

UO Teach

DEPARTMENT OF EDUCATION STUDIES

2019-20 Program

Orientation Handbook



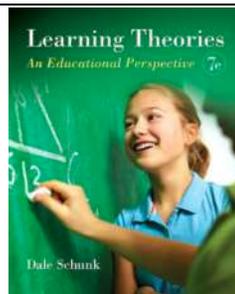
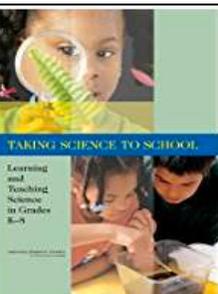
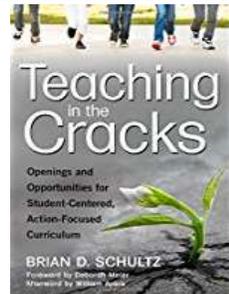
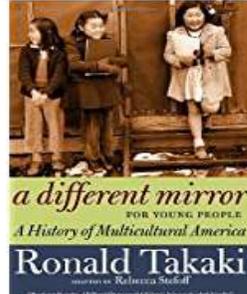
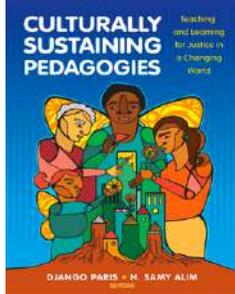
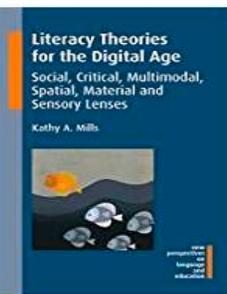
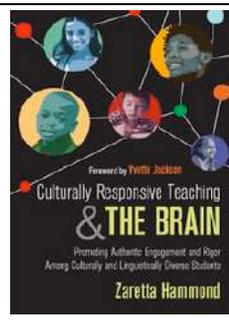
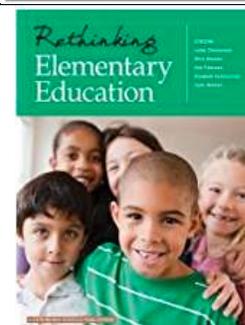
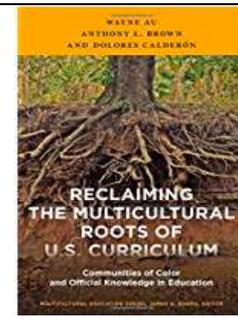
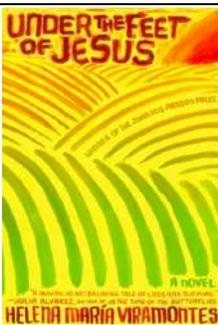
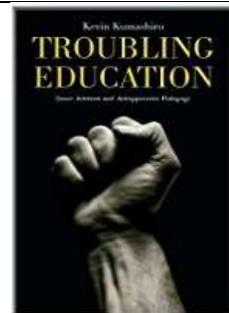
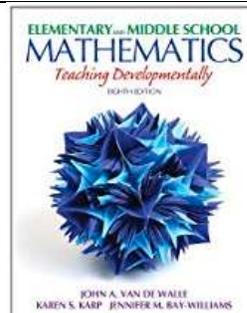
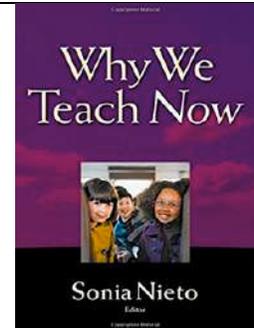
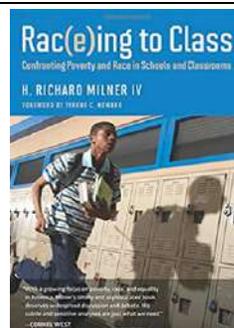
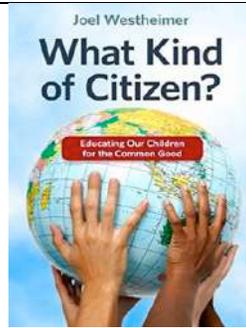
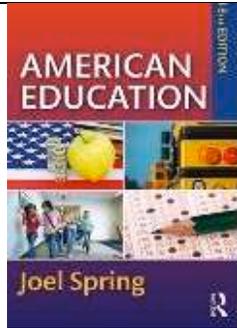
Department of Education Studies
Lokey Education Building, Room 124
Education.uoregon.edu/uoteach
541-346-1360 | uoteach@uoregon.edu
Current Student Blog: <https://uoteach.uoregon.edu/>

Join Us @ 

An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act

Come Read With Us...

Here is a sampling of the texts from our UOTeach bookshelf.



I. Program Description & Core Initiatives

A. Program Description

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 in the State of Oregon for the following general education programs:

Elementary Education Program

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

Middle-High School Education Program

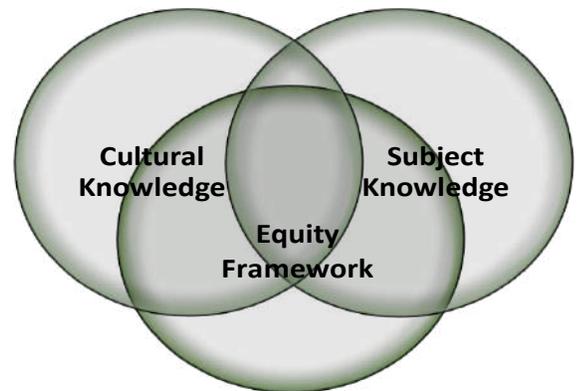
Subject Area Endorsements

- 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, or Spanish

English for Speakers of Other Languages Program (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 socio-cultural 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.



B. Core Initiatives: All are welcome!

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 does 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.

I. Program Description & Core Initiatives

C. UOTeach Program Features

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'wafá (Teacher) Education Program



UOTeach partners with the Sapsik'wafá program to help prepare students with the knowledge and teaching skills to serve American Indians and Alaskan Natives (AI/AN) in ways that promote Indigenous self-determination through education. The Sapsik'wafá Program is guided by a Tribal Advisory Council with representatives from the nine federally recognized sovereign Indian nations in the State of Oregon.

As a partner to Sapsik'wafá, UOTeach is committed to expanding the knowledge, skills, and cultural sensitivity of all UOTeach Oregon teacher candidates.

ESOL for Everyone

Nationally one of every ten students, an estimated 4.8 million, speak a home language other than English. In Oregon, districts report between 5 to 38 percent of students are emerging bilingual English language Learners.

UOTeach has embedded an English for Speakers of Other Languages (ESOL) endorsement program for all teacher candidates. The ESOL program is core to the UOTeach mission, providing teacher candidates the ability to design effective instruction that supports English language acquisition and academic achievement in an inclusive and culturally sustainable environment.



“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

II. Student Health & Safety

1. College of Education Grad Lounge Key Access

Graduate students interested in getting after hour access to Hedco, Lokey Ed, or the Grad Lounge can fill out the **UOID Key Access** request form, providing first and last names, UOID # and the PROX number (on the back top right corner of your UO ID card).

After Hours Key Access Survey -https://oregon.qualtrics.com/jfe/form/SV_cOL8BTD0JnOerOt

2. Healthy Living: Student Rec | UO Health | Counseling Centers | Family Support

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.”

