2018-19 Program Orientation Handbook

Teaching Radical Hope

Educational Studies
Lokey Education Building, Room 124
Education.uoregon.edu/uoteach
541-346-1360 | uoteach@uoregon.edu

Join Us @
Come Read With Us...
Here is a sampling of the texts from our UOTeach bookshelf.
Table of Contents

I. Program Description & Core Initiatives .................................................. 5
   1. Program Description & Core Initiatives ........................................... 5
   2. Program Objectives .......................................................................... 5
   3. Program Philosophy ......................................................................... 5
   4. Program Goals .................................................................................. 5

II. Student Health & Safety: 1. Rec, Health & Counseling Centers 3. Personal Safety
   2. Accessibility 4. Student Conduct ...................................................... 6
   1. Rec, Health & Counseling Centers .................................................. 6
   2. Accessibility ...................................................................................... 6
   3. Personal Safety ................................................................................ 6
   4. Student Conduct .............................................................................. 6

III. Who’s Who of UOTeach: ................................................................. 8
   1. Governing Bodies: Kalapuya, TSPC Licensure, UO Grad School and COE Org Chart
   2. Faculty & Staff Intros ...................................................................... 8
   3. Community Communications: Listservs, FB, Blogs, Campus Resources

IV. Program of Study & Grad School Policies ..................................... 12
   1. Elementary Multiple Subjects – Completion Steps ............................. 12
   2. Middle/High School – Completion Steps ......................................... 13
   3. English to Speakers of Other Languages (ESOL) ............................... 14
   4. Paths for Adding Additional Endorsement FAQs ............................... 14
   5. Licensure and Graduate School Policies:
      a) TSPC Satisfactory Progress b) UO Grad School c) Field Placement Enrollment
      d) Removal of Incompletes e) Transfer Credits f) COE Credit Waivers g) On-Leave Status

V. Field Experience .................................................................................. 18
   1. Field Experience Goals .................................................................... 18
   2. Placement Selection Process ............................................................ 18
   3. Pre-Field Experience Check List
      A. Background Check Clearance (Fingerprinting) ............................... 18
      B. TK20 Licensure Management System Sign-up ................................. 19
      C. ORELA Civil Rights Test Requirement ........................................... 19
      D. Placement Orientation (FERPA & Mandatory Reporting) .............. 19
   4. Field Experience Requirements
      A. Summary Guidelines ...................................................................... 24
      B. ESOL Field Requirements ............................................................... 24
      C. Assessment (PGA, edTPA, worksample) ................................ .......... 24
      D. Time Log Contact Hours ............................................................... 24
      E. Observations Placements Terms (September Experience / Fall) ....... 24
      F. Supervised / Supported Clinical Practice Terms and Expectations ..... 24

VI. Program Policies ................................................................................ 25
   A. Completion Requirements ............................................................... 25
   B. COE/ Dept Dismissal Policy ............................................................... 25
   C. Problem Solving & Complaint Process (UOTeach & University) ... 26

VII. Other Resources ............................................................................... 27
   1. Estimated Cost of Attendance (Tuition & Fees) .................................. 27
   2. Financial Aid, Course Fees, & COE Scholarships ................................. 28
   3. Transportation & Parking ............................................................... 28

XIII. Appendix ......................................................................................... 29
   1. Professional Communication Guidelines ......................................... 29
   2. Department of Education Studies Programs Code of Professional Conduct
   3. Term Glossary ................................................................................... 32
   4. Campus Maps ................................................................................... 33

IX. 2018-19 Program Calendar ............................................................... SEPARATE HANDOUT

The policies and procedures are created and administered in a manner that is fair and inclusive and to provide an environment that is welcoming and service-oriented. However, UOTeach must adapt and change within the framework of students, institution, state, and federal guidelines.

The handbook is a living document and subject to frequent updates. We recommend reviewing the document online at our Blog as the year progresses.
UOTeach Program Description & Core Initiatives

The University of Oregon 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 general education programs:

**Elementary Education**
- Elementary: Multiple Subject Endorsement
- English for Speakers of Other Languages (ESOL)

**Middle-High School Education**
- Subject Area Endorsements
  - English Language Arts
  - Mathematics (Middle School and Advanced)
  - Social Sciences
  - Science Education: Biology, Chemistry, Physics, and Integrated Science
  - World Languages: French, German, Japanese, Mandarin Chinese, and Spanish
- English for Speakers of Other Languages (ESOL)

**Equity and Subject Expertise:** The UOTeach philosophy for teacher education is that every child deserves an excellent teacher; excellent teachers need extensive subject area preparation, extensive sociocultural knowledge, and an equity framework for curriculum and instruction. Teachers must be prepared for their role in creating welcoming, inclusive, and safe schools and communities in order to develop the critical thinking skills of children.

**Core Initiatives:**

**Equity Framework for Anti-Oppressive and Culturally Sustaining Education**
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.
- 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.
Subject Area Expertise
UOTeach provides candidates with advanced training in core subject area curriculum and methods. During your time in UOTeach you will take courses from both research and practitioner faculty. Our research faculty within each subject area are nationally engaged scholars on curriculum and instruction. Our practitioner faculty are school district curriculum leaders and state experts within the different subject areas for UOTeach. The program is designed for you to have the best of both worlds.

