# TABLE OF CONTENTS

About this Program Handbook ............................................................................................................... 1
SPED K-12 Licensure Program Administrative Team ....................................................................... 2

## I. K-12 LICENSURE PROGRAM POLICIES
- Professionalism ................................................................................................................................. 3
- Technology Etiquette Guidelines ...................................................................................................... 4
- Teacher Candidates and the Child Abuse Laws ............................................................................... 6
- Conditional Admissions ................................................................................................................... 7
- Tk20/Graphite .................................................................................................................................... 7
- Continuous and Part-time Enrollment ............................................................................................. 8
- Instruction and Advising .................................................................................................................. 9
- Grades ................................................................................................................................................ 9
  - Grade Point Average (GPA) ........................................................................................................... 9
  - Grading Procedures ..................................................................................................................... 10
  - Grading for Methods Courses ..................................................................................................... 10
  - Grading for Practica and Field Studies ....................................................................................... 10
  - Grades of Incomplete ................................................................................................................... 11
- Student Retention ........................................................................................................................... 11
- Student Remediation ...................................................................................................................... 12
- Termination from the Program ....................................................................................................... 12
- Accommodations and Support Services for Diverse Students ..................................................... 13
- Conflict Resolution ....................................................................................................................... 14
  - Student Grievance Procedure ..................................................................................................... 14

## II. GENERAL LICENSE INFORMATION
- Coursework for the Special Education Licensure Program ........................................................ 16
  - Required Coursework ................................................................................................................... 16
- Course Waivers ................................................................................................................................ 17
- Exit and Follow-up Surveys .......................................................................................................... 18

## III. ADDITIONAL TSPC LICENSURE REQUIREMENTS
- Character Questionnaire ................................................................................................................ 19
- Fingerprinting ..................................................................................................................................... 19
- College of Education ID Badges .................................................................................................. 19
- Professional Examinations for Oregon Licensure ....................................................................... 20
  - Protecting Student & Civil Rights ............................................................................................. 20
  - NES Special Education Licensure Test .................................................................................... 20
  - Online Test Preparation .......................................................................................................... 21
- edTPA ............................................................................................................................................... 21
- Applying for an Oregon Teaching License .................................................................................... 21

## IV. APPLIED FIELD EXPERIENCE
- The Practicum Sequence ............................................................................................................... 22
- Logistics ............................................................................................................................................ 24
- Practicum Supervision Roles .......................................................................................................... 27
- Supporting the Teacher Candidate ............................................................................................... 28
- Practicum Observations ................................................................................................................ 29
- Mandatory Practicum Meetings .................................................................................................... 30
- Eligibility Meetings ....................................................................................................................... 32
V. PRACTICUM REQUIREMENTS
Professional Practices Seminar ........................................................................................................ 34
Program Tasks ................................................................................................................................ 34
Clinical Feedback on Student Performance ....................................................................................... 35
Competencies for Instructional Delivery .......................................................................................... 36
Work Samples ................................................................................................................................ 36
edTPA ............................................................................................................................................... 37
Additional Requirements for Final Supervised Field Experience (Student Teaching) ....................... 38
   Instructional and Non-instructional Duties ...................................................................................... 38
   Professional Growth Assessment .................................................................................................. 38
   Professional Dispositions Questionnaire ....................................................................................... 39
Requirements of Add-on Endorsements .......................................................................................... 39

VI. OTHER STUDENT ISSUES AND CONSIDERATIONS
Equal Opportunity and Non-Discrimination ..................................................................................... 40
Accommodations for Religious Observances ..................................................................................... 40
Students with Disabilities in Applied Field Settings ......................................................................... 40
Student Resources .............................................................................................................................. 42

TABLE OF CONTENTS FOR ATTACHMENTS .................................................................................. 45

- K-12 Clinical Intake
- Practicum Agreement
- Program Task Log
- Observation & Feedback Form
- Supervision Feedback Form
- Meeting Conference Agenda
- Administrative Skills Form
- Video Feedback Form
- Competencies for Instructional Delivery
- Work Sample Scoring Guide
- Eligibility Meeting for FSFE (Final Supervised Field Experience)
- Professional Dispositions Questionnaire
- Instructional and Non-Instructional Duties
This K-12 License Program Handbook provides students with information regarding policies, procedures, guidelines, and timelines to assist them as they progress through their program of study. Enrollment in this program requires formal application and acceptance to both the Graduate School and the Special Education K-12 Licensure Program, part of the Special Education & Clinical Sciences Department in the UO College of Education. The program is approved by the Oregon Teacher Standards and Practices Commission (TSPC), the organization that awards and monitors teacher licensure in Oregon. Students should use this handbook as a source of information regarding policies and procedures for completing the requirements leading to an Oregon teaching license or endorsement in Special Education.

Students enrolled in the licensure program who do not already have a master's degree are encouraged to concurrently enroll in and complete a master's degree in Special Education. The master's degree can be earned by completing some additional coursework (9-12 credits) beyond the requirements for the teaching license. See the Master's Degree Program Handbook for more information.

Program Handbook Sections

The Handbook is organized into the following major sections:

- **Overview of the Special Educator Licensure Program** provides an overview of the licensure/endorsement program leading to special education licensure.

- **General Licensure Information** provides information specific to obtaining a Special Educator Teaching License or Endorsement. It includes an introduction to program as well as state policies and procedures put forth by the Teacher Standards and Practices Commission (TSPC).

- **Additional TSPC Licensure Requirements** provides more detailed information regarding TSPC requirements including forms, paperwork, and testing requirements.

- **Applied Field Experience** provides information about the clinical or field-based components of the licensure program including the structure and scheduling of practica and student teaching, requirements, and criteria for completion.

- **Practicum Requirements** gives even more detailed instructions about each level of practicum and what is involved.

Special Education & Clinical Sciences Department and Program Policies are provided throughout the handbook so students can be informed about important department, college, and graduate school policies that govern the program.
## SPED K-12 Licensure Program Administrative Team

**Program Coordinator:**
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**Practicum Coordinator:**
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### Program Coordinator Responsibilities
- Coordinates student recruitment, screening, and admissions to the licensure program
- Coordinates student orientation
- Conducts quarterly review and follow-up with struggling students
- Conducts quarterly advising and provides updates about course sequence and registration.
- Provides staff orientation and general training
- Maintains records/documentation to ensure program compliance with TSPC

### Practicum Coordinator Responsibilities
- Develops & assigns practicum sites
- Collects practicum data
- Observes & monitors student progress in practicum
- Supports students & supervisors
- Supports cooperating professionals
- Supports ongoing implementation of supervision
- Monitors feedback to students – grades practicum
I. K-12 LICENSURE PROGRAM POLICIES

The Special Education K-12 Licensure Program is designed to provide pre-service training and support the ongoing development of professionals to design, deliver, and continuously improve effective educational, employment, and community experiences for persons with disabilities. The program responds to the many changes in education, for students with and without disabilities. It affords the opportunity to align efforts with general education and its curriculum, licensure structure, reform efforts, and goals for students in the 21st Century. In response to Oregon’s call for a standards-based educational model, the program ensures that teachers are prepared to work collaboratively with general educators to assist students in making progress toward meeting state benchmark standards. For students with more severe disabilities, the program addresses the needs of students both developmentally and in terms of community-referenced functional skills. The faculty at the University of Oregon provides the foundation for teacher preparation that is anchored to nationally-recognized empirical and best practices research.

The Special Education and Clinical Sciences Department policies for master's students also apply to licensure students. For more information, see the Special Education Master's Program Handbook. The policies most pertinent to licensure students are included below.