Please take advantage of the comprehensive healthcare and counseling center services that you are paying for with your student fees. These include individual and group counseling, general medical care to specialty services including pharmacy, laboratory, dental, X-ray, physical therapy, and sports medicine.

- Counseling Center & 24-hour Crisis: 541-346-3227
- Health Center & 24-hour Crisis: 541-346-2770
- UO Grad Families: register for the Grad School listserv gradstudentfamilies@lists.uoregon.edu
- Childcare Subsidy, Student Government Engagement and Success (SGES), subsidy@uoregon.edu
- Parent & Family Help Line: 541-346-3234



3. Academic Supports: Accessibility Education Center, 164 Oregon Hall, aec.uoregon.edu/ 541-346-1155

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.

Office of Investigations and Civil Rights Compliance: 541-346-3423

UO Ombuds Office: 541-346-6400

3. Personal Safety & School Safety Training

UO Police Emergency: 911 non-emergency: 541-346-2919

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](#).

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.

We urge every member of campus to act to protect themselves.

Here are safety tips from the UO Police Department:

- Use UO Safe Ride (541-346-7433 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.



II. Student Health & Safety

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:

Office of the Dean of Students	541-346-3216 uodos@uoregon.edu walkin
Crisis Intervention & Sexual Violence Support Services	541-346-8194
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)
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

Violence Prevention and Active Shooter video trainings related to School Safety:

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

4. 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:

Contact	Issues/Concerns	Location
UO Police 2141 E. 15th Ave. Safe.uoregon.edu	Protection and Transportation; first contact if student is imminently suicidal or threatening harm to others.	(541) 346-2919 (non-emergency) Emergency: 911 Open 24 Hours/7 days/week safetyweb.uoregon.edu/
Office of Student Advocacy EMU, Room 334	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.	(541) 346-3722 OSA@OfficeofStudentAdvocacy.org officeofstudentadvocacy.org
Conflict Mediation Services Dean of Students 164 Oregon Hall	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.	(541) 346-0617 crs@uoregon.edu
Dean of Student Services, Office of the Dean of Students 164 Oregon Hall	Having trouble or complaints with academic policy or student misconduct issues? Complete a confidential online form.	541-346-3216 uodos@uoregon.edu
Student Legal Services	SLS provides professional legal assistance to UO students on a variety of off campus legal issues.	(541) 346-4273 http://blogs.uoregon.edu/legalservices/services/
UO Counseling Center	UCTC provides individual counseling, group counseling, crisis support, and workshop programming.	(541) 346-3227 After-Hours Support 346-3227 http://counseling.uoregon.edu/

III. 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.

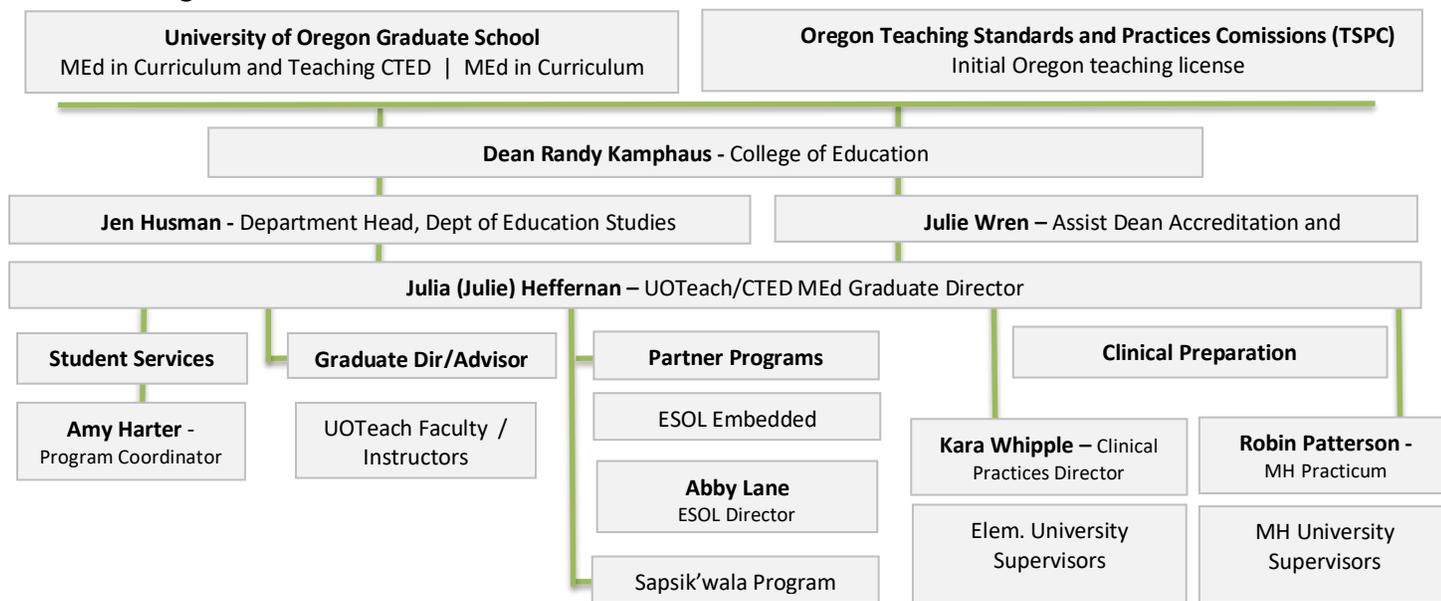
We share this information out of humility and respect for this Indigenous homeland, and for the peoples who continue live and thrive in what is now called the State of Oregon.

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. UOTeach Organizational Chart



2. Key Program Contacts

Department Head / Interim UOTeach Dir	Jen Husman	jhusman@uoregon.edu	(541) 346-9564
Master's Degree Director	Julia Heffernan	jheffern@uoregon.edu	(541) 346-2490
edTPA Coordinator	Julia Heffernan	jheffern@uoregon.edu	(541) 346-2490
Clinical Practices Dir. /Placement Coordinator Elementary	Kara Whipple	kwhipple@uoregon.edu	(541) 346-8034
Placement Coordinator M/H	Robin Patterson	rpatters@uoregon.edu	(541) 346-8038
ESOL Program	Abby Lane	abby@uoregon.edu	(541) 346-2645
Program Coordinator	Amy Harter	uoteach@uoregon.edu	(541) 346-1360
Licensure Analyst (Licensure & Graduation)	Richelle Krotts	coelicensure@uoregon.edu	(541) 346-3528
Oregon Teacher Standards and Practices Commissions (TSPC)		contact.tspc@oregon.gov	503-378-3586