Sapsik’wala Program
UOTeach partners with the Sapsik’wala Program to help prepare students with the knowledge and skills to serve American Indians and Alaskan Natives (AI/AN) in ways that I look forward to thinking through together how we can embed Indigenous studies throughout our curriculum in the Department and will hopefully be bringing several more scholars out in the next few years to push our thinking around this goal. Michelle and I are hopeful that collectively, we can support each and every graduate of our programs to view Indigenous studies and Indigenous education as essential to what counts as good teaching and good education.

ESOL for Everyone
One of every ten children in Oregon speaks a primary language other than English. Each year approximately 50,000 of these emerging bilingual students attending Oregon’s public schools. Nationally an estimated 4.4 million students are English language learners. To serve the cultural, political and social needs of these diverse communities and create more supportive and inclusive learning environments, UOTeach has embedded the cultural competency of the English for Speakers of Other Languages (ESOL) endorsement into the curriculum.

“This program helped me have a critical lens when it comes to culturally responsive teaching. It made me aware of my role in the education system and the power I have in the classroom and school.”

C.H Cohort 9, Elementary

Having a Masters of Education will have a huge impact on my preparation level for the upcoming school year. I feel well prepared with strategies, tools and pedagogical resources.

L.K., Cohort 9, Elementary
I. Student Health & Safety

1. Access to the Student Rec, Health & Counseling Centers

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 – as student, you are paying for these and many other services through your term “fees.”

You should take advantage of the comprehensive healthcare and counseling center services, including general medical care to specialty services including pharmacy, laboratory, dental, X-ray, physical therapy, and sports medicine.

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.

There is nothing more important than the safety and well-being of our community. Campus Safety works with partners across campus to address on and off-campus safety and encourage all of campus to work together to support each other. We are always impressed with how students and others step-up to watch out for friends and classmates by taking extra precautions such as walking together and reporting suspicious activities. We are a community that looks after each other. But we would like to remind you about additional actions we to take.

It is vitally important that if you see or learn information about a crime or suspicious activity that you call police right away. Report criminal activity (such as a break-in or intruder, robbery, or assault) immediately to 9-1-1, or for non-emergency situations on campus, to UO Police Department (UOPD) at 541-346-2919.

We also urge every member of campus to take action to protect themselves. Here are safety tips from the UO Police Department:

- Students are encouraged to use UO Safe Ride (541-346-RIDE ext. 2) or Designated Driver Shuttle (541-346-RIDE ext. 1), or the UO Campus Shuttle. [map.uoregon.edu/campus-shuttle], call a taxicab, or contact UOPD for an on-campus escort (541-346-2919).
- Be aware of your surroundings. If you see someone in distress make yourself known and offer assistance if it is safe to do so and seek immediate help from police or security personnel.
- Every person and situation is different; survivors must decide for themselves what actions or responses are safest in any situation. If someone attempts to touch you against your will, you have the right to yell "NO" loudly, or do whatever is necessary to get the person to let go, and flee to a safe place and seek help.
- When safe, try to remember as much as possible about the person's appearance and behavior. Regardless of what happens during an incident, you have the right to report the crime and to receive services and accommodations.
The UO provides extensive resources to students impacted by crime. The Office of the Dean of Students is available to ensure students can receive advocacy, counseling, medical help, academic support, and other aid. Here are those resources:

- Survivors have a right to report crimes to police and have crimes investigated and/or prosecuted to the fullest extent possible.
- Call 541-346-SAFE at any time or visit [safe.uoregon.edu](http://safe.uoregon.edu) to learn about options and resources.
- For students, a range of support services are available through the Office of the Dean of Students, 541-346-3216; [uodos@uoregon.edu](mailto:uodos@uoregon.edu).
- For students, personal counseling and other support services are available through the University Counseling Center, 541-346-3227 (available 24 hours); [counseling.uoregon.edu](http://counseling.uoregon.edu).
- For students, medical and sexual assault examination services are available at University Health Center, 541-346-2770; [healthcenter.uoregon.edu](http://healthcenter.uoregon.edu).
- For employees, the Office of Affirmative Action and Equal Opportunity, 541-346-3123, and Office of Human Resources, 541-346-3159, can assist in connecting to resources.
- Other community resources available are Sexual Assault Support Services (SASS), 541-343-7277 (24-hour crisis line) or 541-484-9791; Womenspace, 541-485-8232 or 541-485-6513 (24-hour crisis line); and White Bird Clinic Counseling, 541-342-8255 or 541-687-4000 (24-hour crisis line).
- ASUO Student Legal Services, [https://studentlife.uoregon.edu/financial-legal-services](https://studentlife.uoregon.edu/financial-legal-services).

Do not hesitate to reach out to any of the staff listed above if you need support or just walk to talk. We have posted a list of campus safety information related to these incidents at [dos.uoregon/help](http://dos.uoregon/help).