Professionalism

Students must exhibit professional behaviors in all courses and practica, demonstrating their ability to interact appropriately as they work with individuals across varied settings. It is imperative that students be able to communicate professionally, manage workload and time demands effectively, and maintain positive and collaborative relationships with colleagues, instructors, and staff (both at the university and at field sites). The Special Education Program draws on three sets of professional standards:

**Professional Teaching Standards.** Students are expected to meet all the personal and professional criteria that are required of professional teachers in the state of Oregon. These criteria are detailed in the Oregon Administrative Rules which requires candidates to display essential knowledge and critical dispositions in line with the InTASC Teaching Standards (Standard 9). Each student in the licensure program:

(a) Engages in ongoing learning and development;
(b) Participates in professional development aligned with own needs and needs of learners;
(c) Collaborates in designing and interpreting evaluative data systems;
(d) Actively uses professional and technological resources;
(e) Demonstrates understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and learning experiences;
(f) Uses information and technology safely and responsibly;
(g) Actively self-assesses performance to improve teaching;
(h) Analyzes and interprets data to differentiate instruction;
(i) Understands how identity, worldview, and experience create bias;
(j) Exhibits knowledge of laws that ensure learners' rights (e.g., regarding equity, confidentiality, privacy, mandatory reporting);
(k) Uses feedback from teacher observations and evaluations to improve teaching;
(l) Assumes responsibility for student learning;
(m) Is committed to deepening understanding of personal biases;
(n) Acknowledges that improvement requires continuous attention to ongoing research and changes in educational policy; and
(o) Adheres to professional standards of practice, relevant laws, policies, and codes of ethics.

Teaching candidates will be formally assessed on these items through various assessments and surveys in practicum.

**Program Standards.** Students are also expected to display the general personal and managerial skills that they will need to function effectively as special education teachers, including the following:

- Relate well with students, teachers, supervisors, and other professionals;
- Behave ethically and responsibly both on campus and in the field;
- Communicate accurately and effectively with various individuals and groups (including all verbal, written, or electronic communications);
- Be consistently prepared for practicum and field study activities;
- Maintain the confidentiality of pupils and their school records;
- Attend required program functions;
- Complete assignments and other program requirements according to deadlines stated in the program handbook and in course syllabi.

**University Standards.** Students should refer to the Student Conduct Code, which applies to all students. The complete Student Conduct Code may be accessed at https://dos.uoregon.edu/conduct.

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### Technology Etiquette Guidelines

As an educator, you have a professional image to uphold in how you conduct yourself in the use of any electronic media or technology (e.g., school district website, Facebook, Twitter, text messaging, cell phone use, etc.). Instances of misconduct, engaging in inappropriate dialogue about schools and/or students, or posting pictures and videos of individuals engaging in inappropriate activity online can result in serious repercussions, including termination from the SPED program. Guidelines for use of technology are as follows:
**Educational & Social Networks**

- If using an educational network at your practicum site, find out what the district and school policies are and comply with them.
- Do not post/send photos or videos of students without written parent or guardian permission.
- Do not accept students as “friends” on personal social networking sites (e.g., Facebook, Twitter, etc.).
- Decline any student-initiated “friend” request and discourage online “friendships” with students.
- *Remember,* “friends” have the ability to download and share your information with others.
- Never discuss students, teachers, or staff or criticize school policies or personnel.
- Post or send 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, students, and university faculty and supervisors. This includes all written (email and text messaging) and verbal communication, including phone conversations. Guidelines for the use of email, text messaging, as well as use of cell phones at your practicum site are as follows:

**Email & Text Messaging**

- Think three times: before you write, after you write, and before you send your message. Carefully compose all responses.
- Always use correct grammar, spelling, punctuation, and paragraph structure. Careless spelling, grammar, or punctuation conveys a poor impression of you. Use the spell-check feature that accompanies your email program.
- Do not capitalize whole words that are not titles. Capitalizing is generally interpreted as SHOUTING to your reader.
- 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.
- Avoid flaming or the expression of extreme emotion or opinion in an email message. You will alienate your reader, possibly causing ill feelings.

Remember email responses are permanent. To reduce email communication problems:
- Resist the temptation to “fire off” a response.
- Read the original message again. You may have misinterpreted the message.
- Draft a response and let it cool off for a time before sending it.
- Break the cycle of message and response. A telephone call or personal conversation can do wonders in resolving difficulties.
Cell Phone & Text Messages While in Campus Classes and Field/Practicum Placements

- Turn your cell phone off. If you need to have your cell phone on, set it to vibrate.
- Let your cell phone calls go to voice mail.
- Refrain from checking and responding to voice and text messages while at your practicum site.
- Use of your cell phone should be reserved for important calls and messages only, and only during a “down time” (i.e., break, recess).
- If you need to make a phone call, wait until you have a break and then find a private place to make the call.
- Do not use text messaging to communicate with students.

Teacher Candidates and the Child Abuse Laws

All citizens have a responsibility to protect those who cannot protect themselves. Members of the general public may report suspected abuse and/or neglect if they choose.

Oregon state law, however, mandates that workers in certain professions (e.g., teachers, police, physicians, attorneys, etc.) must make reports if they have reasonable cause to suspect abuse or neglect. These people are called mandatory reporters and they are a crucial link in the system to protect Oregon’s most vulnerable citizens.

**NOTE: AS A LICENSED TEACHER, YOU WILL BE A MANDATORY REPORTER.**

Be aware that a teacher candidate is not considered a full professional or employee of a school district, so is not considered a mandatory reporter. As a teacher candidate (practicing teacher), however, you should report suspected child abuse immediately to your cooperating teacher and your field supervisor. You do not need “hard” evidence because you are reporting suspicions, not facts.

The University of Oregon’s policy on abuse reporting is:

Volunteers, contractors, interns or students who are not employees are not mandatory reporters. However, it is the University’s expectation that volunteers, contractors, students, and interns will report issues of suspected child abuse to their UO supervisors.

*Teacher candidates* will be required to attend a Mandatory reporter training during Orientation week. During the training, the handbook *What You Can Do About Child Abuse* (by the Oregon Department of Human Services) will provide you with the necessary information on recognizing and reporting child abuse as a mandatory...
reporter. A certification of completion will be given at the end of the training, which should be kept for future employment as a licensed teacher.

How to report as a Teacher Candidate:

1. Inform your Cooperating Teacher and your University Supervisor:
   a. The name of the child,
   b. Any information that you believe might be helpful in establishing the cause of the injuries or showing the willful neglect and the identity of the person or persons responsible, and
   c. The facts which led you to believe that the child has suffered injury or willful neglect.
2. If possible, be present when the Cooperating Teacher or Program Director calls the Oregon Department of Human Services (DHS) to report suspected child abuse and/or neglect.
3. Meet with your University of Oregon Supervisor and the Practicum Coordinator to debrief and get any additional support.

Immunity from liability: Anyone reporting any incident of child abuse or neglect is immune from liability, civil or criminal, that might otherwise be incurred or imposed, unless the person acted in bad faith or with malicious purpose.

Conditional Admissions

All students are admitted to the Special Education License Program on a conditional basis, pending completion of a Program Plan with the Program Coordinator. Some students have additional conditions outlined in their acceptance letter. These need to be addressed by the end of the first term of enrollment.

All students admitted to the Special Education license program are considered by the university to be graduate students. All University, Graduate School, College of Education, and Special Education and Clinical Sciences Department policies apply to licensure students. Students should make themselves aware of these policies.