IV. Who's Who of UOTeach

Department of Educational Studies | Faculty Instructors & Support Team

	<u>Jen Husman</u> , PhD Department Head		<u>Julie Heffernan</u> , PhD UOTeach: Graduate Dir. Curriculum & Teaching Scholarship: Gender and sexuality curriculum studies		<u>Amy Harter</u> , MA Graduate Program Coordinator/ Student Services Background: International Cooperation and Education
	<u>Kara Whipple</u> , MEd, MS Clinical Practices Director / Elementary School Placement Humanities & special education		<u>Robin Patterson</u> , MEd Middle/High School Placement Coordinator Secondary supervised teaching		<u>Abby Lane</u> , MA Dir. ESOL Endorsement Program ESOL Standards and Methods
	<u>Maddy Ahearn</u> , MEd EDST 622 Problem Solving Math Teacher / Administrator Eugene		<u>Jill Baxter</u> , PhD EDST 620 Evolution & Math Wars Scholarship: Mathematics teaching and learning		<u>Allie Eckert</u> EDST 641 Literature UO CSSE Doctorial
	<u>Joanna Goode</u> , PhD EDST 614 Scholarship: Access and equity in computer science education		<u>Michelle Jacob</u> , PhD Sapsik'watá Program Director Scholarship: Community social justice through education and decolonization.		<u>Audrey Lucero</u> , PhD EDST 640/641 Scholarship: Literacy & Spanish speaking
	<u>Chelsie Mabie</u> MEd EDST 640 Lit Elementary District Teacher		<u>Edward Olivos</u> , PhD EDST 616 Scholarship: Bilingual education and bicultural families		<u>Trish Pashby</u> , PhD LT 629 Scholarship: Language Acquisition
	<u>Jennifer Ruef</u> , PhD EDST Math Scholarship: Mathematics education		<u>Jerry Rosiek</u> , PhD EDST 611 Scholarship: Teacher knowledge and critical socio-cultural studies in education		<u>Leilani Sabzalian</u> , PhD EDST 642 Scholarship: Decolonizing education. Social Studies
	<u>Tina Schmich</u> , PhD EDST 627/8 Scholarship: Gender studies in education Equity Director, Bethel		<u>Alison Schmitke</u> , PhD Undergrad Program Dir. EDST 630 Scholarship: Gender studies in education. Secondary Social Studies		<u>Reid Shepard</u> , MEd EDST 644 Math & Science Teacher Eugene 4J
	<u>Sarah Stapleton</u> , PhD EDST 623 Science Scholarship: Science and sustainability education		<u>Stephanie Tabibian</u> , MA Sapsik'watá Project Coord		

Faculty Instructors See COE Directory

<https://education.uoregon.edu/staff>

III. Who's Who of UOTeach

3. Community Communications

Your UO Email: 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 these accounts DAILY.

Program and Community Networks

Listservs - to ease communications between cohort groups we have created three useful email lists:

1. uoteach11@lists.uoregon.edu - all cohort #11 UOTeach students & program staff
2. uoteach11elem@lists.uoregon.edu - Elementary Multiple Subjects students & program staff
3. uoteach11mh@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/>
Each cohort has their own Facebook community, join “UOTeach Cohort 2019-20” today!
<https://www.facebook.com/groups/UOTeach.11/>

 **UOTeach Current Student Blog:** <https://uoteach.uoregon.edu/>
This Blog provides you with step-by-step information to help you through the year. It includes contacts, program calendar, study plans, field experience, term registration details, career prep, job search, Flickr, and much more.

Grad School <https://gradschool.uoregon.edu/current-students>
(541) 346-5129 | gradsch@uoregon.edu

- Alliance of Graduate Students for Diversity | <http://uoalliance.uoregon.edu/>
- UO Women in Graduate Science | <http://pages.uoregon.edu/uowgs/>
- Graduate Student Association | <http://blogs.uoregon.edu/graduatestudentassociation/>



- 250 student **ASUO groups**, <http://uoregon.orgsync.com/org/associatedstudentsofuo/>
Asian Pacific American Student Union, Black Student Union, Chinese Student and Scholars Association, LGBT Alliance, MEChA, Native American Student Asso, Taiwanese Student Asso,
- **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/>

4. Problem Solving & Complaint Process:

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.

Issues / Concerns	Contact	Location
Faculty / teaching	EDST Dept Head, Jen Husman	124 Lokey Ed Bldg, (541) 346-2983
Personal, peer, professional	UOTeach Program Dir, Julie Heffernan	124 Lokey Ed Bldg, (541) 346-6738
Admissions & administrative	Graduate Coordinator, Amy Harter	124 Lokey Ed Bldg, (541) 346-1360
Field placement	Practicum Placement Coordinators <ul style="list-style-type: none">• Elementary – Kara Whipple• Mid/High – Robin Patterson	124 Lokey Ed Bldg (541) 346-8034 (541) 346-8038
	Graduate School, 541-346-5129	170 Susan Campbell Hall, gradsch@uoregon.edu

III. Program of Study

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 Study Plan** in UOTeach is between 15 and 16 credits per term. For economic reasons, most students complete program requirements in four-terms.
- B. Part-Time / Extended Study Plan** in UOTeach generally divides the program into two years with the methods courses in the first year and field experience in the second year.

Note: Financial Aid considers fulltime enrollment to be 9+ credits/term, ¾ time is 7-8 credits/term, halftime is 5 -6 credits/term

1. Elementary Multiple Subjects Study Plan Overview

Summer Term Courses (16 credits, 8-weeks)	Time Commitment Overview	Licensure Prep Support & Eval
1. EDST 612 Foundations of Teaching & Learning (3cr)* 2. EDST 616 Language, Power, and Education (4cr) 3. LT 629 Foundations in Language Theory (4cr) 4. EDST 620 Understanding Curricular Controversies (4cr) September Experience (4-weeks) 5. EDST 627 Mgmt: Intro/ Supp Learning Communities (1cr)	Summer Courses / Sept Experience: <ul style="list-style-type: none"> 8-hour program orientation 8-weeks of full-time coursework (Mon – Fri) Class schedule: between 8:00am - 5:20pm Short Break EDST 627: weekly class + ≥ 15 hours/week for 4-weeks. Engaged observation in assigned school placement with a cooperating teacher (CT) 	<ul style="list-style-type: none"> TSPC Background Clearance Ongoing orientation training <ul style="list-style-type: none"> - FERPA & Title IX - Mandatory Abuse Reporting - Welcoming Schools - School Learning Climate Observation Tk20 Time Log CT instructional skills and disposition recommendation
Progress Check / No course incompletes:		
Fall Term Courses (15 credits, 11-weeks)	Time Commitment Overview	Licensure Prep Support & Eval
1. SPED 511 Foundations of Disability (3cr)* 2. EDST 640 Methods: Construct Mean Thr Literacy (4cr) 3. EDST 642 Methods: Pedagogical Humanities (4cr) 4. EDST 643 Methods: Teach Math: Facts & Inquiry (4cr)	Field Experience: <ul style="list-style-type: none"> ≥10 hours/week of active observation in assigned school placement with CT Provide instructional assistance Participation in wider school activities Fall Methods Courses: <ul style="list-style-type: none"> 3 - 4 credit hrs, evenings & Friday 	<ul style="list-style-type: none"> Introduction of edTPA handbook ORELA Civil Rights (deadline Dec 15) CT instructional skills and disposition recommendation Observation Tk20 Time Log ESOL Tk20 Time Log
Progress Check / No course incompletes:		
Winter Term Courses (15 credits, 11-weeks)	Time Commitment Overview	Licensure Prep Support & Eval
1. EDST628 Mgmt: Creat Supp Clsrm Communities (3cr) 3. EDST 645 Method: Teach Science: Detail/Discovery (4cr) 4. EDST 646 Method ESOL: English Language Learner Pedagogy for Elementary Classrooms (4cr) 5. EDST609 Practicum (4cr)	Field Experience: <ul style="list-style-type: none"> ≥20 hours of practicum student teaching, planning and delivering lessons in assigned school placement with CT. Bi-weekly meetings with university supervisor. Participation in deeper student engagement. Winter Methods Courses: <ul style="list-style-type: none"> 1- 4 credit hour evening courses 	Evaluation: <ul style="list-style-type: none"> University Supervisor coaching 2 formal observation PGA CT instructional skills and disposition recommendation Practicum Tk20 Time Log Career Training: <ul style="list-style-type: none"> Career Prep & Job Fair(s) Resume portfolio preparation Practice interviews
Progress Check / No course incompletes:		
Spring Term Courses (16 credits, 11-weeks)	Time Commitment Overview	Licensure Prep Support & Eval
1. EDST 614 Cultural Context of Education (4)* 2. EDST 607 Student Teaching Seminar (2) 3. EDST 609 Student Teaching (10)	Field Experience: <ul style="list-style-type: none"> Fulltime student teaching responsibilities in assigned school placement with a CT. Bi-weekly meetings with university supervisor. Spring Course & Seminar: <ul style="list-style-type: none"> Two evening courses 	<ul style="list-style-type: none"> University Supervisor coaching 2 formal observation PGA CT instructional skills and disposition recommendation edTPA benchmark support Teaching Tk20 Time Log
Program of study credits completed (16 courses / 62 credits) (max ≤5 year period), GPA ≥ 3.00 Completion Check / No course incompletes:		