Here are some video trainings related to School Safety:

- Speak up at School: Anti-Bias training, [http://www.tolerance.org/webinars](http://www.tolerance.org/webinars)
- Training: Violence Prevention and Active Shooter, [http://safety.uoregon.edu/personal-safety](http://safety.uoregon.edu/personal-safety)

**4. University Student Conduct & Community** [http://dos.uoregon.edu/conduct](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.
II. Who’s Who of UOTeach

1. Governing Bodies

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

- UO Graduate School Dean of the Graduate School – Janet Woodruff-Borden
- College of Education – Dean Randy Kamphaus
- Edward Olivos - Department Head, Department of Education Studies
- Julia (Julie) Heffernan – UOTeach/CTED MEd Graduate Director
- Amy Harter - Graduate Program Assistant
- UOTeach Graduate Faculty Instructors
- Kara Whipple - Elementary Practicum Coordinator
- Robin Patterson - Secondary (Middle/High School) Practicum Coordinator
- University Supervisors: Elementary & Mid/High
- Partnering Cooperating Teachers: ESOL Elementary Mid/High
- Abby Lane ESOL Coordinator
2. UOTeach Faculty & Support Team Intros (Classes & Scholarship)

**Key Contacts:** Education Studies Department, Lokey Education Building, Suite 124

<table>
<thead>
<tr>
<th>Position</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>Graduate Program Coordinator</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>

**Faculty Instructors**

- **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 Cooperation and Education

- **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 Dvoskin**, MEd
  EDST 641 Literature
  Elementary Teacher Eugene

- **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.

- **Emily Kemp**, MEd
  EDST 643
  Elementary Math Teacher

- **Larry Lewin**, MEd
  EDST 632
  English Teacher
  Secondary

- **Audrey Lucero**, PhD
  EDST 640/641
  Scholarship: Literacy & Spanish speaking

- **Erin Moss**, MEd
  EDST 615 Tech Ed
  Elementary Teacher / Technology Specialist Bethel

- **Trish Pashby**, PhD
  LT 629
  Scholarship: Language Acquisition

- **Karen Rengifo**, MEd
  EDST 634 World Lang
  English Language Development Teacher

  Churchill HS
  Kelly MS
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**

- **Listservs** - to ease communications between cohort groups we have created three useful email lists:
  1. uoteach10@lists.uoregon.edu - all cohort #10 UOTeach students & program staff
  2. uoteach10elem@lists.uoregon.edu - Elementary Multiple Subjects students & program staff
  3. uoteach10mh@lists.uoregon.edu - Middle/High Ed students & program staff

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!

<table>
<thead>
<tr>
<th>UOTeach Current Student Blog: <a href="https://uoteach.uoregon.edu/">https://uoteach.uoregon.edu/</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. complete resources for program including contacts, program calendar, program of study, field experience, term registration, career prep, job search, Flickr, and much more.</td>
</tr>
</tbody>
</table>

**Cohort Knowledge Journals (2016 ~ 2009):** https://education.uoregon.edu/med-curriculum-teaching-uoteach-k-12-licensure-and-masters/uoteach-blog

**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/graduatestudentassociation/

**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/ (24-Hour phone 541-346-3227)
- 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, MECa, Native American Student Asso, Taiwanese Student Asso,
- Multicultural Center, https://inclusion.uoregon.edu/mcc, uoregonmcc@gmail.com
- OrgSync, https://orgsync.com/profile/profile_options
- Rec Center & Group X classes, https://uorec.uoregon.edu/fitness/group-x/
III. Programs of Study & Grad School Policies

The foundational, methods, and field experience courses in the UOTeach study plan have been approved by the State, University Graduate School and the College of Education. Courses are sequential, meaning that students are required to successfully complete courses prior to progressing to the next term of field experience.

A. **Full-Time:** for economic reasons, the majority of students complete all Master’s and licensure requirements of UOTeach in four-terms. Below is the detailed programs of study.

B. **Part-Time or extended:** students needing to be part-time generally complete all methods courses in their first year and field experience in the second year.

### 1. Elementary-Multiple Subjects

#### MEd Academic Program

<table>
<thead>
<tr>
<th>Admissions Standards</th>
<th>TSPC Teacher Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Bachelor’s degree</td>
<td>☐ Criminal history clearance</td>
</tr>
<tr>
<td>☐ Qualified application</td>
<td>☐ Successful applicant review</td>
</tr>
<tr>
<td>☐ Basic Skills Test (if GPA under 3.0)</td>
<td></td>
</tr>
<tr>
<td>☐ Demonstrated sustained work with youth</td>
<td></td>
</tr>
<tr>
<td>☐ Completion of Prerequisite course work</td>
<td></td>
</tr>
<tr>
<td>☐ 1 yr 200 Level Math ☐ PE</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Training</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Foundational, methods, &amp; pedagogical coursework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ English for Speakers of Other Languages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Career Planning Series:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Interview districts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Trainings: FERPA, Title IX, School Learning Climate, Safe Place to Learn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Resume portfolio preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Practice interviews</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Professional associations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Job Fair(s)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Summer I (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 Mgmt: Intro Supportive Learning Communities

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

1. SPED511 Foundations of Disability I (3)
2. EDST640 Methods: Meaning Through Literacy (4)
3. EDST642 Methods: Humanities Pedagogy (4)
4. EDST643 Methods: Math Facts & Inquiry (4)

#### Winter (15 credits, 11-weeks)

1. EDST628 Mgmt: Create Supportive Learn Comm (3)
2. EDST645 Methods: Science Detail & Discovery (4)
3. EDST646 Methods ESOL: Pedagogy for Elem Clssrm (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)

#### Grad School Completion

- MEd total credit: 62
- Grad School requirements:
  - Cumulative GPA ≥3.00
  - No Incompletes ("I"), must be resolved in 1 year
  - All requirements completed in 5-year period

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

<table>
<thead>
<tr>
<th>College of Education, UOTeach Director:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Submit Statement of Completion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* In 2018-19, Ed Foundations undergraduate program majors will be waived from the following UOTeach courses:

1. EDST 612 Foundations of Teaching and Learning
2. SPED511 Foundations of Disability
3. EDST 614 Cultural Context of Education

