeofStudentAdvocacy.org</a> officeofstudentadvocacy.org</td>
</tr>
<tr>
<td>Conflict Mediation Services</td>
<td>CRS offers impartial and confidential services for working through difficulties / conflicts, making decisions, or planning for the future. Services are free for the UO community.</td>
<td>(541) 346-0617 <a href="mailto:crs@uoregon.edu">crs@uoregon.edu</a></td>
</tr>
<tr>
<td>Dean of Student Services, Office of the Dean of Students</td>
<td>Having trouble or complaints with academic policy or student misconduct issues? You can file a complaint online via the conduct report: uodos.uoregon.edu/StudentConductandCommunityStandards.aspx</td>
<td>541-346-3216 <a href="mailto:uodos@uoregon.edu">uodos@uoregon.edu</a></td>
</tr>
<tr>
<td>Office of Student Advocacy</td>
<td>OSA provides advice to students who are having problems related to their university experience.</td>
<td>(541) 346-3722 <a href="mailto:OSA@OfficeofStudentAdvocacy.org">OSA@OfficeofStudentAdvocacy.org</a></td>
</tr>
<tr>
<td>Student Legal Services</td>
<td>SLS provides professional legal assistance to UO students on a variety of off campus legal issues.</td>
<td>(541) 346-4273 <a href="http://blogs.uoregon.edu/legalservices/services/">http://blogs.uoregon.edu/legalservices/services/</a></td>
</tr>
<tr>
<td>UO Counseling Center</td>
<td>UCTC provides individual counseling, group counseling, crisis support, and workshop programming. White Bird Clinic, 24 hours Crisis Line (541) 687-4000</td>
<td>(541) 346-3227 After-Hours Support 346-3227 <a href="http://counseling.uoregon.edu/">http://counseling.uoregon.edu/</a></td>
</tr>
</tbody>
</table>
VII. **Other Resources**

1. **Estimated Cost of Tuition & Fees**

   Tuition and Fees are determined annually by the University. UOTeach provides a comprehensive and fully-supervised program, all district field placement fees are calculated into tuition. Please keep in mind that UO provides **unofficial estimates** of your actual costs. For an actual amount, access your student account on [DuckWeb](http://duckweb) after you register. An official fee assessment will appear on your account starting on the fifteenth day of the month prior to the term for which you have registered.

   Below is a cost estimate for full-time, in-state residency students. The majority of students complete the program in five-terms. However, if you are interested in attending part-time, please follow the example below to calculate the cost of a two-year program.

   In addition to University costs, licensure related expenses (background check, testing, and application fees) average around $1,000 over the course of the program.

### UOTeach **ESTIMATED 2017-18 cost of attendance (COA)**

<table>
<thead>
<tr>
<th>1. Tuition &amp; Fees Estimate</th>
<th>SU 1*</th>
<th>Fall '17</th>
<th>Winter '18</th>
<th>Spring '18</th>
<th>SU 2 '18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on &quot;Full-Time&quot; (9-16 credit hrs/term), &quot;Resident&quot; (Oregon) see <a href="http://registrar.uoregon.edu/costs">http://registrar.uoregon.edu/costs, under “Education/Masters/Supervised”</a></td>
<td>6,289</td>
<td>6,088</td>
<td>$6,088</td>
<td>$6,088</td>
<td>$5,158</td>
</tr>
</tbody>
</table>

**University Fees:** City BUS pass, email account, internet service, use of Student Rec Center, Libraries, Athletics, Counseling & Health Center services and more!