* In 2019-20, Education Foundations graduates will be waived from these UOTeach courses. Students who have completed similar courses prior to UOTeach may formally request a course transfer or waiver petition prior to the start of the term.

IV. Program of Study

2. Mid-High Study Plan - Time Commitment, Completion Step Overview

Summer Term Courses (16 credits, 8-weeks)	Time Commitment Overview	Licensure Prep Support & Eval
<p>Focus on cohort building, educational psychology, curriculum development theory, and serving diverse learning communities.</p> <ol style="list-style-type: none"> EDST 612 Foundations of Teaching & Learning (3cr) EDST 616 Language, Power, and Education (4cr) LT 629 Foundations in Language Theory (4cr) EDST 630 Theory: Teacher as Curriculum Designers (4cr) <p>September Experience (4-weeks)</p> <ol style="list-style-type: none"> EDST 627 Mgmt: Intro/ Supp Learning Communities (1cr) 	<p>Summer Courses / Sept Experience:</p> <ul style="list-style-type: none"> 8-hour program orientation 8-weeks of full-time coursework (Mon – Fri) Class schedule: between 8:00am - 5:20pm Short Break EDST 627: weekly class + ≥ 15 hours/week for 4-weeks. Engaged observation in assigned school placement with a cooperating teacher (CT) 	<ul style="list-style-type: none"> TSPC Background Clearance Ongoing orientation training <ul style="list-style-type: none"> FERPA & Title IX Mandatory Abuse Reporting Welcoming Schools School Learning Climate Observation Tk20 Time Log CT instructional skills and disposition recommendation
Progress Check / No course incompletes:		
Fall Term Courses (15 credits, 11-weeks)	Time Commitment Overview	Licensure Prep Support & Eval
<ol style="list-style-type: none"> SPED 511 Foundations of Disability (3cr) EDST638 Methods ESOL: Eng Lang Learn Pedagogy (4cr) Subject Matter Methods Concepts (4cr): <ul style="list-style-type: none"> * EDST 621 Math Concepts * EDST 623 Science Concepts * EDST 631 Literature to Youth * LT 536 Sec-Lang Teach Plan * EDST 635 Social Science Concepts <ol style="list-style-type: none"> EDST method endorsement area <u>or</u> SPED, EDUC (4cr)* 	<p>Field Experience:</p> <ul style="list-style-type: none"> ≥10 hours/week of active observation in assigned school placement with CT Provide instructional assistance Participation in wider school activities <p>Fall Methods Courses:</p> <ul style="list-style-type: none"> 3 - 4 credit hrs, evenings & Friday 	<ul style="list-style-type: none"> Introduction of edTPA handbook ORELA Civil Rights (deadline Dec 15) CT instructional skills and disposition recommendation Observation Tk20 Time Log ESOL Tk20 Time Log
Progress Check / No course incompletes:		
Winter Term Courses (15 credits, 11-weeks)	Time Commitment Overview	Licensure Prep Support & Eval
<ol style="list-style-type: none"> EDST628 Mgmt: Creat Supp Clsrn Communities (3cr) Subject Matter Methods (4cr): <ul style="list-style-type: none"> * EDST 622 Math Problem-Solving * EDST 624 Scientific Problem-Solving * EDST 632 ELA Engaging Students in Writing * EDST 634 2nd Language Conversation & Composition * EDST 636 Social Science Inquiry and Analysis EDST method endorsement area <u>or</u> SPED, EDUC (4cr)* EDST609 Practicum (4cr) 	<p>Field Experience:</p> <ul style="list-style-type: none"> ≥20 hours of practicum student teaching, planning and delivering lessons in assigned school placement with CT. Bi-weekly meetings with university supervisor. Participation in deeper student engagement. <p>Winter Methods Courses:</p> <ul style="list-style-type: none"> 1- 4 credit hour evening courses 	<p>Evaluation:</p> <ul style="list-style-type: none"> University Supervisor coaching 2 formal observation PGA CT instructional skills and disposition recommendation Practicum Tk20 Time Log <p>Career Training:</p> <ul style="list-style-type: none"> Career Prep & Job Fair(s) Resume portfolio preparation Practice interviews
Progress Check / No course incompletes:		
Spring Term Courses (15 credits, 11-weeks)	Time Commitment Overview	Licensure Prep Support & Eval
<ol style="list-style-type: none"> EDST 614 Cultural Context of Education (4) EDST 607 Student Teaching Seminar (2) EDST 609 Student Teaching (10) 	<p>Field Experience:</p> <ul style="list-style-type: none"> Fulltime student teaching responsibilities in assigned school placement with a CT. Bi-weekly meetings with university supervisor. <p>Spring Course & Seminar:</p> <ul style="list-style-type: none"> Two evening courses 	<ul style="list-style-type: none"> University Supervisor coaching 2 formal observation PGA CT instructional skills and disposition recommendation edTPA benchmark support Teaching Tk20 Time Log
<p>Program of study credits completed (16 courses / 62 credits) (max ≤5 year period), GPA ≥ 3.00</p> <p>Completion Check / No course incompletes:</p>		

*Electives: masters level course from EDST, EDLD, EDUC, SPED or graduate course from content area.

Mid-High candidates are able to enroll in subject area methods elective courses regardless of academic preparation, preferably but not restricted to an area with foundational subject area knowledge base for that subject area.

IV. Program of Study

3. English for Speakers of Other Language (ESOL) Program Overview

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). Although you can spread the hours out over all three terms, it is recommended that you complete your hours fall term if you have access to a ELD teacher.

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.

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

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

V. Academic Performance and Clinical Placement Progress

1. Satisfactory Progress Guidelines for Preliminary Teaching License & M.Ed in Curriculum and Teaching

UOTeach student academic and field experience standards are regulated by the Oregon Teaching Standards & Practices Commission (TSPC) and the UO Graduate School. To maintain enrollment within the UOTeach program you must a.) successfully and sequentially complete all academic course work, b.) successfully and sequentially complete all clinical placement field work, c.) exemplify professional disposition standards, and d.) meet all TSPC required assessment benchmarks. Each of these areas is formally assessed at the end of each term. Below are basic guidelines to guide you.