_Students who have completed similar courses prior to UOTeach may formally request a course transfer or waiver petition. See (pg 16)_

Passing Scores:

- ORELA Elementary Subtest (**Aug**)
- ESOL Tests (after EDST 646)
- Civil Rights Test (by Dec 15)
- edTPA assessment (teaching term)
- “Bilingual Specialization” ACTFL Oral Proficiency Interview assessment

<table>
<thead>
<tr>
<th>Candidate Licensure Application</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complete TSPC <strong>eLicense</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Send official transcript to TSPC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College of Education Licensure:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recommendation to TSPC (June)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Out-of-state license applications</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. FULL-TIME Completion Check List: Middle—High School

MeD Academic Program Study Plan

<table>
<thead>
<tr>
<th>Admissions Standards</th>
<th>MEd Academic Program Study Plan</th>
<th>TSPC Licensure Teacher Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Bachelor’s degree</td>
<td>Qualified academic expertise</td>
<td>□ Criminal history clearance</td>
</tr>
<tr>
<td>□ Qualified application</td>
<td>Demonstrated sustained work</td>
<td>□ Passing subject area test</td>
</tr>
<tr>
<td></td>
<td>with youth</td>
<td>□ Successful applicant review</td>
</tr>
</tbody>
</table>

Academic Training

□ Foundational, methods, & pedagogical coursework
□ English for Speakers of Other Languages
□ Career Planning Series:
  • Interview districts
  • FERPA, Title IX, School Learning Climate, Safe Place to Learn
  • Resume portfolio Preparation
  • Practice interviews
  • Professional associations
  • Job Fair(s)

Summer Term I (15 credits, 8-weeks)
1. EDST612 Foundations of Teaching & Learning (3)
2. EDST616 Language, Power, and Education (4)
3. LT629 Foundations in Language Theory (4)
4. EDST620 Evolution and Math Wars or EDST630 Humanities & Cultural Conflict (4)

September Experience (1 credit, 4-weeks)
5. EDST627 Mgmt: Intro Supportive Learn Communities

Fall Term (15 credits, 11-weeks)
1. SPED511 Foundations of Disability I (3)
2. EDST638 Methods: Eng Lang Learn Pedagogy (4)
   EDST621 Math, EDST623 Science, EDST631 Lang Arts, LT 536 Second-Lang Teach Plan, EDST635 Social Stds
4. Second Methods or Endorsement Area Elective* (4)

Winter Term (16 credits, 11-weeks)
1. EDST628 Mgmt: Supportive Learning Communities (3)
2. Subject Matter Methods (4):
   EDST622 Math Prob-Solving, EDST624 Scientific Prob-Solving, EDST632 ELA Engaging Writing, LT 536 Second-Lang Teach Plan, EDST636 Social Science Inquiry & Analysis
3. Second Methods or Endorsement Area Elective* (4)
4. EDST609 Practicum (4)

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

MEd total credits = 62
Grad School requirements:
• Cumulative GPA ≥3.00
• No Incompletes (“I”), must be resolved in 1 year
• All requirements completed in 7-year period

Passing:
□ Core Subject area ORELA
□ Added Endorsement ORELA
□ ORELA Tests (after EDST 638: Dec)
□ Civil Rights & Ethics test (by Dec 15)
□ EdTPA Work Sample / PGA

Graduation Completion

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

Final Steps

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:
□ 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 petition for a waiver. See (pg 16)
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.

1. Successful completion of ESOL course work:
   A. EDST 616 Language, Power, and Education,
   B. LT 629 Foundations in Language Theory, and
   C. ESOL Methods course (EDST 646 Pedagogy for Elementary Classrooms or 638 English Language Learning Pedagogy for Mid-High). This course includes an academic analysis and sheltered Instruction lesson plan.

2. 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 emerging bilinguals (English Language Learners). It is recommended that you complete fall term but you can spread out over all three terms, depending on the ELD teachers’ availability.

   Observations must be arranged in advance with the ELD teacher’s permission. Placement coordinators will provide additional details during the Field Orientation prior to the start of Fall term. Candidates should use the ESOL Observation Questions guide when observing.

   The ESOL Time Log should not be turned in to the UOTeach Placement Coordinator until after all 15 hours have been complete. 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.

3. Passing the ORELA ESOL assessment

4. PATH for Mid-High Adding Additional Endorsement Area
   Obtaining an In-Program or Post-Licensure added subject area endorsement provides versatility during your hiring process. The UOTeach Mid-High study plan is structured around you obtaining licensure in your primary endorsement area with the opportunity for you to either take two additional courses in your content area or prepare for adding additional subject area endorsements (in-program or post-licensure) fall and winter terms.

   A. Path 1 IN-Program: This path occurs prior to obtaining your preliminary license and requires you meet the academic training requirements and submit an Application to Add In-Program Endorsement form (below). Application for the endorsement is included in your initial licensure application.

   B. Path 2 Post-Licensure: This path is regulated through TSPC and generally provides greater leeway around academic preparation but does require passing of the content area ORELA test and taking a methods course. Application to add the endorsement can be submit immediately upon licensure.

IN-Program Added Endorsement: Path 1
   Students with sufficient subject area academic expertise prior to the program and a desire to be credentialed to teach across subject areas are able to apply to add an endorsement in UOTeach.