- $431
- $692
- $692
- $692
- $500

<table>
<thead>
<tr>
<th>2. UOTeach related expenses</th>
<th>SU 1/Late SU</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>SU 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fingerprinting to UO Police</td>
<td>$15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fingerprinting check to TSPC</td>
<td>$55</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TK20 website 10yr membership: tk20support.uoregon.edu</td>
<td>$103</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicing Professional Badge (EMU Card Office)</td>
<td>$7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject test (cost on <a href="http://www.orela.nesinc.com">www.orela.nesinc.com</a> (avg $95/each)</th>
<th>$320</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) Elementary: Civil Rights, Elementary 1 &amp; 2, &amp; ESOL</td>
<td></td>
</tr>
<tr>
<td>B) Mid/High: Added Endorsement Subject Test(s), Civil Rights, &amp; ESOL</td>
<td></td>
</tr>
<tr>
<td>C) Bilingual Specialization OPI language test (optional)</td>
<td>$120</td>
</tr>
<tr>
<td>Ed Job Fairs (Portland)</td>
<td>$25</td>
</tr>
<tr>
<td>Teaching License Application</td>
<td>$120</td>
</tr>
<tr>
<td>edTPA Assessment Scoring - Pearson Inc</td>
<td>$300</td>
</tr>
<tr>
<td>Graduation academic regalia</td>
<td>$160</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estimated UOTeach Expenses</th>
<th>$500</th>
<th>$0</th>
<th>$725</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3. Housing &amp; Living Expenses</th>
<th>SU 1/Late SU</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>SU 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off Campus Rental (academic year =$737/mo)</td>
<td>2,111</td>
<td>2,199</td>
<td>2,199</td>
<td>2,199</td>
<td>1,474</td>
</tr>
<tr>
<td>Food &amp; Your flavor of caffeine ($366/mo)</td>
<td>1,098</td>
<td>1,098</td>
<td>1,098</td>
<td>1,098</td>
<td>1,098</td>
</tr>
<tr>
<td>Books/supplies</td>
<td>300</td>
<td>350</td>
<td>350</td>
<td>0</td>
<td>350</td>
</tr>
</tbody>
</table>

| Estimated Living Expenses | $3,609 | $3,647 | $3,647 | $3,297 | 2,922 |

| Est total | $51,065 |

**Calculated based on:**

- Summer tuition & fees [http://registrar.uoregon.edu/costs/summer](http://registrar.uoregon.edu/costs/summer)
- AY Tuition & Fees [http://registrar.uoregon.edu/costs](http://registrar.uoregon.edu/costs)
- TSPC Licensure Fees [https://www.oregon.gov/tspc/Pages/Fees.aspx](https://www.oregon.gov/tspc/Pages/Fees.aspx)
Financial Aid & Scholarships
The Financial Aid Office is located in room 260 of Oregon Hall. The phone number is (541) 346-3221 and the website is http://financialaid.uoregon.edu/. The UO Financial Aid Office offers information on needs and non-needs based forms of funding, as well as university, state, and national scholarships.

UO Financial Aid Office Hours
Monday-Thursday: 8:00AM-5:00PM
Friday: 9:00AM-5:00PM

Counselor Drop-in Hours
Mon, Tues, Wed & Fri: 9:00 am-4:00 pm
Thursday: 9:00 am-3:00 pm

Financial Aid awards are based on enrollment status
- Full-time enrollment = 9 or more credits per term
- Part-time enrollment = ¾ 7 to 8 credits / term or ½ at 5 to 6 credits per term

College of Education Scholarships
The College of Education scholarship program provides a significant number of donor-supported awards to COE students. Most awards are from $1,000–$10,000. More information can be found on the main scholarships page at https://education.uoregon.edu/dean-office/scholarships.

2018-19 Application deadline February 1, 2018
Application & FAQs http://scholarships.uoregon.edu/
Scholarship list http://interact.uoregon.edu/pdf/comm/scholarship/scholarslist10-11.pdf
COE Contact andreao@uoregon.edu or 541-346-5943.