A. Academic Course Progress:

All of the courses in the UOTeach Program of Study are required for the Oregon teacher licensure program. Students are required to complete all coursework or equivalent with program-approved transfers or waivers. As a UO graduate student you are required to maintain a GPA of 3.00 or higher throughout the program. In addition, within the program you must maintain a 3.0 or greater in your endorsement area methods courses.

B. Clinical (Field) Placement Progress:

Students are expected to follow field experience guidelines, collaborate and communicate with their cooperating teacher, and perform appropriately. Each clinical placement term is assigned a course number, a supervisor, a cooperating teacher, a specific number of field hours, and a series of field assignments that must be successfully completed (See assessments page 19).

C. Professional Disposition for Teaching & Code of 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. We affirm our commitment professional demeanor 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.

Teacher candidates must show behavior that is in line with the a.) [University of Oregon Student Conduct](#) and b.) UOTeach Code of Professional Conduct, c.) TSPC Competent and Ethical Performance (OAR 571-021-0100).

D. Meet State Required Assessment Benchmarks

- Passing ORELA scores & deadlines:
 - Elementary: Elementary Subtests I & II, Civil Rights, and ESOL
 - Mid-High: subject area endorsement tests, Civil Rights, ESOL
- Passing scores on all clinical assessments
- edtpa

2. Unsatisfactory Progress: Remediation Plan of Assistance

Unsatisfactory progress and remediation plans below will address concerns related to a.) unsuccessful or incomplete academic course work, b.) unsuccessful or incomplete clinical placement field work, c.) concerns related to conduct or professional disposition standards, and d.) unmet TSPC required assessment benchmarks.

A. Academic Course Unsatisfactory Progress:

Unsatisfactory Grades:

If an endorsement area method's course GPA falls below 3.0 the course must be retaken.

If an overall GPA is below 3.0, the Graduate School will contact student by email, cc'ing the director and graduate coordinator. In such a case, the student is required to work with their department to create a formal Low GPA/ Remediation Plan (this plan is sent to the student and Graduate School).

The accumulation of more than 5 credits of N or F grades, regardless of the GPA, is considered unsatisfactory.

Incomplete Course Concern:

V. Academic Performance and Clinical Placement Progress

Students with *incomplete* course grades at the start of a term are not allowed to advance in the course series or in the field placement until the term following the course completion.

B. Clinical (Field) Placement Unsatisfactory Progress:

Each clinical placement term is assigned a course number, a supervisor, a cooperating teacher, a specific number of field hours, and a series of field assignments that must be successfully completed. Unsatisfactory progress in assessed performance or professional standards will be addressed during the mid-term review of field placement and again at the end of the term. Students who do not perform successfully do not pass the 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.

C. Unsatisfactory Conduct and or Unsatisfactory TSPC Professional Disposition Standards:

If a student does not meet TSPC ethical standards during field placement the Program Director is responsible to address the situation, advise the student, and maintain compliance with UO and TSPC regulations for licensure. Some breeches of ethical standards are grounds for dismissal. Some breeches of the state standards can result in discipline and probationary status.

The **Program Code of Professional Conduct** is based on the Oregon TSPC Standards for Competent and Ethical Performance of Oregon Educators (*Oregon Administrative Rules 584-020-005 through 584-020-0045*) See this full Code of Professional Conduct in the appendix of this handbook. The UO Student Conduct Code OAR 571-021-0100 to 0250 establishes community standards and proper procedures. See full code here: <http://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code>

D. Unsuccessful at Required Assessment Benchmarks

Along with successfully passing the clinical assessments, a student must meet the state benchmark on state assessments. The UO College of Education will not forward a recommendation for licensure to TSPC until the candidate attains passing scores on each state assessment.

3. Remediation Plan of Assistance:

Where possible, remediation and support are offered. When a candidate has unsatisfactory academic or clinical performance, the grading instructor or supervisor, in collaboration with the Program Director, will review areas of concerns with the candidate design a remediation Plan of Assistance. The plan will include:

- a. A description of the issues of concern
- b. A description of prior efforts to address each issue
- c. A performance standard and student plan for meeting the standard
- d. The program criteria for determining whether the issues have been remedied
- e. A timeline for remedy of the issues

4. Program Exit and Program Dismissal from UOTeach Program:

There are two options for an incomplete departure from UOTeach, a.) a candidate may withdraw from the licensure program and apply to transfer to a master's degree without licensure, and b.) the program may dismiss a candidate from the licensure program.

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

5. Other Related Grad School Policies

(see appendices for policy on incompletes, waivers, and leave)

"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."

Lau v Nichols (1974)



What is Clinical Practice (Field Experience) for Student Teachers?

Why is it called Clinical Practice? You may be familiar with the medical rotations a med student has to do prior to attaining their license. Clinical Practice in teaching is similar.

Otherwise known as,

- Field Experience
- Field placement
- Site placement
- Supervised teaching
- Part time placement

Regardless of what it is called, it is three distinct phases of the teacher licensure program, designed to provide you with the coaching, mentorship, skills, and dispositions training vital to your preparation to become a teacher.



1. Field Experience - Goals & Overview

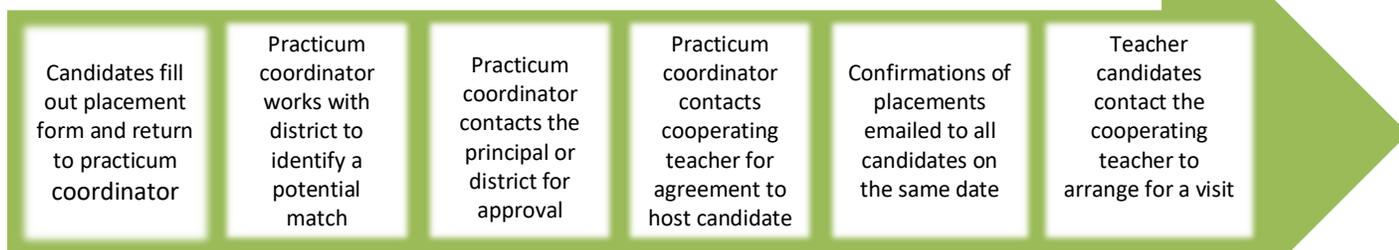
Field and practicum experiences are to provide carefully supervised learning activities in which the teacher candidate can:

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 summer and fall terms, 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.



School District Partners

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

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



3. Pre-Field Experience Check List:

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.

A. TSPC Background Clearance Requirements

Oregon law (ORS [181A.195](#)) requires all UOTeach pre-service candidates undergo a Federal Bureau of Investigation and Oregon State Police criminal history background fingerprint check.

Full clearance and the purchase of a **COE Professional Practicing ID Badge** is required prior to starting your September field experience.



Regulations:

- Under FBI rules, fingerprinting is restricted to the specific institute for which they are taken and specifically prohibit sharing of this information between institutions, in this case the University of Oregon College of Education. UO Educational Foundations graduates are required by TSPC to complete a new clearance check for the practicum level clearance.
- Exception: Current Oregon licensed teachers are not required to conduct a new clearance but must upload verification to the COE Google doc.
- See step-by-step guide on the UOTeach Current Student Blog under “[Clinical Practice Application](#)” or <http://www.oregon.gov/tspc/pages/Fingerprinting.aspx>
- In order to have your **COE Practicing Professional Badge** by the start of September Experience, all TSPC clearance applications should be started no later than **July 13**.