<table>
<thead>
<tr>
<th>Endorsement Requirements</th>
<th>Minimum score of 220</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ORELA test</td>
<td>Academic Background Guidelines *</td>
</tr>
<tr>
<td>2. Subject Area:</td>
<td></td>
</tr>
<tr>
<td>Language Arts</td>
<td>• 36 upper division</td>
</tr>
<tr>
<td>General Science</td>
<td>• 44 upper / lower combination</td>
</tr>
<tr>
<td>Biology</td>
<td>• 44 upper / lower combination</td>
</tr>
<tr>
<td>Physics</td>
<td>• 44 upper / lower combination</td>
</tr>
<tr>
<td>Chemistry</td>
<td>• 46 upper / lower combination</td>
</tr>
<tr>
<td>Basic Math (Middle School)</td>
<td>• 24 upper / lower combination</td>
</tr>
<tr>
<td>Advanced Math</td>
<td>• 36 upper division</td>
</tr>
<tr>
<td>World Language</td>
<td>• 44 hours 24 upper division</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>• 44 hours 20 upper division</td>
</tr>
</tbody>
</table>

The IN-Program application is available on the Current Student Blog and requires documentation of all applicable courses and a passing content ORELA test.

Lau v Nichols (1974)

“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.”
Approval Timeline:
- Admission requires – submitting an in-program added endorsement application
- Attending the post-orientation endorsement overview meeting
- July 30 – submitting a passing content area ORELA test score
- Students will be notified of acceptance or denial in August

Applicants accepted into the added endorsement program of study are required to take a fall and winter term methods course in the added subject area and complete a student practicum.

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.

5. Licensure & Graduate School Policies

a) Satisfactory Academic Progress is regulated by both Oregon’s TSPC and the Graduate School
   Oregon Teaching Standards and Practices Commission (TSPC)
   - Requires students maintain the academic standard of the approved licensure program. (see program 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 director 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.

c) UOTeach Field Placement Enrollment / Completion Policy
   - Enrollment in field placement requires that all prior course work is successfully complete with a cumulative 3.00 GPA or higher
   - Students with incomplete course grades at the start of a term, will be required to postpone term registration for field placement until course is completed.

Both the part-time practicum and student teaching portions of your field experience is considered consequential. Students who do not successfully perform in their clinical placement or don’t complete all work study and edTPA requirements, will not earn the required credit in EDST 609 field experience.

Students in this situation will work closely with the practicum placement coordinator or program director to modify their plan of study with the aim of returning to the student teaching rotation in a future term.

d) 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:

A. The incomplete must be no more than seven (7) years old.
B. The student must have the approval of the instructor to complete the outstanding course requirements.
C. 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.

e) Transfer Credit (Grad School: http://gradschool.uoregon.edu/policies-procedures/masters/transfer)

Please read carefully the Graduate Schools Transfer of Credit for Master’s Student policy. If you believe you have a course that was taken unattached to a degree, please complete the transfer form prior to the term of the course you are petitioning to offset. https://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.

f) College of Education Credit Waiver Policy:

Graduate students may request to waive credits based on coursework or field experiences completed previously through a process of determining course equivalence.

There is no time limit for when previous coursework or field experiences were completed. To be eligible for a waiver of credit, the student must have earned a B- or above or a ‘Pass’ in the course equivalent. The faculty instructor of the course to be waived, or a representative from the Offering Unit who has relevant course content expertise, will determine a course equivalent. Both the previous course title and grade must appear on an institutional transcript.

Licensure students may request, in addition to the above, to waive a course when the student is able to demonstrate the knowledge, skills, competencies, and dispositions required by state and institutional standards (see OAR 584-400-0180). Experience in the field, alone, is generally not a basis for waiving coursework.

a) Students must request to waive credits using the College Request for Waiver of Credit form;

b) The faculty instructor of the course to be waived, or a representative from the Offering Unit, who has relevant course content expertise, will determine a course equivalent and must sign the Request for Waiver of Credit form. The student’s Program Coordinator/Director of Graduate Studies also must sign the Request for Waiver of Credit form. And, if the coursework is part of a licensure program, the Teacher Standards and Practices Commission (TSPC) Liaison must sign the form. Academic advisers may not grant credit waivers.

- The Program Coordinator/Director of Graduate Studies documents approval of the Request for Waiver of Credit form by placing the following documents in the student’s academic program file: the signed Request for Waiver of Credit form; previous course syllabus and/or other supporting materials; and institution transcript that documents previous course grade.

d) The student may appeal a waiver decision by writing to the College of Education Associate Dean of Academic Affairs. The College of Education Curriculum Committee may also consider appeals.

e) After exhausting the appeals process within the College, a licensure student may appeal directly to the TSPC as outlined in OAR 584-400-0180.

The form is available on the COE website and can be requested from the department.

Waivers are at the discretion of the program director and unless specified below, require submission of a Waiver Request form. Waivers do not supersede the degree credit minimum required by the Graduate School of 45 or state mandates.
A. **Elementary Program**: the following courses are typically waived from the Program of Study:

<table>
<thead>
<tr>
<th>Waived from UOTeach Study Plan</th>
<th>Related Ed Foundations Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>· EDST 612 Foundations of Teaching and Learning, 3 crs, SU</td>
<td>· EDST 411 Childhood Studies, 3 crs</td>
</tr>
<tr>
<td>· SPED 511 Foundations of Disability (*) 3 crs, F</td>
<td>· SPED 411 Foundations of Disability, 3 crs</td>
</tr>
<tr>
<td>· EDST 614 Cultural Context of Education, 4 crs, S</td>
<td>· EDST 420 Living in a Stratified Society, 4 crs</td>
</tr>
</tbody>
</table>

Students from other majors and or institutions who have taken equivalents may request courses be waived prior to the start of the term.