Other Resources:
Grad Plus Loans https://gradschool.uoregon.edu/sites/gradschool1.uoregon.edu/files/Grad%20Student%20FAQ.pdf#overlay-context=funding-awards
Federal Loans for Grad Students https://gradschool.uoregon.edu/sites/gradschool1.uoregon.edu/files/Grad%20Student%20FAQ.pdf#overlay-context=funding-awards
Financial Aid Cost of Attendance https://financialaid.uoregon.edu/cost_of_attendance
Income Contingent Repayment http://www.finaid.org/loans/icr.phtml

3. Campus Transportation & Parking
The Department of Parking and Transportation supports students, faculty, staff, and visitors with accurate information about visiting and parking on the University of Oregon campus. Whether you need to buy a permit, find a map of specific parking lots, pay a citation, or find alternative transportation, this is the first place to start.

Transportation & Parking
Open 7:30am-5pm Monday - Friday
1401 Walnut St Eugene
541-346-5444
parking@uoregon.edu
## IX. Appendix

### 1. Part-Time Program of Study: Elementary Completion Check List

<table>
<thead>
<tr>
<th>MEd Academic Program</th>
<th>TSPC Licensure Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Completion of Prerequisite course work</td>
<td>☐ Criminal history clearance</td>
</tr>
<tr>
<td>☐ Basic Skills Test (if GPA under 3.0)</td>
<td>☐ Successful applicant review</td>
</tr>
<tr>
<td>☐ Demonstrated sustained work with youth</td>
<td></td>
</tr>
</tbody>
</table>

#### Admissions Standards:
- Bachelor's degree
- Qualified application

#### Academic Training

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer I</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Fall 1</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Winter 1</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Spring 1</td>
<td>3-8</td>
<td>11</td>
</tr>
<tr>
<td>Summer 2</td>
<td>9-13</td>
<td>8</td>
</tr>
<tr>
<td>Fall 2</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Winter 2</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Spring 2</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>Summer 3</td>
<td>12-16</td>
<td>8</td>
</tr>
</tbody>
</table>

#### Completion Requirements

- MEd total credit: 78 (* Ed Foundations = 68)
- Grad School requirements:
  - Cumulative GPA ≥ 3.00
  - No Incompletes ("I"), must be resolved in 1 year
  - All requirements completed in 7-year period

#### Final Steps

- Student Candidate Graduate:
  1. Job Search: create online portfolio & Job Fairs
  2. RSVP with COE for June Commencement
  3. Apply to Grad School for “Curriculum and Teaching MEd” degree (deadline 2nd week of last term, must be enrolled in min 3 crs)

- College of Education, UOTeach Director:
  - Submit Statement of Completion

- Student Candidate Licensure Application
  3. Complete TSPC “eLicense”
  4. Send official transcript to TSPC

- College of Education Licensure:
  - Recommendation to TSPC (June)
  - Out-of-state license applications
### 2. Part-time Program of Study: Middle-High Completion Check List

#### MEd Academic Program

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Admissions Standards</th>
<th>Academic Training</th>
<th>TSPC Licensure Teacher Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bachelor’s degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Qualified application</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Primary Program of Study</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Subject area methods coursework</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Educational Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curriculum Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>English for Speakers of Other Languages</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Career Planning Series:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interview districts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FERPA, Title IX, School Learning Climate, Safe Place to Learn</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resume portfolio Preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practice interviews</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional associations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Job Fair(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MEd total credits = 74</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grad School requirements:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cumulative GPA ≥3.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No Incompletes (&quot;]&quot;) must be resolved in 1 year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All requirements completed in 7-year period</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Candidate Graduate:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Job Search: create online portfolio &amp; Job Fairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>RSVP with COE for June Commencement</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apply to Grad School for “Curriculum and Teaching MEd” degree (deadline 2nd week of last term, must be enrolled in min 3 crs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>College of Education, UOTeach Director:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Submit Statement of Completion</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Summer Term 1 (11 credits, 8-weeks)

- EDST612 Foundations of Teaching & Learning (3)
- EDST616 Language, Power, and Education (4)
- EDST620 Evolution and Math Wars or EDST630 Humanities & Cultural Conflict (4)