Tk20/Graphite

The College of Education has purchased Tk20, a comprehensive data system that provides faculty, staff, and students a rich set of tools to enhance our academic programs and students’ experience. The Tk20 system will allow us to serve students better by providing tools for advising, managing field placements, and using data for ongoing program improvement. For students, the Tk20 system will provide tools to facilitate academic success and professional development, such as:

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

College of Education students will need to subscribe to Tk20 in order to complete program activities, program assessments, and/or field experiences. Consult your program director for information about how and when to sign up and activate your student subscription. The cost to activate your Tk20 student subscription is one-time only, and allows you to access the system for 7 years. Students must be registered for Tk20 by the end of the second term. Students who are not enrolled will not be allowed to register for practicum.

### Continuous and Part-Time Enrollment

Once an individual is admitted to the Special Education Program and enrolls in classes, the student is officially a graduate student. To maintain graduate status within the Department and the Graduate School, all students must be continuously enrolled. To meet the Graduate School’s continuous enrollment requirement, students must register for at least three graduate credits each term (excluding summer sessions) or be officially on-leave.

On-leave status is granted to students in good standing for a maximum of three academic terms (excluding summers), after which registration for a minimum of three graduate credits each term is required. Students may apply for a maximum of three academic terms of on-leave status during the course of study for their degree or license. The On-Leave Request form is available online (on the Graduate School’s website).

Failure to comply with the continuous enrollment policies results in termination from the Graduate School. To re-enroll, a student must fill out a “Permission to Re-register” form online. Your request must be reviewed by the Graduate School (subject to requirements outlined on the Graduate School’s website). Students may be required to register and pay for the number of credits (equivalent to three hours) for each term stopped out. If the credits equal more than 16 term hours, students may be required to enroll in multiple terms of increased registration.

The program and the Graduate School reserve the right to accept or deny re-enrollment requests. A denial can be based on a review of the student’s graduate record or if the student/faculty ratio is beyond the capacity to adequately meet the needs of the student. Enrollment limitations are subject to available funding, University Administration rulings and the Board of Higher Education. The petitioner may be required to meet the admission policies and degree completion requirements in effect at the time of re-enrollment.

If students are absent from the program for more than one calendar year, they may be required to take additional field studies and/or retake some courses, especially methods classes. When a student has been re-admitted to the program, the student should meet with his/her advisor and the Program Coordinator to create a refresher plan appropriate to the student’s strengths and needs.
Instruction and Advising

Evidence-based instruction and student advising rely upon a commitment that goes beyond the capacity of any single individual. Multiple professional and personal development needs are effectively met through a network of people. As a program, our goal is to meet the needs of our graduate students through a commitment to teaching evidence-based practices and active advising.

### Faculty Advisor Role
- Provide accurate and timely information regarding academic programs, policies, and procedures.
- Monitor students’ academic standing and progress.
- Assist students in identifying and overcoming factors that may hinder their academic performance.
- Conduct quarterly advising and provide updates about course sequences and registration.
- Share general advising information and degree planning.
- Provide specifics about TSPC license requirements.
- Assist in career planning.

### Faculty Instructional Role
- Determine the course content, requirements, and evaluation criteria.
- Provide additional clarification about course requirements and assignments.
- Meet with students during scheduled office hours to discuss course-related issues.
- Recommend approval/disapproval of course waivers.
- Coordinate, supervise and provide ongoing mentoring of GEs (formerly GTFs) assisting the faculty with all aspects of teaching, including preparing class plans/notes, designing a syllabus, creating assignments and exams, leading discussions, and grading written work.

### Grades

**Grade Point Average (GPA)**

Students must maintain a cumulative grade point average of 3.0 on a 4.0 scale in all graduate courses taken in the license program. Grades of D+ or lower in graduate courses are not accepted for graduate credit but are computed in the GPA. The grade of N (no pass) is neither accepted for graduate credit nor computed in the GPA. A GPA below 3.0 at any time during a student’s program or the accumulation of more than five credits of “I” (with the exception of Master’s project, thesis, or research credits), “N”, or “F” grades -- regardless of GPA -- is considered unsatisfactory and student retention procedures will be initiated.

**PLEASE NOTE:** The Graduate School requires students to have a cumulative GPA of 3.0 or higher by the time they apply for graduation. Otherwise, the Graduate School will not approve the awarding of the degree.

*Grades lower than a C- will not be accepted for any required licensure course.*
Grading Procedures

The faculty recognizes the intra- and inter-individual differences of people. None of us can be exceptional, acceptable, or satisfactory in all things. Therefore, grading procedures should be regarded as a method of evaluation of each person’s performance against a standard. The grades and general standards are as follows:

- The grade of “A” means exceptional work of the quality performed by some graduate students.
- The grade of “B” means fully acceptable work for graduate students.
- The grade of “C” means satisfactory work that meets the instructor’s requirements. Note: The Graduate School requires a B average for obtaining a Master’s degree. The B average could consist of half C’s and half A’s for graded hours. C grades can apply toward licensure. The department may require a B for scholarship/tuition waivers.
- A “P” (pass) grade means satisfactory performance (B- or better for graduate students).
- An “N” (no pass) grade means unsatisfactory performance, no credit awarded (C+ or lower for graduate course work).
- An “I” (incomplete) is an instructor-initiated mark. A mark of “I” may be reported only when the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.

Instructors agree that grades will be assigned based on an evaluation of individual student performance as measured against requirements and objectives stated in the course syllabus. We explicitly recognize that professional and clinical experience and judgment are a necessary and legitimate element in evaluation and grading of student performance. Individual instructors must retain the freedom to consider student participation, attitudes, attendance and any other factors reasonably related to evaluation of overall student performance. Not all factors can or should be quantified.

Grading for Methods Courses

Licensure students must enroll in methods classes for a grade (SPED 540 Early Literacy for Diverse Learners, SPED 541 Intermediate Literacy for Diverse Learners, SPED 542 Adolescent Literacy for Diverse Learners, SPED 522 Special Education Math Instruction, SPED 543 Supporting Students with Low Incidence Disabilities, and SPED 660 Design of Instruction). Students must complete each course with a minimum grade of B-. If a minimum grade of B- is not earned, the student must retake the course. Four of six methods courses must be passed prior to student teaching (FSFE).

Grading for Practica and Field Studies

Levels of the practicum sequence are designed to be progressively more difficult, requiring greater independence on repeated skills while adding new skills each term. Students must successfully complete their practicum and concurrent seminar in order to progress to the next level. Evaluation of practica and field studies is done by the
Practicum Coordinator with the assistance of university supervisors and cooperating professionals. If a student (a) fails to complete the tasks and assignments agreed upon in each term’s Practicum Agreement Form (see Attachments section), (b) fails to complete practicum requirements noted in the program handbook or in the Professional Practices syllabi, and/or (c) fails to meet the program’s standards for instructional or professional competence in a practicum, the student’s performance in the program will be considered unsatisfactory.

At the recommendation of the Practicum Coordinator and the Program Coordinator, a student who has not met the proficiency standards to pass either the initial or middle practicum may be given a grade of “I” (incomplete) and be asked to register for SPED 609 Practicum (generic) or SPED 606 Field Studies to gain additional practice in meeting the practicum standards. In this case, a student contract will be designed to outline and define the necessary requirements, as well as provide timelines for completion (similar to an Incomplete Grade Contract).

If the standards are met, the grade of “I” will be changed to “Pass”, and the student will earn a “Pass” for the field study/generic practicum credits. In this case the student will be allowed to continue in the practicum sequence. If the student does not meet the standards during the field study/generic practicum, the incomplete grade will be changed to a "No Pass," and the student will not be allowed to progress to the next practicum. During the Student Teaching term, students are expected to demonstrate that they have met TSPC’s expectations for beginning teachers. Students who do not meet these standards will not be given an option to take an incomplete and repeat Student Teaching. In this situation, the student will be given a grade of "no pass" for Student Teaching and will not be recommended for a license. (See also Student Remediation).