TSPC Fingerprint Clearance Registration Steps:

1. Create a **TSPC Clinical Practices Account** – <https://apps.oregon.gov/TSPC/eLicense>
2. **TSPC Account LookUp** – <https://apps.oregon.gov/TSPC/eLicense/Search/PublicSearch>
3. **COE Google Doc Upload** – <https://goo.gl/DuHCcd>
4. Go to [EMU Card Office](#) to purchase your new **Practicing Professional** card

Trouble-shooting:

Students must clear the background check before beginning their field 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

All licensure students majoring in College of Education programs have access to a Tk20 account. Tk20 is a data management system that provides students, faculty, and staff with tools to manage field placement, evaluations, and other program-specific requirements. You will be working in the following areas:

1. The **Document Locker Portfolio** is a place for you to upload evidence of trainings, in program ORELA testing, and keep various other docs.
2. **Practicum Placement Field Placement Binder**: PGA, lesson plan rubrics, observation rubrics
3. **Student Teaching Field Placement Binder**: PGA, lesson plan rubrics, observation rubrics, work sample
4. **edTPA Portfolio**: assessment and video upload

Website: Log in using your DuckID: <https://tk20.uoregon.edu/>

TK20 QUESTIONS should be sent to: Tk20 ticket system: tk20@uoregon.edu or 541-719-8250

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, 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

To participate you will need to have:

- Complete all prior UOTeach course work with a cumulative 3.00 GPA or higher (no incompletes)
- Successfully complete prior term of field experience
- Have passed the Civil Rights test (Winter term)

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

Term Timeline	Academic Year	Pre-Fall	Fall Term	Winter Term	Spring Term
Requirement/ Specific Area	ESOL	September Experience	Field Experience	Clinical Student Practicum	Clinical Student Teaching
Hours/Weeks	15 hours	4-5 weeks 15 hrs/wk	10 hrs/wk	20 hr/wk (200 hr) Part-time	Full-time (40 hours/wk)
Responsibilities	Observation / Assist teacher	Observe/Assist teacher	Observe/Assist teacher	Part-time teaching	Gradual transition to full-time teaching
Supervision	N/A	N/A	N/A	Yes (4-5 observations)	Yes (4-5 observations)
Assessment	ESOL class	In Learning Communities class	Structured around methods class	Lesson Plans/ Observations (Work Sample) and PGA	
edTPA	Placement Seminar				
Time logs	Min 15-hours / required	Min 50-hours / required	Min 100-hour / required	200-hour min / required	400 hours min/ required

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 Endorsement 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. Key Assessments: PGA, and edTPA embedded in course

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.

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

5. 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 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 10 hours per week minimum (100 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.



Cooperating Teacher Kevin Smith at Danebo Elementary with UO Teach student teacher Hunter Erwin

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 UO Teach 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)

6. Supervised 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.

A. 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.

B. 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.

C. 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.

D. 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.



Cooperating Teacher Bea Downes at Buena Vista Elementary with UOTeach student teacher Jackie.

**7. Practicum Term Guidelines | EDST 609**

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)
- **Part-Time**: 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.

A. 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.

B. Practicum Completion Chart

	Practicum Placement	Potential Next Steps
Passing	NOTE: add assessment points 1. 200 Hours in classroom (signed time log) 2. 2 Lesson Plan Rubric (TK20) <ul style="list-style-type: none"> • Part-time: minimum score of 10 3. 2 Observation Rubric (TK20) <ul style="list-style-type: none"> • Part-time: minimum score of 10 4. Professional Growth Assessment (PGA) Overall rating of 2 on each of the six major standards during the term part-time supervised practicum is completed. Within each major standard, the candidate must earn a rating of 2 on at least 50% of the items.	Continue to Spring Term Student Teaching

No-Pass or Incomplete	<p>Any of the following may result in a no-pass grade:</p> <ol style="list-style-type: none"> 1. Lesson Plan Rubric (tk20) <ul style="list-style-type: none"> • Part-time: minimum score of 10 • If no pass, lesson plan may be revised and turned back in one time for a new score OR teacher candidate may turn in a new lesson plan to be scored. 2. Observation Rubric (TK20) <ul style="list-style-type: none"> • Part-time: minimum score of 10 • If no pass, supervisor will score an additional observation. • If no pass on additional observation, UOTeach placement coordinator or director will do an observation • A plan of assistance may then be put in place 3. Professional Growth Assessment (PGA) <p>Less than an overall rating of 2 on each of the six major standards during the term part-time supervised practicum is completed. Within each major standard, the candidate must earn a rating of 2 on at least 50% of the items.</p> 	<ol style="list-style-type: none"> 1. Any performance gaps identified may result in a <u>Plan of Assistance</u>. <ul style="list-style-type: none"> • UOTeach core faculty will supervise the creation of a <u>plan of assistance</u> with the supervisor and it will be signed by the teacher candidate. The plan will detail the candidate's areas for improvement. 2. Any teacher candidate with an incomplete will not begin their full-time student teaching until the incomplete is cleared 3. Any teacher candidate with a no-pass grade in practicum, will repeat the practicum, which result in an extra term. 4. Candidate may repeat a practicum only one time. 5. If candidate takes a leave from UOTeach, readmission to the program will not be considered until after 5.
Alternative	If teacher candidate has incompletes or is not passing, they may choose to apply to pursue the MEd without the licensure	



8. Student Teaching Term & Program Completion Chart

A. Student Teaching Term Guidelines | EDST 609

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

- Spring Term (typically)
- **Full-Time**: 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
- Candidates keep a Time Log of hours and have CTs signed off on them

B. 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.

C. Student Teaching Completion Chart

	Student Teaching Placement	Degree Options	Licensure Options	edTPA - No Pass
Passing	1. 400 Hours in classroom 2. 2 Lesson Plan Rubric (TK20) <ul style="list-style-type: none"> • At least 50% of scores on each standard are "Proficient" with no scores of "not met" 3. 2 Observation Rubric (TK20) <ul style="list-style-type: none"> • At least 50% of scores on each standard are "Proficient" with no scores of "not met" 4. PGA (certification of passing practicum) Overall rating of 3 on each of the six major standards during the term full-time supervised student teaching is completed. Within each major standard, the candidate must earn a rating of 3 on at least 50% of the items, with no ratings of 1. On item 6b, the candidate must earn a rating of 3 5. Submit the edTPA to TK20	Will receive M.Ed. and be recommended for licensure if all classes are passes and program requirements are complete		Student Options: Meet with Placement Coordinator for more information on options: 1. Re-take the edTPA without a new placement. 2. Re-Take with new placement <ul style="list-style-type: none"> • Will require registering for credits in a later term 3. Graduate with M.Ed. without being recommended for licensure
No-Pass or Incomplete	Any of the following may result in a no-pass or incomplete grade: 1. Lesson Plan Rubric (tk20) <ul style="list-style-type: none"> • If teacher candidate scores less above requirement, lesson plan may be revised 	1. If teacher candidate has incompletes or is not passing, they may choose to continue to pursue the M.Ed without the licensure		