#### Fall Term 1 (8 credits, 11-weeks)

- Subject Matter Methods 1 (4): EDST621 Math, EDST623 Science, EDST631 Eng Lang Arts, LT 536 Second-Lang Teach Plan, EDST635 Social Stds
- Endorsement Area Course or Elective (4)

#### Winter Term 1 (8 credits, 11-weeks)

- Endorsement Area Course or Elective (4)

#### Spring Term 1 (16 credits, 11-weeks)

- EDST614 Cultural Context of Education (4)
- Elective optional (4)

#### Summer Term 2 (16 credits, 11-weeks)

- LT629 Foundations in Language Theory (4)
- EDST615 Critical Studies: Technology & Ed (4)

#### September Experience (1 credit, 4-weeks)

- EDST627 Intro/ Supportive Learning Communities

#### Fall Term 2 (15 credits, 11-weeks)

- SPED511 Foundations of Disability I (3)
- EDST638 Pedagogy for Humanities (4)

#### Winter Term 2 (16 credits, 11-weeks)

- EDST628 Supportive Learning Communities (3)
- EDST609 Practicum (4)

#### Spring Term 2 (16 credits, 11-weeks)

- EDST607 Student Teaching Seminar (2)
- EDST609 Student Teaching (10)

#### Summer Term 3 (16 credits, 11-weeks)

- EDST611 The Scholarship of Teaching (4)
- Elective options: EDST619 Teaching for Literacy, EDST618 Teaching ELD K-12, EDST605 Reading Internship, OR other related

#### Academic Training

- Developing Professional Proficiencies:
  - Subject area methods course(s)
  - Educational Psychology
  - Curriculum Theory

- Field Experience Observation:
  - Sept Experience (15 hrs/4 weeks)
  - 11-weeks (5 hrs / week)
  - ESOL 15 hrs

- Supervised Field Experience:
  - 11-weeks part-time practicum
  - 11-weeks full-time student teaching

- OAR Required Trainings:
  - Welcoming Schools
  - Mandatory Reporting
  - edTPA
  - Career Preparation

---

### Final Steps

- Student Candidate Licensure Application
  6. Complete TSPC “eLicense”
  7. Send official transcript to TSPC

- College of Education/Licensure:
  - Recommendation to TSPC (June)
  - Out-of-state license applications

---

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3. Professional Communication 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:

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.

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. Assume you will be google searched during the hiring process. 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. Email should be used primarily to schedule meetings and for short updates. A telephone call or personal conversation can do wonders in resolving difficulties. Complicated issues should be discussed in a face-to-face meeting.
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. Use the descriptive subject line to identify the message content. Emails without a descriptive subject line may be deleted without reading.
As part of admissions to the UO Master’s and Licensure Curriculum and Teaching Program, you were asked to carefully read and agree to the following UOTeach Code of Professional Conduct. These guidelines are based on the Oregon Standards for Competent and Ethical Performance of Oregon Educators (Oregon Administrative Rules 584-020-005 through 584-020-0045) and on the values of the University of Oregon including educational equity, accountability, honesty, responsibility, multicultural competence, and community. The University of Oregon Student Code of Conduct can be found at http://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code.

As teacher candidates, it is critical that you understand and operate with insight into these standards, as you will be expected to act in a way that exemplifies these values throughout your time in the program.

I. University of Oregon Graduate School and College of Education Academic Student Conduct

UOTeach is a state of Oregon Teacher Standards and Practice Commission (TSPC) accredited teacher preparation program. UOTeach is responsible for a specific approved graduate course of study for licensure and for evaluating student’s ability to demonstrate satisfactory professional conduct performance, this conduct includes the following:

- Communicating professionally with faculty, staff, administrators, colleagues, students, and others,
  - UOTeach communication guidelines also apply to all field placements as related to school district faculty, k-12 parents/guardians and youth.
- Successfully completing all coursework, mandatory meetings, and field experiences for program of study and licensure,
- Complying with the TSPC and UOTeach professional conduct and program conduct guidelines.