**Grades of Incomplete**

Students need to complete coursework in a timely fashion. In order to remain in good standing, students may not have more than five credits of “I” at any point in time. (Note: Research and thesis credits remain as “I” until the project/thesis is complete and are not considered for purposes of this policy). If a student wishes to request a grade of “incomplete,” he or she must meet with the course instructor, fill out an Incomplete Grade Contract (if the instructor agrees to the grade of Incomplete), and provide a copy of the form to his/her program advisor and the Student Services Coordinator.

The University policy for graduate students is that “incompletes” must be converted to a passing grade within one calendar year of the assignment of the incomplete. If a grade has not been converted from an “I” within one calendar year, the student must petition the Graduate School for permission to change the grade.

**Student Retention**

The Special Education and Clinical Sciences Department has a number of policies and procedures to identify and provide support to students so they can complete the program in a timely manner. Students who are in “good standing” and making adequate
progress: 1) have an approved program plan on file, 2) maintain a B average in all licensure coursework, and 3) have no more than 5 credits of “I” (with the exception of Master's project, thesis, or research credits), “F”, or “N”.

A student who at any time has more than 5 credits of I, F, or N (not counting I for thesis, master’s project, or research) will be considered “not in good standing”, and procedures for student remediation will be initiated.

**Quarterly review.** Once a term the student and his/her advisor should discuss the next term’s coursework and field studies and review the student’s progress. Specifically, the advisor should review the student’s grades, progress in meeting program requirements, and other evaluative feedback (e.g., written supervisor’s evaluations) the student has received for coursework and fieldwork. These sessions should be formative; that is, designed to help the student improve skills and eliminate areas of weakness. If an advisor believes that the student’s progress is unsatisfactory, the advisor will notify the program coordinator who may then initiate remediation procedures.

**Annual student review.** Once a year, program faculty will systematically review all part-time and full-time students. The purpose of the review is to assess whether students are making adequate progress through coursework, field studies and internship if appropriate. If a student is making inadequate progress, the student will receive written notification signed by the Director of Graduate Studies or Department Chair indicating the student’s progress has been reviewed and the student is considered “not in good standing”. The student will then have the opportunity to receive assistance in developing a plan of action to remediate the problem.

### Student Remediation

When serious deficiencies are noted, students will be notified in writing by the Director of Graduate Studies or the Department Chair with copies to the advisor, Department Chair and the student's file. Within 30 days from the date of the letter, the student must meet with the Program Coordinator and his or her advisor. The Program Coordinator, the advisor, and the student will jointly develop a plan of action. If the student does not agree with the plan of action, the student may file a grievance.

The written plan of action will specify a student’s particular weaknesses or problems, a recommended corrective action, criteria and dates for determining that problems have been resolved, and a timeline for review. The document should also include a description of any previous efforts to address or prevent each issue. This document should be signed by the Program Coordinator, advisor, and the student and placed in the student’s file. The student’s signature indicates agreement to follow the plan of action.

### Termination from the Program

There are two ways that a student can be terminated from the SPED Licensure program – either by voluntarily relinquishing their standing with the Graduate School or when
remediation efforts are not successful. Below are the procedures for implementing these options for students in the Department of Special Education and Clinical Sciences.

**Voluntary relinquishment of standing.** Students who choose to voluntarily terminate their participation in a program should notify the appropriate Director of Graduate Studies and the Student Services Coordinator (Academic Secretary). This communication should indicate the term and year the student is leaving the program, the reason for termination, and whether or not he or she plans to return at a later date.

The Student Services Coordinator will keep this letter on file for at least five years and be prepared to develop a report of student attrition for the College of Education evaluation reports. The student should also complete and sign the “Relinquishment of Graduate School Standing” form, if relevant.

To be reinstated following voluntary relinquishment of standing, the student must reapply to the program. If the program readmits the student, he or she will be held to the program standards under which he or she is readmitted.

**Involuntary relinquishment of standing.** In situations where remediation efforts have not been successful, students may be counseled about alternative options and/or terminated from the program. Students may be asked to leave a program for a variety of reasons. Examples include but are not limited to behavioral problems, academic factors, or legal/ethical factors. In addition, failure to follow Graduate School requirements for continuous enrollment will result in involuntary relinquishment of standing. In the latter case, reapplication to the program is required for re-admittance to be considered.

A decision to terminate will be made by the program committee and forwarded to the Department Chair for approval. A certified letter from the Director of Graduate Studies or the Department Chair will be sent to the student notifying him or her of the termination decision. In this letter, the student will be given the reasons for termination and notification of rights to file a grievance. Copies will be sent through the department's Student Services Coordinator to the Office of Student Academic Services and will be forwarded to the appropriate university offices.

### Accommodations and Support Services for Diverse Students

The University of Oregon provides a number of programs which are designed to help students with diverse needs. The University’s Office of the Dean of Students offers assistance to adult learners who have been away from college for a number of years. The Center for Multicultural Academic Excellence provides a supportive, caring environment for people of color. In addition to these offices, there is a great diversity of student organizations on campus including groups for veterans, LGBTQ, and students that are also parents. A complete listing of these organizations can be found in the University of Oregon Office of Student Life. Resources, supports, and more information can be found here: https://studentlife.uoregon.edu/.

Students who need academic assistance can access support at multiple levels. Within the College of Education, the *Office of Student Academic Services* serves as a hub for
information on a variety of academic topics and assistance with licensure and grievances. Students can gain computer access in the College of Education’s Learning Commons (110 HEDCO). Outside the college, the UO Tutoring and Learning Center provides tutoring and academic assistance to all university students.

Students with disabilities may obtain appropriate accommodations for their particular needs from the Office of Academic Advising. Eligibility for services must be supported by professional documentation of disability and need for services. Students should contact the program coordinator, their advisor, or the Accessible Education Center in 164 Oregon Hall for more information.

### Conflict Resolution

The mission of the College of Education is to “Make educational and social systems work for all.” Several options, both informal and formal are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness or other improper treatment.

<table>
<thead>
<tr>
<th><strong>Within the College of Education, you can contact:</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>Fall 2018</strong></td>
</tr>
<tr>
<td>Associate Dean for Academic Affairs and Equity:</td>
</tr>
<tr>
<td>Krista Chronister</td>
</tr>
<tr>
<td>541-346-2415</td>
</tr>
<tr>
<td><a href="mailto:kmg@uoregon.edu">kmg@uoregon.edu</a></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Winter and Spring 2019</strong></td>
</tr>
<tr>
<td>Interim Associate Dean for Academic Affairs:</td>
</tr>
<tr>
<td>Lillian Duran</td>
</tr>
<tr>
<td>541-346-2502</td>
</tr>
<tr>
<td><a href="mailto:lduran@uoregon.edu">lduran@uoregon.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Outside the College, you can contact:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>UO Bias Eduation and Response Team: 346-3216</td>
</tr>
<tr>
<td><a href="http://dos.uoregon.edu/bias">http://dos.uoregon.edu/bias</a></td>
</tr>
<tr>
<td>UO Student Conflict Resolution Center: 346-0617 or <a href="mailto:scrc@uoregon.edu">scrc@uoregon.edu</a></td>
</tr>
<tr>
<td><a href="https://scrc.uoregon.edu/">https://scrc.uoregon.edu/</a></td>
</tr>
</tbody>
</table>

### Student Grievance Procedure.

All students are expected to abide by the Student Conduct Code. If students question a faculty or staff member’s actions or evaluation of academic performance, they may file a grievance. A student grievance is defined as including any disagreement concerning a course, course of study, grades, comprehensive examination, thesis, or any other matter substantively affecting a student’s program.
The processes and timelines for initiating and responding to formal academic grievances by students are governed by University of Oregon Policy and are listed in detail on the UO Policy website. If a student wishes to file a grievance, the complete text for this policy is located under “Student Grievance Procedures” on the following website:

http://policies.uoregon.edu/grievance-procedures

A paper copy of these grievance procedures may also be requested from the Program Director or Department Head.