	<p>and turned back in one time for a new score OR teacher candidate may turn in a new lesson plan to be scored</p> <ul style="list-style-type: none"> • A plan of assistance may then be put in place <p>2. Observation Rubric (TK20)</p> <ul style="list-style-type: none"> • Full-time: minimum score of 14 • If teacher candidate scores less than the above requirement, supervisor will score an additional observation. • If teacher candidate continues to not meet the standard, UOTeach placement coordinator or director will do an observation • A plan of assistance may then be put in place <p>3. Professional Growth Assessment (PGA)</p> <ul style="list-style-type: none"> • Less than an overall rating of 3 or any ratings of 1 on each of the six major standards. Less than a 3 on item 6b • A plan of assistance may then be put in place <p>4. edTPA</p> <ul style="list-style-type: none"> • edTPA not submitted to TK20 	<ul style="list-style-type: none"> • This may require additional classes <p>2. If teacher candidate has incomplete in student teaching due to the edTPA, graduation may be delayed until incomplete is cleared.</p> <ul style="list-style-type: none"> • Waiver will need to be requested from Grad School in lieu of taking the required 3 credits during term of graduation 	
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5. edTPA Retakes

In some instances, students have to retake edTPA partially or a complete retake. If you do not receive a passing score on the edTPA, the first step is to email you placement coordinator with your complete score profile. You will be supported to understand the retake requirements. Any retake fee is the sole responsibility of candidate, this fee can be \$100-\$300, depending on the number of retake requirements. Other relevant resources for edTPA retake are:

- [edTPA® Retake Instructions for Candidates](#)
- [edTPA Submission Requirements and Condition Codes](#)

VII. Tuition | Funding & Related 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. As of printing of this handbook (June 18) the 2019-20 tuition and fees have not been published on <https://registrar.uoregon.edu/costs/tuition-fees>.

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 four-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 2019-20 cost of attendance (COA)

1. A. Resident - Tuition & Fees Estimate	SU 19*	Fall '19	Winter '20	Spring '20
Full-Time (9-16 credit hrs/term) / Education/Masters/Supervised	6,474	6,550	6,550	6,550
University Fees: Bus pass, email account, internet service, use of Student Rec Center, Libraries, Athletics, Counseling & Health Center	\$512	\$711	\$711	\$711
Edtpa Course Fee	\$430		\$300	
Unofficial estimated of UO Tuition & Fees	\$7,416	\$7,261	\$7,561	\$7,261
			Tuition & Fee total	\$29,499

1. B. Non-Resident - Tuition & Fees Estimate	SU 19*	Fall '19	Winter '20	Spring '20
Full-Time (9-16 credit hrs/term) / Education/Masters/Supervised	\$7,501	9,118	9,118	9,118
University Fees: Bus pass, email account, internet service, use of Student Rec Center, Libraries, Athletics, Counseling & Health Center	\$512	\$711	\$711	\$711
Edtpa Course Fee	\$430		\$300	
Unofficial estimated of UO Tuition & Fees	\$8,443	\$9,829	\$10,129	\$9,829
			Tuition & Fee total	\$38,230

* Summer rate vary, depending on credits. The calculation above is based on 16 credits

** 2019-20 rates are determined annually by the UO Board of Trustees. Estimated release of this information is May 2019

In addition to University costs, licensure related expenses (background check, testing, and application fees) average around \$530 over the course of the program.

2. UOTeach related expenses	SU /Fall	Fall	Winter	Winter/Spring
Fieldprint Fingerprinting Scan & TSPC FBI/OSP background check	\$67			
Practicing Professional Badge (EMU Card Office)	\$7			
Subject test (cost on www.orela.nesinc.com (avg \$95/each)	\$320			
A) Elementary: Civil Rights, Elementary 1 & 2, & ESOL				
B) Mid/High: Added Endorsement Subject Test(s), Civil Rights, & ESOL				
C) Bilingual Specialization DPI language test (optional)				
Ed Job Fairs (Portland)				\$25
Teaching License Application				\$120
edTPA Assessment Scoring - Pearson Inc			(\$300 course fee)	
Graduation academic regalia				\$160
			Up to:	\$539

Calculated based on:

- Summer tuition & fees <http://registrar.uoregon.edu/costs/tuition-fees/summer>
- AY Tuition & Fees <http://registrar.uoregon.edu/costs>
- TSPC Licensure Fees <https://www.oregon.gov/tspc/Pages/Fees.aspx>
- ORELA http://www.orela.nesinc.com/PageView.aspx?f=GEN_Tests.html

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.

2. 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>.

UO Resource Links:

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
Teacher Loan Forgiveness Plan	http://www.nsdassoc.org/Teacher-Loan-Forgiveness-Program.php?st-t=bing_TeacherLoanForgiveness&vt-k=teacher%20loan%20forgivness&vt-mt=e
Financial Aid Cost of Attendance	https://financialaid.uoregon.edu/cost_of_attendance
Income Contingent Repayment	http://www.finaid.org/loans/icr.phtml

3. Campus Transportation & Parking

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

Transportation & Parking

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

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

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1. Other Related Grad School Policies

A. 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.

B. 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.

C. 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.
- c) 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.

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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 automatically waived from the Program of Study based on undergraduate course equivalents:

Waived from UOTeach Study Plan

- EDST 612 Foundations of Teaching and Learning, 3 crs, SU
- SPED 511 Foundations of Disability (*) 3 crs, F
- EDST 614 Cultural Context of Education, 4 crs, S

Related Ed Foundations Course

- EDST 411 Childhood Studies, 3 crs
- SPED 411 Foundations of Disability, 3 crs
- EDST 420 Living in a Stratified Society, 4 crs

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.

Waived from UOTeach Study Plan

- LT 629 Foundations of Teaching and Learning, 4 crs, SU
- SPED 511 Foundations of Disability (*) 3 crs, F
- EDST 614 Cultural Context of Education, 4 crs, S
- EDST Methods Course

Related Undergrad/Grad Level Courses

- LT 444 2nd Lang Acquisition (or equivalent**)
- SPED 411 Foundations of Disability (or equivalent**)
- EDST 420 Living in a Stratified Society (or equivalent**)
- Prior Master level content area course work**

**Require submission of a waiver request form.

D. 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:
 - a) Student's serious health/medical condition
 - b) 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.

2. 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.

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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.

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3. Code of Professional Conduct Admission Agreement

Dear UOTeach 2019-20 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
- Raise educational standards
- Promote equitable learning opportunities
- Use professional judgment
- Promote democratic and inclusive citizenship

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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.

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3. Glossary of Terms

<i>Authorization</i>	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.
<i>Cooperating Teacher (CT)</i>	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. <u>September Experience/Fall Observations</u> – 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. <u>Winter Practicum and Spring Student Teaching</u> – 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.
<i>ESOL/ELL/ELD</i>	These are various terms relating to those who are English learners: <i>ESOL</i> – English for Speakers of Other Languages, which generally refers to the endorsement available in Oregon <i>ELL</i> – English Language Learners, which refers to the students who are in the programs <i>ELD</i> – English Language Development, which usually refers to the classrooms in the programs
<i>edTPA™</i>	<i>edTPA™</i> 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.
<i>Endorsement</i>	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.
<i>Highly Qualified</i>	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.
<i>Lesson Plan</i>	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.
<i>Professional Growth Assessment (PGA)</i>	Both the Cooperating Teacher and the University Supervisor, using the Professional Growth Assessment (PGA) tools, will assess and report progress to the candidate.
<i>Observation</i>	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).
<i>Supervision</i>	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.
<i>Supervisor Meetings</i>	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.
<i>Teacher Candidates</i>	(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. <u>September Experience:</u> minimum of 15 hours per week for a total of four to five weeks (50 hours minimum, may include ESOL hours) <u>Field Observations:</u> minimum of five hours per week for a total of 10 weeks (50 hours, may include ESOL hours – assignments linked to courses) <u>Practicum:</u> minimum of 16 hours per week for a total of 10 weeks (160 hours, may include ESOL hours) <u>Student Teaching:</u> Students are on-site all term and assume full teaching responsibility for approximately 9 weeks.
<i>TSPC</i>	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.