UOTeach students shall uphold College of Education professional educator values which include:

- Encourage an environment free of bigotry, bias, discrimination, violence, or intimidation of any kind. Treat each other with respect, recognizing each other's diversity relating to disability, gender and sexuality, U.S. minorities, cultural, racial, ethnic background and academic standing.
- Pursue skills and knowledge relevant to a future licensed teacher. This includes attending local and or regional training workshops and conferences.
- Practice personal and academic integrity and expect it from others.
- Promote a culture of respect and professionalism. This should be reflected in all touch points with the educational community, including phone and e-mail communications, as well as personal interactions.
- Seek out diversity of opinions, ideas, and backgrounds to enrich educational discourse.
- Abstain from posting any information, photos, or mention any student name(s) on public or private social networking sites, blogs, discussion boards or in chat rooms.
- Remain flexible and cooperative in working with others.

II. Clinical Practice | Field Placement | Student Teaching | Student Conduct

As an Oregon teaching candidate you are agreeing to comply with the state of Oregon Teacher Standards and Practice Commission (TSPC) Standards for Competent and Ethical Performance (Oregon Administrative Rules 584-020-005 through 584-020-0045). TSPC requires licensed Oregon teachers to comply with the following ethical standards:

1. The Competent Educator

   The educator demonstrates a commitment to:
   - Recognize the worth and dignity of all persons and respect for each individual
   - Encourage scholarship
   - Promote democratic and inclusive citizenship
   - Raise educational standards
   - Use professional judgment
   - Promote equitable learning opportunities
2. **Curriculum and Instruction**
   The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of goals as they are appropriate for each individual.

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

4. **Student Safety and Wellbeing**
   a. **Sexual Conduct**
      Abide by all laws related to sexual conduct, sexual harassment, and sexual assault.
   b. **Mandatory Reporting**
      Oregon state law mandates that student teachers and Oregon teachers make reports if they have reasonable cause to suspect abuse or neglect. [UOTeach will train all candidates in mandatory reporting prior to practicum.]

5. **Management Skills**
   The competent educator is a person who is able to relate to students in constructive and culturally competent ways. The competent educator establishes and maintains positive rapport. The competent educator maintains records as required and as needed to assist the growth of students.

6. **Human Relations and Communications**
   The competent educator works effectively with others -- Students, staff, parents, patrons and communities.

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

UOTeach requires all admitted participants demonstrate that they can maintain the above level of ethics and professionalism. Failure to comply may result in corrective action, disciplinary action and potential dismissal from the program. It may also result in additional College of Education, University of Oregon, or legal action.

**Agreement**
I understand that the UOTeach Program reserves the right to dismiss any student who is not operating in a professional ethical manner. My signature below demonstrates that I have read the UOTeach Code of Professional Conduct and agree to abide by them as training for a teaching career.

<table>
<thead>
<tr>
<th>Print Full Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Submit this for form to the UOTeach program at your interview.

UOTeach | EDST Department, College of Education, 124 Lokey Education, University of Oregon, 97403.
### Authorization
The grade levels you are certified to teach. Early Childhood/Elementary, K-5, 6, 7, 8 in a self-contained classroom. Middle/High School is for 6-12 with subject area endorsement.

### Cooperating Teacher (CT)
A certified teacher in the public schools who acts as a mentor teacher candidate. It is our practice to require our Cooperating Teachers to have completed a minimum of two years teaching experience.

*September Experience/Fall Observations* – CT will coordinate an observation schedule with teacher candidate and communicate expectations with teacher candidate regarding additional responsibilities (assisting in classroom, teaching a mini-lesson, etc.). No formal evaluations of teacher candidates this term.