Students have four rights under FERPA and the UO Student Records Policy: the right to inspect and review their record; the right to seek an amendment to their record; the right to restrict disclosure of their Directory Information as defined at UO, and the right to file a complaint. The processes around all of these rights are managed by the Office of the Registrar. More information can be found on the following websites:

University of Oregon Policy Library
http://policies.uoregon.edu/student-records-1

UO Registrar’s Office
http://registrar.uoregon.edu/records-privacy

A file is created for each person applying to the College of Education in the appropriate program office. Once a student is admitted, student files are kept with the Student Services Coordinator (340 HEDCO). Advisors also receive basic information on each of their advisees. Only program faculty members and their staff who have legitimate need to access student files and have authorization are able to do so. At the completion of either a master’s degree or licensure program, whichever happens first, the student’s file will be transferred to the college’s Office of Student Academic Services.
II. GENERAL LICENSE INFORMATION

In Oregon, the Teacher Standards and Practices Commission (TSPC), oversees the awarding and renewal of teaching and administrative licenses and endorsements. This is the state agency that approves licenses for teachers, administrators and others within Oregon’s schools. It is often referred to as TSPC. TSPC is located in Salem at 250 Division Street NE., 97301, phone 503-378-3586. The web site location is: http://www.oregon.gov/tspc.

In the College of Education, Richelle Krotts (coelicensure@uoregon.edu) is the contact person for TSPC licensure information. She can assist with specific questions about TSPC licensure, license applications, and teacher licensure in other states.

Students in the Special Education Program work toward completion of a Special Educator license with an authorization in grades K through 12. This section provides information about license program requirements as well as other requirements necessary in order to apply to TSPC for a license or endorsement.

Coursework for the Special Education K-12 Licensure Program

The licensure program prepares pre-service or in-service teachers to work with students with disabilities ages 3-21 in a variety of settings, pre-K through grade 12 and transition. Graduates of the program are prepared to apply for an initial special education teaching license that incorporates these multiple levels, services, and settings making this a highly flexible option.

The program prepares professionals to help children and youth with disabilities succeed through rigorous coursework and practicum experiences on topics including characteristics of learners and services, cutting edge assessment techniques, evidence-based approaches to designing and delivering instruction, effective classroom and behavior management techniques, collaborative practices, and transition services.

Required Coursework.

Students can combine the program with the master’s degree with the addition of required master’s credits. See table on the following page for the sequence overview of required coursework for the program.
### Special Education K-12 Licensure Program

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SPED 510 Child &amp; Adolescent Development (3)</td>
<td>SPED 510 Diversity in Special Education (3)</td>
<td>SPED 522 Special Education Math (4)</td>
</tr>
<tr>
<td></td>
<td>*or equivalent course</td>
<td>SPED 510 SPED Law (3)</td>
<td>SPED 542 Adolescent Literacy for Diverse Learners (4)</td>
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<tr>
<td></td>
<td>SPED 511 Foundations of Disability I (3)</td>
<td>SPED 541 Intermed. Literacy for Diverse Learners (4)</td>
<td>SPED 609 Practicum 1 (3)</td>
</tr>
<tr>
<td></td>
<td>SPED 526 Behavior &amp; Classroom Management (4)</td>
<td>SPED 543 Supporting Students with Low Incidence Disabilities (4)</td>
<td>SPED 588 Professional Practices (3)</td>
</tr>
<tr>
<td></td>
<td>SPED 540 Early Literacy for Diverse Learners (4)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>SPED 610 Assessment in SPED (3)</td>
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<tr>
<td></td>
<td>SPED 510 Diversity in Special Education (3)</td>
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<td></td>
<td>*or equivalent course</td>
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<tr>
<td></td>
<td>SPED 511 Foundations of Disability I (3)</td>
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<td></td>
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<tr>
<td></td>
<td>SPED 526 Behavior &amp; Classroom Management (4)</td>
<td></td>
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<tr>
<td></td>
<td>SPED 540 Early Literacy for Diverse Learners (4)</td>
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<td></td>
<td>SPED 610 Assessment in SPED (3)</td>
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<td>SPED 510 Diversity in Special Education (3)</td>
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<tr>
<td></td>
<td>*or equivalent course</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>SPED 511 Foundations of Disability I (3)</td>
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<td></td>
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<td></td>
<td>SPED 526 Behavior &amp; Classroom Management (4)</td>
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<tr>
<td></td>
<td>SPED 540 Early Literacy for Diverse Learners (4)</td>
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</tr>
<tr>
<td></td>
<td>SPED 610 Assessment in SPED (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Winter</strong></td>
<td></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td><strong>Fall</strong></td>
<td><strong>Winter</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td></td>
<td>SPED 536 Advanced Behavior &amp; Classroom Management (3)</td>
<td>SPED 588 Professional Practices (3)</td>
<td>SPED 632 Collab Educ Plan (3)</td>
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<td></td>
<td>SPED 588 Professional Practices (3)</td>
<td>SPED 633 Transition Planning &amp; Instruction I (3)</td>
<td>SPED 634 Transition Planning &amp; Instruction II (3)</td>
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<td></td>
<td>SPED 609 Practicum 2 (4)</td>
<td>SPED 655 FSFE (9)</td>
<td>EDUC 611 Survey of Educational Research Methods (3)</td>
</tr>
<tr>
<td></td>
<td>SPED 660 Design of Instruction (4)</td>
<td></td>
<td><em>Master’s requirement</em></td>
</tr>
</tbody>
</table>

### Course Waivers

With the approval of the program coordinator, courses taken prior to entering the K-12 Special Education Program may be used to satisfy (waive) required license courses. A student must have earned a grade of B- or above or a ‘Pass’ in the course equivalent. Experience in the field is generally not a basis for waiving coursework. Nor is experience sufficient for waiving practica. We expect students to have experience, and many students have extensive experience in the classroom. However, our supervised practica require completion of specific tasks and demonstration of instructional competence; therefore, practica are rarely waived.

Students are responsible for completing the College Request for Waiver of Credit form (available online) and compiling appropriate documentation of prior applicable coursework. After checking with their advisor, students who wish to waive a course should make an appointment with the course instructor to determine what evidence is needed to support the waiver request. Evidence could include a course syllabus, list of readings, copies or descriptions of tests and quizzes, copies or descriptions of projects and activities, and evidence of performance in the course (transcript). If the course instructor approves and signs the petition, the student then obtains the signature of his/her advisor and the signature of the program coordinator. Approved forms are added to the student’s file and forwarded to the College of Education’s TSPC liaison upon program completion. If a student’s request for a waiver is denied, the student may use...
the College of Education’s appeal process and may also appeal the decision to TSPC.

### Exit and Follow-Up Surveys

Toward the end of student teaching, students will be asked to complete an exit survey. The purpose of the exit survey is to give students an opportunity to provide the College of Education and the K-12 Special Education Program faculty with feedback about the program and students’ experiences in the College of Education. This information is critical to helping us to continually improve our program. We strongly encourage students to take the time to complete the survey when given the opportunity.