B. **Mid-High Program**: the following courses are typically waived, if taken prior to enrolling in UOTeach.

<table>
<thead>
<tr>
<th>Waived from UOTeach Study Plan</th>
<th>Related Undergrad/Grad Level Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>· LT 629 Foundations of Teaching and Learning, 4 crs, SU</td>
<td>· LT 444 2nd Lang Acquisition (or equivalent**)</td>
</tr>
<tr>
<td>· SPED 511 Foundations of Disability (*) 3 crs, F</td>
<td>· SPED 411 Foundations of Disability (or equivalent**)</td>
</tr>
<tr>
<td>· EDST 614 Cultural Context of Education, 4 crs, S</td>
<td>· EDST 420 Living in a Stratified Society (or equivalent**)</td>
</tr>
<tr>
<td>· EDST Methods Course</td>
<td>· Prior Master level content area course work**</td>
</tr>
</tbody>
</table>

**Require submission of a waiver request form.**

---

**g) Graduate School 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

UOTeach students have up to 3 years to complete their initial Master’s program of study. Beyond that, there is no guarantee, students should expect additional course requirements.
1. Goals & Overview for the 34-week Field Experience

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. UOTeach Placement Selection Process

Selection and placement of practicum students and cooperating professionals will be made without regard to sex, color, race, religion, age, national origin, sexual orientation, marital status, disability, or veteran’s status.

3. Pre-Field Experience Check List:
   A. Background Clearance: Teacher candidates must complete a comprehensive criminal record check before they begin their first field experience in the Fall. Purchase your Practicing Professional Clearance ID from EMU Card Office for access to schools.
   B. Activate TK20 licensure and field placement management database.
   C. Take ORELA Civil Rights Test Requirement: by Dec 15
   D. UOTeach Orientation on admirable policies, rules, standards, schedules and practices of the site. This includes student understanding of student teacher position as it relates to the federal, state, district, and school policies such as the Family Education Rights and Privacy Act (FERPA) and policy and Mandatory Reporting.
A. TSPC Background Clearance (Fingerprinting) Requirements

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).
- In order to have your Practicing Professionals badge by the start of September Experience, all applications should be started by July 13.

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 upload verification to the COE Google doc.

TSPC Fingerprint Clearance Registration Steps:

4. Go to EMU Card Office to purchase your new Practicing Professional card

Trouble-shooting:

Students must clear the background check before beginning the clinical experience. If you are running into issues, please contact the Oregon TSPC by email contact.tspc@oregon.gov or phone 503-378-3586.

B. Register for 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. The College of Education purchases TK20 membership for all UOTeach students

1. Login at https://tk20.uoregon.edu/campustoolshighered/start.do
3. Help or Questions: 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 material examples are available on the Current Student Blog.
D. Field Placement Orientation:

Prior to the start of each new field placement you will have a placement orientation with your Practicum Placement Coordinator. This will cover administrative policies, rules, standards, schedules and practices of the site as well as review of privacy and reporting responsibilities.

FERPA & Mandatory Reporting

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 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. Teacher candidate are responsible for having their own individual medical and accidental insurance.

- The University of Oregon Department of Risk Management broadly encompasses field placement as part university liability. As such obtaining liability insurance during field placement is not required. You are however advised obtain health and accident insurance (for yourself).

- Family Education Rights and Privacy Act (FERPA) Schools are committed to protecting the privacy of all students. As a teacher candidate you are expected to help the schools and school districts you work in maintain best practices in the use and management of information about students.

- FERPA prohibits the disclosure of a student’s “protected information” to a third party. This disclosure is prohibited whether it is made by hand delivery, verbally, fax, mail, or electronic transmission.

Oregon Mandatory Reporting - By law, teachers candidates are mandatory reporters must report suspected abuse or neglect of a child to DHS regardless of whether or not the knowledge of the abuse was gained in the reporter’s official capacity. In other words, the mandatory reporting of abuse or neglect of children is a 24-hour obligation. To report suspected abuse call: 1-855-503-SAFE (7233).

University of Oregon Risk Management:

Please refer to UO Risk Mgmt for information regarding UO policy and resources
https://safety.uoregon.edu/risk-management-and-insurance

Other resources:
- The Oregon Education Association (503) 684-3300 Ext 230
- NEA [Educator Employment Association]
4. Field Experience Step Progression Requirements

To participate you will need to have:
   a. Complete all prior UOTeach course work with a cumulative 3.00 GPA or higher (no incompletes)
   b. Successfully complete prior term of field experience
   c. Have passed the Civil Rights test (Winter term)

Students with incomplete course grades at the start of field placement, will be required to postpone that particular field experience step to following term or until course is completion. Placement coordinators will work closely with students experiencing unsuccessful field experience to develop a plan for advancing to the student teaching rotation.