*Winter Practicum and Spring Student Teaching* – CT should work with teacher candidate to establish a teaching schedule for the candidate’s instructional responsibilities and identify opportunities to engage in program tasks. The candidate should be oriented to the school site and staff. In addition, the candidate should be aware of established policies about reporting times, work hours, and extra duty assignments, as well as class assignments. University Supervisor will communicate specific evaluation procedures during the first 3-way conference of each term.

### ESOL/ELL/ELD
These are various terms relating to those who are English learners:

- **ESOL** – English for Speakers of Other Languages, which generally refers to the endorsement available in Oregon
- **ELL** – English Language Learners, which refers to the students who are in the programs
- **ELD** – English Language Development, which usually refers to the classrooms in the programs

### edTPA™
edTPA™ is a summative assessment of student teaching that requires teacher candidates to demonstrate they have the skills to help all students learn. The Oregon Teacher Standards and Practices Commission (TSPC) has adopted the edTPA as the exiting assessment for all teacher candidates receiving an Oregon teaching license.

### Endorsement
An area of teaching expertise gained through courses, practicum experience, and (for Middle/High School) passing scores on the ORELA/NES subject exam(s). Endorsements are designated on teaching licenses.

### Highly Qualified
Current interpretation of federal law by the state of Oregon considers teachers who have passed the required subject exam for middle and secondary subjects and the multiple subjects exam for early childhood/elementary as highly qualified.

### Lesson Plan
A detailed description of the lesson to be taught, which will include but not be limited to the following: goals, objectives, materials, lesson procedures and assessment. Candidates are required to have a lesson plan prepared for every formal observation during practicum and student teaching.
<table>
<thead>
<tr>
<th><strong>Professional Growth Assessment (PGA)</strong></th>
<th>Both the Cooperating Teacher and the University Supervisor, using the Professional Growth Assessment (PGA) tools, will assess and report progress to the candidate.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observation</strong></td>
<td>The purpose of an observation is for the candidate to receive feedback on their teaching. Supervisors and Cooperating Teachers will observe several lessons during a given term. The lesson is typically preceded by a pre-conference (candidates share the lesson plan and designate a focus) and a follow-up post-conference (data collected is analyzed, and suggestions for future teaching are presented by both the observer and the candidate).</td>
</tr>
<tr>
<td><strong>Supervision</strong></td>
<td>Each teacher candidate in the program is assigned a University Supervisor employed by the College of Education who will help guide the field experience. The supervisor is in the building regularly to make observations, meet with the team, communicate with the classroom teacher, and check candidate progress. Time is also set aside weekly to conference with each candidate individually.</td>
</tr>
<tr>
<td><strong>Supervisor Meetings</strong></td>
<td>Candidates will meet weekly with their supervisor and a small number of other cohort members. The University Supervisor will facilitate group discussions on teacher-related issues and practicum concerns. Supervisor meetings may be held at the school site or on the university campus.</td>
</tr>
<tr>
<td><strong>Teacher Candidates</strong></td>
<td>(also referred to as pre-service teachers, practicum students and/or student teachers) – This is a student studying/training to be a certified classroom teacher. Students in our program will complete multiple terms of field experience, including September Experience, Field Observations, Practica, and Full-Time Student Teaching. <strong>September Experience</strong>: minimum of 15 hours per week for a total of four to five weeks (50 hours minimum, may include ESOL hours) <strong>Field Observations</strong>: minimum of five hours per week for a total of 10 weeks (50 hours, may include ESOL hours – assignments linked to courses) <strong>Practicum</strong>: minimum of 16 hours per week for a total of 10 weeks (160 hours, may include ESOL hours) <strong>Student Teaching</strong>: Students are on-site all term and assume full teaching responsibility for approximately 9 weeks.</td>
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<td><strong>TSPC</strong></td>
<td>Oregon Teacher Standards and Practices Commission (TSPC) issues teaching licenses upon successful completion of approved programs. All matters pertaining to the license are handled by Richelle Krotts, Coordinator of Licensure and Student Records, in the College of Education.</td>
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UOTeach Master’s Program
Educational Studies, College of Education
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