As part of the college’s commitment to continuous improvement, we will be following up with you post program completion. We request that you support these efforts and respond to surveys aimed at understanding the effectiveness of your preparation.
III. ADDITIONAL TSPC LICENSURE REQUIREMENTS

Oregon State Law and Oregon’s Teacher Standards and Practices Commission (TSPC) set a number of requirements for licensure in addition to completing a university-approved program. These requirements are described in this section.

Character Questionnaire

Oregon’s Teacher Standards and Practices Commission (TSPC) will deny or revoke a teaching license if a person is convicted of a specific set of offenses. These offenses are listed on a form called a Character Questionnaire. TSPC and the UO College of Education require that students admitted to approved teacher preparation programs provide evidence of good moral character necessary for licensure by responding to questions on the Character Questionnaire. Students complete this form as part of their application to the license program. Students will be required to complete and sign this questionnaire again prior to student teaching to confirm there has been no changes to their criminal record.

Fingerprinting

TSPC and the UO College of Education require students who plan to do practica in Oregon public schools to submit their fingerprints for a criminal background check. **This is required prior to the first practicum.**

Students will be provided with information regarding fingerprinting and TSPC Clearance at orientation.

Students who have previously completed the fingerprinting requirement for TSPC do not need to meet this requirement, provided they held a license within the three years prior to their application for student teaching. All students are responsible for checking the TSPC website to find out if their background check has received “clearance”. Students should follow all steps of the fingerprinting process, including uploading proof of clearance to [https://goo.gl/DuHCcd](https://goo.gl/DuHCcd).

**Students may not begin field study or practicum without having completed this process and having been cleared.**

College of Education ID Badges

Upon verification of background clearance, students will be eligible to purchase a College of Education ID badge. The ID badge is issued for a period of three years. Students **must** obtain an ID badge before they will be allowed to enter any public school.
for the purposes of participating in practica or student teaching. The names of students who have completed and cleared the fingerprinting process will be submitted by the Special Education and Clinical Sciences Department to the UO Card Office in the Erb Memorial Union. Students will need to go to that office to pay the appropriate fee and to obtain their ID Badge.

### Professional Examinations for Oregon Licensure

TSPC requires applicants for Oregon Teaching Licenses and Endorsements to demonstrate competence in specific specialty area(s) in which licensure is requested. Students must demonstrate competence by passing this professional content exam and a civil rights exam before becoming eligible for an Oregon teaching license.

#### Protecting Student & Civil Rights

Licensure candidates are required to take the *Protecting Student and Civil Rights in the Educational Environment Examination*. This is a customized educator licensure test designed to measure a candidate's knowledge and skills in relation to equity issues. For additional information visit: [http://www.orela.nesinc.com/TestView.aspx?f=HTML_FRAG/OR008_TestPage.html](http://www.orela.nesinc.com/TestView.aspx?f=HTML_FRAG/OR008_TestPage.html)

<table>
<thead>
<tr>
<th>Timeline for Completion</th>
<th>Prior to admission or Fall Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format</td>
<td>Computer-based test, 60 multiple-choice questions</td>
</tr>
<tr>
<td>Time to Complete</td>
<td>Ninety minutes</td>
</tr>
<tr>
<td>Test Dates</td>
<td>By appointment</td>
</tr>
<tr>
<td>Test Sites</td>
<td>CBT sites are located in Oregon and nationwide.</td>
</tr>
<tr>
<td>Passing Score</td>
<td>240 or above</td>
</tr>
<tr>
<td>Test Fee</td>
<td>$95</td>
</tr>
<tr>
<td>Score Reporting</td>
<td>Scores are released one month after testing.</td>
</tr>
</tbody>
</table>

#### NES Special Education Licensure Test

The NES Special Education licensure test is a comprehensive exam aligned to national learning standards and is required for licensure. For additional information visit: [https://www.orela.nesinc.com/TestView.aspx?f=HTML_FRAG/NT601_TestPage.html](https://www.orela.nesinc.com/TestView.aspx?f=HTML_FRAG/NT601_TestPage.html)

<table>
<thead>
<tr>
<th>Timeline for Completion</th>
<th>Spring of Year 2 or after you’ve completed a majority of courses and half of your clinical work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format</td>
<td>Computer-based test, 150 multiple-choice questions</td>
</tr>
<tr>
<td>Time to Complete</td>
<td>Three hours</td>
</tr>
<tr>
<td>Test Dates</td>
<td>By appointment</td>
</tr>
<tr>
<td>Test Sites</td>
<td>Test sites are located in Oregon and nationwide.</td>
</tr>
<tr>
<td>Passing Score</td>
<td>220 or above</td>
</tr>
<tr>
<td>Test Fee</td>
<td>$95</td>
</tr>
<tr>
<td>Score Reporting</td>
<td>Your test results are provided immediately after testing; your score report is released within two weeks of testing.</td>
</tr>
</tbody>
</table>
Online Test Preparation
The National Evaluation Series (NES) in collaboration with TSPC has a portal for Oregon licensure testing. The Oregon Educator Licensure Assessments (ORELA) website, www.orela.nesinc.com ensures that its educator licensure candidates have easy access to all the tools and information needed for a successful testing experience. The ORELA website gives candidates a single, online point of access for all their testing information and services, including online study guides for the NES tests, as well as sample test questions and answers.

It is the student’s responsibility to provide an official copy of his/her score report to the K-12 SPED Coordinator and the TSPC Licensure Liaison.

EdTPA
Beginning in Fall of 2015, TSPC requires that ALL teacher candidates in Oregon use the edTPA as a culminating performance assessment. EdTPA is a performance assessment of readiness to teach that has been adopted by over 30 states and throughout Oregon. Licensure candidates will complete the edTPA during their Final Supervised Field Experience (or student teaching) – typically the second to last term. Passing this assessment is a prerequisite for a teaching license.

Applying for an Oregon Teaching License
Once students have successfully completed their licensure program of study at the University of Oregon, they will need to complete the license application process. The TSPC Licensure Liaison will hold an information session to provide students with guidelines and instructions for the teaching license/endorsement application process. Students will apply online for the teaching license and pay a non-refundable fee.

In addition, when students have completed all of their University prescribed coursework, practica, work sample(s) for licensure/endorsement and required testing, the TSPC Licensure Liaison will verify that students have completed these requirements by completing a Program Completion Verification form (TSPC Form C-2). The K-12 Special Education Practicum Coordinator will verify that students have completed their work samples. The C-2 is electronically submitted by the TSPC Licensure Liaison.
IV. APPLIED FIELD EXPERIENCE

Applied field work is a prominent and critical component of the Special Education program, comprising approximately one-quarter of your program coursework. There are two types of applied field work: (1) practica, and (2) field studies. The basic difference is that practica are highly structured experiences, requiring teacher candidates to actively plan and implement instruction and field studies are less structured. Field studies can be used to gain supplemental experience prior to taking the formal practicum sequence (in the licensure path). Both types of applied field experience provide teacher candidates with opportunities to apply and practice a range of skills discussed in the academic program, as well as gain practical knowledge of schools, agencies, and other support systems. Practica and field experiences allow teacher candidates to practice instructional delivery skills and other skills needed to provide direct support to school, home, business, and community. These experiences are essential components to each teacher candidate’s program.

The Practicum Sequence

Teacher candidates in the Special Education Program who want to obtain a special education teaching license are required to complete three practicum experiences: Practicum I, Practicum II, and Final Supervised Field Experience (i.e., Student Teaching). These experiences are completed in varied settings (e.g., grade levels, classroom types) and at different authorization levels (early childhood, elementary, middle-secondary) in accordance with the program and TSPC licensure requirements for the state of Oregon. This variety ensures that teacher candidates will see and experience a range of classroom formats, teaching styles, developmental needs, and administrative challenges across practicum settings.