VIII. Appendix

4. Campus Support Map

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, LGBTQA3 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
- Licensure workshops & support



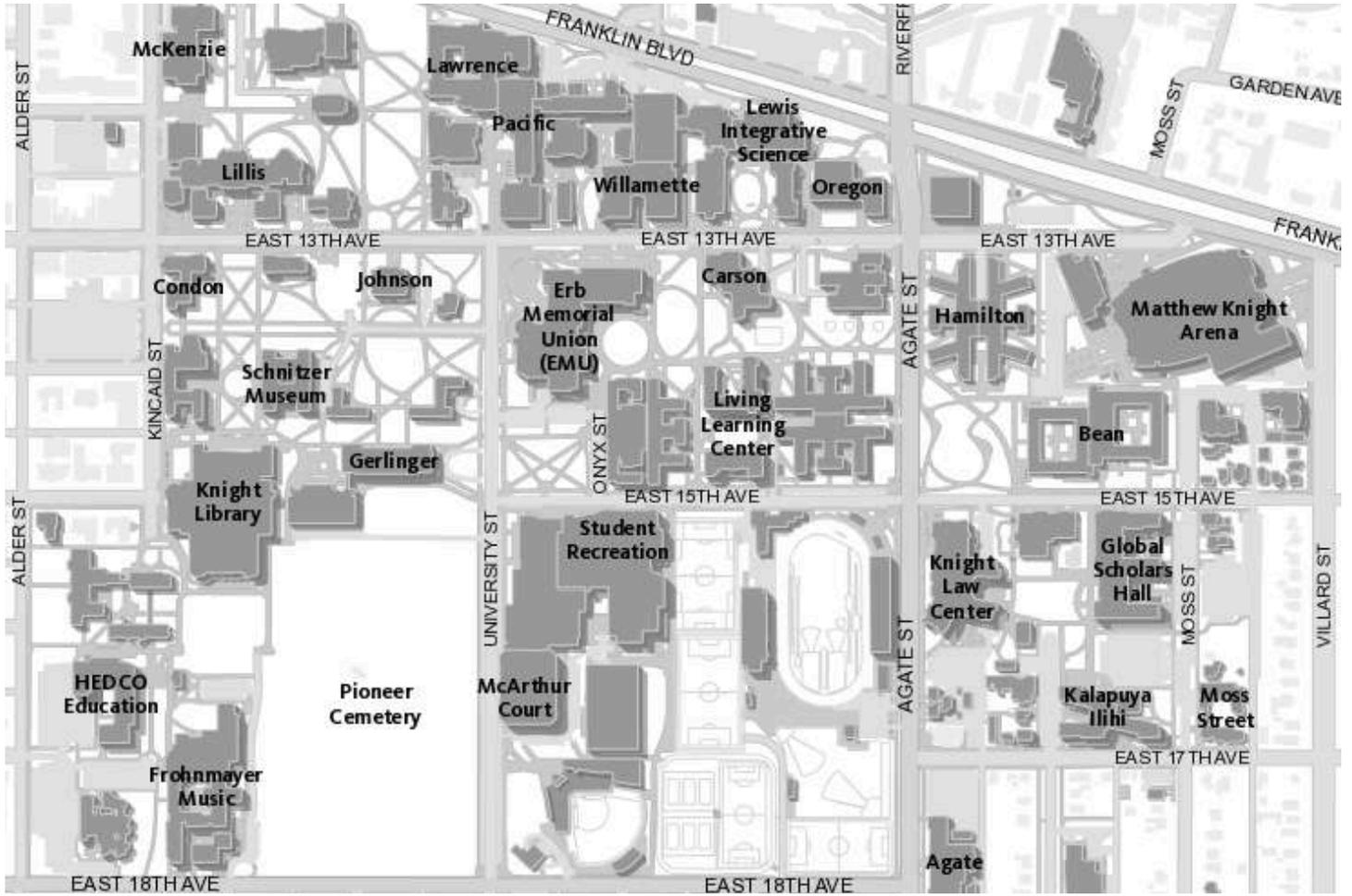
Campus Food Pantry

1329 E 19th Avenue

Every Wed & Thurs 4-6 pm by
ministry of the Episcopal
Campus Ministry in Eugene

VIII. Appendix

5. **Download** the UO campus app with maps, My Class map, directory, emergency, UO Rides, etc.



UOTeach Program Calendar

<https://uoteach.uoregon.edu/calendar/>

UOTeach Program Orientation Events:

June 20 Welcome Meet & Greet

Thurs, 3:30-5:30pm, UO EMU Falling Sky
Hosted by Cohort 10

June 21 Program Orientation

Friday, 8:30-3:30pm
COE Hedco Building, room 220
Includes Welcome lunch (Café Yumm buffet)

June 24 Summer Term Starts

June 24 Mid-High Field Placement Credential Application

Mon, Lokey Ed Bldg, room 119
Workshops: 10:00, 11:00, or 12:00pm

June 25 Elementary Field Placement Credential Application

Tues, Lokey Ed Bldg, room 119
Workshops: 1:00, 2:00, or 3:00pm

June 27 Financial Aid Workshop

Thurs, 12:00-1:00pm, Hedco 220

June 28 Mid-High Endorsement Meeting

Friday, 11:00-12:30pm, Hedco 220

July 12 Welcoming Schools Workshop

Friday, 9:00-4:30pm, District Site

See UOTEACH BLOG Calendar: <https://blogs.uoregon.edu/uoteach/>

UOTeach Save the Date Events:

September / Fall Field Placement

Aug 13 Elementary Placement Orientation

12:30-2:00pm, Hedco 146

Aug 13 Mid-High Placement Orientation

12:30-2:00pm, Hedco 142

September Experience Reminders:

1. Requires approved TSPC Background Check/Credential
2. Starts last week of August when Cooperating Teacher starts working
3. Part of EDST 627 Intro to Supportive Learning Communities course
4. Tk20 Time logs required / each term
5. Civil Rights ORELA passing cut score due Dec 15

Sept 26 Training & COE Welcome

- Mandatory Reporting Workshop, 10:00-noon Knight 101
- COE Dean's Picnic Lunch, 12:30pm
- Dept of Ed Studies Ice Cream Social Welcome, 2:00pm

Oct 25 Elementary ORELA Subtest Training

9:00 – 12:00pm, location TBA

Dec TBD Winter/Spring Field Placement Orientation

Feb TBD Practice Job Interview Workshop

Mar 20 COE/UOTeach Educator Job Fair

Ford Alumni Center
9:00-10:45 Elem / 11:00– 1:00pm Mid-High

April 7 Portland Educator Job Fair

Oregon Convention Center

April 10 Deadline for Spring Completers

Apply for MEd degree

May 5 National Teacher Appreciation Day

June 15 Commencement

UOTeach TK20 <https://tk20.uoregon.edu/>

UOTeach Master's Program

Department of Education Studies, College of Education

Lokey Education Building, Room 124

5277 University of Oregon, Eugene, OR 97403

uoteach@uoregon.edu | education.uoregon.edu/uoteach | 541-346-13

June 18 2019