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

<table>
<thead>
<tr>
<th>Term Timeline</th>
<th>Requirement/ Specific Area</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></td>
<td>ESOL</td>
<td>September Experience</td>
<td>Field Experience</td>
<td>Clinical Student Practicum</td>
<td>Clinical Student Teaching</td>
<td></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>20 hr/wk (200 hr) Part-time</td>
<td>Full-time (40 hours/wk)</td>
<td></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>
<td></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>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>ESOL class</td>
<td>In Learning Communities class</td>
<td>Structured around methods class</td>
<td>Work sample</td>
<td></td>
<td></td>
</tr>
<tr>
<td>edTPA</td>
<td>Placement Seminar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timesheets</td>
<td>15-hour min / required</td>
<td>50-hour min / required</td>
<td>50-hour min / required</td>
<td>200-hour min / required</td>
<td>400 hours min/no timesheet required</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: PGA, edTPA, & Work Sample

Evaluation of your practicum experience and satisfactory completion of the assignments will be made by your cooperating teacher and the University Supervisor. Oregon uses 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. This payment will be included in your course fee for the winter term seminar course.

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 end of August or early September (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.
- Fall Term (Typically)
- 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.

Thanks to my practica, I have been thoroughly exposed to several different schools and student populations and have learned how to navigate these environments with the support of UOTeach classes. This practical experience, bolstered by the supplemental classes - like 607 - have been useful. These lessons I will take forward with me and immediately apply in the field.

A.W., Cohort 9 (2017-18)
F. Supervised / Supported Clinical Practice 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 or subject, 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.

Triad Conference Meetings

Your Supervisor will conduct the following triad 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 trouble shoot 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 Part-Time 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.

- Winter Term (typically)
- 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 for at least six weeks and complete required assignments
- 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
- Two of four lesson Plans to be submitted for program evidence with supervisor scored rubric
- Two of four observations submitted as evidence with supervisor scored rubric.
- 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 Full-Time Student Teaching Term Guidelines

FOCUS of Student Teaching: gives candidate the opportunity to gradually take the lead in preparation, instruction, and assessment for the classroom.

- Spring Term (typically)
- Teacher candidates need to be on-site full-time (40 hours a week).
- 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.
- Two of four lesson Plans to be submitted as evidence with supervisor scored rubric
- 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 Subtests I & II, 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
   Completion of all necessary coursework in the licensure.

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></td>
</tr>
<tr>
<td></td>
<td>Elementary – Kara Whipple</td>
<td>124 Lokey Ed Bldg, (541) 346-8034</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>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>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>UUCTC 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>
V. 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. At the time of printing this handbook (June 18) the 2018-19 tuition and fees was not available. Please keep in mind that UO provides unofficial estimates of your actual costs. For an actual amount, access your student account on 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.

UOTeach ESTIMATED 2018-19 cost of attendance (COA)

<table>
<thead>
<tr>
<th>A. Resident - Tuition &amp; Fees Estimate</th>
<th>SU 18*</th>
<th>Fall '18</th>
<th>Winter '19</th>
<th>Spring '19</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Fees: Cities: BUS pass, email accounts, internet service, use of Student Rec Center, Libraries, Athletics, Counseling &amp; Health Center services and more</td>
<td>$502</td>
<td>$692</td>
<td>$692</td>
<td>$692</td>
</tr>
<tr>
<td>Unofficial estimated of UO Tuition &amp; Fees</td>
<td>$6,976</td>
<td>$6,949</td>
<td>$6,949</td>
<td>$6,949</td>
</tr>
</tbody>
</table>

* Summer rates vary, depending on credits. The calculation above is based on 15 credits. ** Estimate, rates were not released until June 2018

<table>
<thead>
<tr>
<th>B. Non-Resident - Tuition &amp; Fees Estimate</th>
<th>SU 18*</th>
<th>Fall '18</th>
<th>Winter '18</th>
<th>Spring '18</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Fees: Cities: BUS pass, email accounts, internet service, use of Student Rec Center, Libraries, Athletics, Counseling &amp; Health Center services and more</td>
<td>$502</td>
<td>$692</td>
<td>$692</td>
<td>$692</td>
</tr>
<tr>
<td>Unofficial estimated of UO Tuition &amp; Fees</td>
<td>$8,003</td>
<td>$9,316</td>
<td>$9,316</td>
<td>$9,316</td>
</tr>
</tbody>
</table>

* Summer rates vary, depending on credits. The calculation above is based on 15 credits. ** Estimate, rates were not released until June 2018

<table>
<thead>
<tr>
<th>2. UOTeach related expenses</th>
<th>SU/Fall</th>
<th>Fall</th>
<th>Winter</th>
<th>Winter/Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fieldprint Fingerprinting Scan &amp; TSPC FBI/OSP background check</td>
<td>$67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicing Professional Badge (EMU Card Office)</td>
<td></td>
<td>$7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject test (cost on <a href="http://www.orela.nesinc.com">www.orela.nesinc.com</a> (avg $95/each))</td>
<td></td>
<td></td>
<td></td>
<td>$320</td>
</tr>
<tr>
<td>A) Elementary: Civil Rights, Elementary 1 &amp; 2, &amp; ESOL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B) Mild/High: Added Endorsement Subject Test(s), Civil Rights, &amp; ESOL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C) Bilingual Specialization OPI language test (optional)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ed Job Fairs (Portland)</td>
<td></td>
<td></td>
<td></td>
<td>$25</td>
</tr>
<tr>
<td>Teaching License Application</td>
<td></td>
<td></td>
<td></td>
<td>$120</td>
</tr>
<tr>
<td>edTPA Assessment Scoring - Pearson Inc ($300 course fee)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation academic regalia</td>
<td></td>
<td></td>
<td></td>
<td>$150</td>
</tr>
<tr>
<td>Up to:</td>
<td></td>
<td></td>
<td></td>
<td>$539</td>
</tr>
</tbody>
</table>

Calculated based on:

- Summer tuition & fees [http://registrar.uoregon.edu/costs/tuition-fees/summer](http://registrar.uoregon.edu/costs/tuition-fees/summer)
- AV 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)
Course Fee
Licensure requires student teachers take the edTPA performance assessment. Although this is a multi-term process incorporated into methods courses and the student field experience, edTPA submission does not typically take place until the student practicum term. UOTeach has added the student cost of submission to course fees to ensure it is submersible to Financial Aid. This fee is determined by a third-party assessment organization and subject to change as the organization changes their fee structure or the state contracts with a different company.