During the first term, teacher candidates will be contacted by the Practicum Coordinator for an interview to discuss past experience, goals, and preferences. The coordinator will use the K-12 Clinical Intake Form to map out each teacher candidate’s tentative clinical sequence. The following section summarizes information about the requirements for each of these practica.

Field Studies. During the second term of the literacy sequence, teacher candidates will have the opportunity to complete a supplementary field study experience. This may be required for students who enter with limited classroom experience to prepare them to be successful in Practicum I.

Practicum I. The initial practicum is a 3-credit, 12-hour-per-week experience in an elementary or middle school (grades K – 8). Practicum students attend 5 days per week (usually in the mornings) for approximately 2½ hours per day. As this is the first practicum experience, the teacher candidate receives pre-service training to prepare them to take over an intact class, modeling their instruction on the classroom routines that are already in place. Teacher candidates then practice their instructional and
management skills while concurrently taking coursework at the university. In addition to teaching one instructional group, teacher candidates engage in other roles to fulfill program tasks, which may include working one-on-one with pupils, teaching functional skills, providing supports to pupils with more severe disabilities, or supporting pupils in general education classes.

To complete the practicum, teacher candidates must do four things: (a) enroll in and successfully pass the Professional Practices Seminar, (b) complete an "initial work sample" that meets the guidelines set forth in the seminar, (c) complete all program tasks (to 25%) outlined in the Practicum Agreement (at mid-term), and (d) meet the standard of "competent" on all of the instructional competencies as judged by the supervisor. If a teacher candidate does not meet these criteria at the end of the practicum, a grade of "incomplete" will be given. The teacher candidate will need to enroll in 3 credits of field studies or generic practicum and during that term, meet these standards to change the incomplete into a grade of "Pass". If the standard is not met during this term, the grade of incomplete will be changed to a grade of "No Pass". Any teacher candidate not meeting the standard (receiving an incomplete) will be observed and supported by the Practicum Coordinator during the subsequent term in order to provide additional support and assistance.

**Practicum II.** The middle practicum is a 4-credit, 16-hour-per-week experience in a middle or high school. Teacher candidates attend 5 days per week in the mornings or afternoons for approximately 3¼ hours per day. Teacher candidates work with pupils at a different grade level than their first practicum and design their own instruction to be formatted into a work sample for TSPC licensure. Teacher candidates also identify additional program tasks that provide for experience with a range of pupils (mild to severe) and a range of special education teacher roles (teaching, management, personal support, consultation and collaboration, leadership).

To complete the practicum, teacher candidates must do four things: (a) enroll in and successfully pass the Professional Practices Seminar, (b) complete a formal "work sample" that meets the guidelines set forth in the seminar and achieve a combined score of 18 or better on the Work Sample Scoring Guide, (c) complete all program tasks (to 55%) outlined in the Practicum Agreement (at mid-term), and (d) meet the standard of "competent" on all of the instructional competencies as judged by the supervisor. If a teacher candidate does not meet these criteria at the end of the practicum, a grade of "incomplete" will be given. The teacher candidate will need to enroll in 3 credits of field studies or generic practicum and during that term, meet these standards to change the incomplete into a grade of "Pass". If the standard is not met during this term, the grade of incomplete will be changed to a grade of "No Pass". Any teacher candidate not meeting the standard (receiving an incomplete) will be observed and supported by the Practicum Coordinator during the subsequent term in order to receive additional support and assistance.
Final Supervised Field Experience (FSFE) or Student Teaching. The final full day practicum for initial licensure students is a 9-credit, 36 hour a week experience in a school site appropriate to the authorization level of their choice (K-12). Teacher candidates attend 5 days per week for approximately 7½ hours per day. Teacher candidates negotiate their schedule with the special education professionals in the building, identifying roles and experiences to enhance their knowledge and skills in this final experience. During this term, teacher candidates must fully assume the roles of a special education teacher. The edTPA will be completed, as well as additional experience in general education settings.

To complete the final student teaching, students must do six things: (a) enroll in and successfully pass the Professional Practices Seminar, (b) complete the edTPA performance assessment (required by the State of Oregon for all teaching candidates), (c) complete remaining program tasks (to 95%) outlined in the Practicum Agreement (at mid-term), (d) meet the standard of “competent” on all of the instructional competencies as judged by the supervisor, (e) complete a description of all “non-instructional duties” performed at the site, and (f) meet the standard of “initial proficiency” on all instructional domains on the Professional Growth Assessment as judged by the supervisor and cooperating teacher.  Teacher candidates must complete all requirements by the end of the term. If a teacher candidate does not meet the standard by the end of the student teaching term, a grade of "No pass" will be given.

Final Half-Day Practicum (*for SPED endorsement). The final half-day practicum is required for endorsement by teacher candidates with an initial Oregon teaching license. This is a 3-credit (90-hour minimum) experience in an authorization area of their choice (K-12). Teacher candidates negotiate their schedule with the special education professionals in the building, identifying roles and experiences to enhance their knowledge and skills in this final experience.

To complete the half-day student teaching, teacher candidates must do six things: (a) enroll in and successfully pass the Professional Practices Seminar (SPED 588); (b) successfully complete program tasks outlined in the Practicum Agreement (15 prescribed tasks); (c) meet the standard of “competent” on all of the instructional competencies as judged by the university supervisor; (d) successfully complete a description of all “non-instructional duties” performed at the site; (e) meet the standard of “initial proficiency” on all instructional domains as judged by the supervisor and cooperating teacher; and (f) successfully complete a work sample. Endorsement candidates must complete all requirements by the end of the term. If a teacher candidate does not meet the standard by the end of the practicum, a grade of "No pass" will be given.

Logistics

Issues surrounding registration, attendance, placement, liability, and possible discontinuation/termination are defined and explained in the following sections.
**Credit hours.** One credit hour of applied field experience represents **four clock hours** per week at a teacher candidate's applied field experience site. Teacher candidates will spend additional time working on related activities, such as lesson planning or curriculum design, outside these hours. Depending on each teacher candidate's program plan, there may be different requirements for his or her applied field studies. The following table outlines the number of practicum credit hours that teacher candidates will need to register for and complete to satisfy their licensure requirements. All applied field experiences (practica and field studies) are evaluated as Pass/No Pass. **Note the difference between those seeking an “initial” special education license versus an endorsement to a current license.**

| Special Educator Initial License - Do not have another valid Oregon License | SPED 609 Special Edu. K-12 Practicum I (3)  
SPED 609 Special Edu. K-12 Practicum II (4)  
SPED 655 Special Edu. K-12 Final Supervised Field Exp. (9) |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Special Educator Endorsement - Presently hold a valid Oregon license (e.g., elementary education, music education)</td>
<td>SPED 655 Special Edu.K-12 Final Supervised Field Exp. (3)</td>
</tr>
</tbody>
</table>

**Schedule.** Applied field experiences begin the first day of each term and end the last day of finals week. Teacher candidates should plan to follow the schedule established at their site for in-service days, early release days, parent/teacher conference days, holidays, and days off. Teacher candidates are expected to participate in scheduled activities along with their cooperating professional, as is appropriate.