EDST 609 Student Teaching is the final course of the student licensure portion of the UOTeach program. edTPA documents are submit during this course.

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

Enrollment Status - awards are based on:
- Full-time enrollment = 9 or more credits per term
- Part-time enrollment = ¾ 7 to 8 credits / term
- Half-Time = 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. The 2018-19 Application deadline was February 1, 2018

Other Resources:
Grad Plus Loans (Oct 2018) 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.

See Parking Map | Buy a Permit | Pay Citation | Accessibility Map | Obtain Driver Certification

Transportation & Parking
Open 7:30am-5pm Monday -Friday
1401 Walnut St Eugene | On the corner of Franklin Blvd and Walnut St
541-346-5444 | parking@uoregon.edu | https://parking.uoregon.edu/
IX. Appendix

1. 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.
2. Department of Education Studies Master’s Degree and Licensure Programs: Code of Professional Conduct

UOTeach 2018-19 Students,

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.

_________________________  ___________________  ________________
Print Full Name                  Signature                   Date

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

UOTeach | EDST Department, College of Education, 124 Lokey Education, University of Oregon, 97403.
3. Glossary of Terms

<table>
<thead>
<tr>
<th><strong>Authorization</strong></th>
<th>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.</th>
</tr>
</thead>
</table>
| **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. |
| **Professional Growth Assessment (PGA)** | Both the Cooperating Teacher and the University Supervisor, using the Professional Growth Assessment (PGA) tools, will assess and report progress to the candidate. |
| **Observation** | 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). |
| **Supervision** | 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. |
| **Supervisor Meetings** | 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. |
| **Teacher Candidates** | (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.  
*September Experience*: minimum of 15 hours per week for a total of four to five weeks (50 hours minimum, may include ESOL hours)  
*Field Observations*: minimum of five hours per week for a total of 10 weeks (50 hours, may include ESOL hours – assignments linked to courses)  
*Practicum*: minimum of 16 hours per week for a total of 10 weeks (160 hours, may include ESOL hours)  
*Student Teaching*: Students are on-site all term and assume full teaching responsibility for approximately 9 weeks. |
| **TSPC** | Oregon Teacher Standards and Practices Commission (TSPC) issues teaching licenses upon successful completion of approved programs. All matters pertaining to the license are handled by Richelle Krotts, Coordinator of Licensure and Student Records, in the College of Education. |
Mapping Campus Graduate Student Support Network

**Oregon Hall** 1585 E 13th Ave
- 1st Floor - Student Billing
  - Student Financial Services
  - Emergency Loan
- 2nd Floor - Office of the Registrar
  - Transcripts & Holds
- 2nd Floor - Financial Aid & Scholarships advising
- 3rd Floor - International Affairs
  - International Student Services

**Student Health Center** 1590 E 13th Ave
- 1st Floor - Student Health Services
  - Immunization & Flu Shot
  - Physician and Dental
  - Pharmacy
- 2nd Floor - Counseling Center
  - Crisis Support (Office & Phone)
  - Individual / Peer / Community
- 2nd Floor - Testing Office
  - ORELA Testing

**Career Center** Hendricks Hall
- Resume & Cover Letter advising
- Practice Interview workshops

**EMU Student Memorial Union** 1222 E 13th Ave
- Ground Floor
  - Card, Ticket & Child Subsidy Offices
  - Wellness Nest / Yoga / Stress Mgmt
  - Craft Center / Holden Leadership Center
  - ASUO / Women’s, Vets, LGBTQIA3 Centers
- 1st Floor / Mezzanine
  - Multicultural Center
  - Food Court & Student Center
  - Mills International Center
- 2nd Floor
  - Student Involvement Resource Center

**Graduate School** 170 Susan Campbell Hall
- Admissions / Scholarships
- Graduate Policies / Grievances
- Leave - Degree
- GE position posting

**Computing Center** Chiles Hall 1101 Kincaid St
- Technology Service Help Desk

**Many Nations Longhouse**
- Thursday community dinners
- Native American Student Union/NASU

**Rec Center** 1320 E 15th Ave
- Swimming
- Rock Climbing, Basketball & more
- Group X Classes
- Soccer Fields
- Intramural Sports

**College of Education**
- Learning Commons
- Career Prep, Teacher Job Posting, & Job Fair
- UOteach advising
- Licenssure workshops & support

**Campus Food Pantry** 1329 E 19th Avenue
- Every Wed & Thurs 4-6 pm by ministry of the Episcopal Campus Ministry in Eugene
UOTeach Master’s Program
Educational Studies, College of Education
Lokey Education Building, Room 124
5277 University of Oregon, Eugene, OR 97403

uoteach@uoregon.edu
education.uoregon.edu/uoteach

Join Us @  UOTeach Flickr