**Requesting practicum/field studies sites.** Teacher candidates do not set up their own practicum or field studies. The Practicum Coordinator follows the College of Education procedures for identifying appropriate practicum sites and assigning teacher candidates. Teacher candidates can provide information regarding preferences and the Practicum Coordinator will try to meet them. However, the Practicum Coordinator has the right to place licensure and program requirements, as well as teacher candidates' teaching needs, before teacher candidates' personal preferences for site assignments. Previous work in a field site may also prevent the Practicum Coordinator from placing teacher candidates at a site that is requested. Practica are typically located in public schools in Eugene, Springfield, and Bethel School Districts, but occasionally we use other Lane county schools. Field Studies sites are more flexible by design, and are often based on teacher candidate interest and availability. If a teacher candidate is willing to travel, these may occur outside the local area.

**Absences.** Up to **four** excused absences are allowed per term. Teacher candidates must contact both their supervisor and cooperating professional when they know they will not be able to attend practicum. Unexcused absences, or more than four excused absences, may result in a grade of No Pass. Excused absences can be individually negotiated with the teacher candidate's supervisor and Practicum Coordinator. When a
teacher candidate is unable to attend practicum due to illness, the teacher candidate must (a) follow the school procedure and time lines for notifying the teacher of the absence, (b) immediately notify the university supervisor, and (c) deliver instructional plans prior to the start of school. Otherwise, the absence will count as an unexcused absence which may result in the teacher candidate not passing the practicum.

**Teacher candidate insurance coverage.** Teacher candidates who are in a licensure program will be working in the field with students, parents, and other professionals. These experiences that are associated with the academic program (commonly referred to as internship/practicum/field experience) are covered under the University’s United Educators Internship and Professional Liability policy. Students are not required to purchase additional liability insurance and can request a certificate of coverage via the academic program director.

Teacher candidates may obtain additional coverage through their private insurance carrier, or they may contact a professional organization that offers professional liability coverage. Low-cost student insurance can be obtained through the Council for Exceptional Children (800-265-9366). The National Education Association also provides student members with liability insurance protection (503-684-3300 ext. 230). Questions concerning insurance coverage can be directed to University of Oregon Office of Business Affairs.

**Discontinuation or termination from a site.** Some behaviors would trigger removal from a practicum site. Though this is a rare occurrence, critical situations may require an immediate consultation and review by the Practicum Coordinator. In these cases, the Practicum Coordinator must also consider information provided by personnel from both the university and community sites.

1. **Student/Parent/Teacher Complaints:** If a student, parent, or teacher complaint generates a request from the principal, cooperating professional, or parent for the removal of a practicum/teacher candidate, the Practicum Coordinator or Program Coordinator investigates the circumstances to determine whether the situation warrants a relocation of the teacher candidate or a recommendation to deny licensure.

2. **Substance Abuse:** If suspicion of substance abuse (e.g., alcohol, marijuana, illegal drugs, etc.) arises, the practicum/teacher candidate will be asked to attend a meeting with the Practicum Coordinator, Program Coordinator and/or Program Director to discuss the concern. If concerns remain, the teacher candidate will be encouraged to seek appropriate counseling through the University Counseling Center. Counseling files are confidential. However, under some circumstances, the program may require a condition whereby the Counseling Center is able to confirm that the UO student has sought and received services. It is the student’s choice whether to make use of available services. (This may also be prompted
by unexplained irrational or erratic behavior that is occurring at a practicum site, which has resulted in complaints.)

3. *Immediate Removal:* Some behaviors require immediate removal from the classroom while the incident is being investigated. These behaviors include, for example: inappropriate touching of a student, use of physical force, sexual harassment, the direct request of a parent or building administrator that the teacher candidate be removed, evidence of substance abuse.

### Practicum Supervision Roles

The Special Education K-12 Licensure program encourages a team-based approach as teacher candidates practice teaching in a variety of educational settings. At a minimum, each applied field experience team is composed of three members: 1) the teacher candidate, 2) the cooperating teacher, and 3) the university coordinator and practicum supervisor.

**Teacher Candidates** are novice professionals who will practice applying the knowledge and theories that they obtained from coursework and field and clinical experiences. They will work with their team each term designing activities, using feedback from their supervisor and cooperating teacher to make changes in their instructional delivery. Additionally, they are responsible for meeting the guidelines and expectations of the school or agency in which they are placed.

**Cooperating Teachers** are experienced special education teachers considered to be quality educators who are given the responsibility to help teacher candidates develop the confidence and skills necessary to successfully begin a teaching career. The cooperating teacher has the opportunity to mentor and provide feedback to the teacher candidate on a regular basis. Their role as mentor includes orienting teacher candidates to their new practicum site, providing essential day-to-day information, meeting weekly with the teacher candidate to discuss students’ individual progress and needs, and collaborating with the teacher candidate and supervisor to structure and provide feedback throughout the term.

**University Practicum Supervisors.** University supervisors are faculty from the teacher candidates’ university training program, field supervisors with extensive teaching experience, or Graduate Employees (GEs). A teacher candidate’s university supervisor plays the role of supporting the teacher candidate. Supervisors provide on-site support through frequent observations and establish and maintain open and regular communication with the cooperating teacher concerning the teacher candidate’s progress and needs. Supervisors are responsible for guiding the teacher candidate’s acquisition and application of new knowledge and skills. They play a critical role in providing information to the coordinators regarding the teacher candidate’s readiness for placement in future, more rigorous clinical experiences.

**Practicum Coordinator.** The Practicum Coordinator is the faculty person who coordinates all of the teacher candidates’ applied field experience placements. Teacher candidates will meet with the coordinator on an “as needed” basis to plan students’ applied field experience needs. Teacher candidates will also have access to the
The coordinator during practicum seminar and weekly question/answer sessions. The coordinator also acts as an administrator, trainer, consultant, and specialist in dealing with any teacher candidate issues that arise between the teacher candidate, the teacher candidate’s university supervisor, and/or the teacher candidate’s Cooperating Teacher. Communications among these parties are designed to provide individualized guidance and support; they are not considered public information.

### Supporting the Teacher Candidate

**Cooperating teachers** play the important role of supporting teacher candidates in the following ways:

1. Provide positive models for the roles of a special education teacher (our teacher candidates state they learn more from their cooperating teachers than from other sources).
2. Establish a teaching schedule for the teacher candidate’s instructional responsibilities and identify opportunities to engage in program tasks.
3. Orient the teacher candidate to the school and the classroom (staff, schedule, policies, procedures, etc.).
4. Establish a regularly scheduled meeting time *once a week* with the teacher candidate to review the children’s progress, give informal feedback, and answer questions.
5. Permit the teacher candidate to use procedures that may be different from those the teacher uses as long as the procedures are approved in advance by the teacher.
6. Communicate with the supervisor immediately if there are any concerns.
7. Review a 10-minute video of the teacher candidate, meet with him/her and provide written feedback at least 2 times during the term.
8. Share their feedback with the teacher candidate and university practicum supervisor at the midterm and final 3-way conference.
9. In consultation with the university practicum supervisor and/or program coordinator, make recommendations regarding the teacher candidate’s performance and readiness for continued or final practicum experience.
10. In collaboration with the university practicum supervisor, provide feedback on the completed work samples.

**University Practicum Supervisors** are faculty from the teacher candidates’ university training program, field supervisors with extensive teaching experience, or Graduate Employees (GEs). A student’s university supervisor plays the role of supporting the student by:

1. Providing on-site support through frequent observations, modeling, and coaching.
2. Meeting regularly with the teacher candidate outside of the community/agency context.
3. Establishing and maintaining open and regular communication with the cooperating professional concerning the teacher candidate's progress and needs.
4. Guiding the teacher candidate's acquisition and application of new knowledge and skills.
5. Providing a framework for linking coursework with field experiences.
6. Evaluating the teacher candidate's readiness for more rigorous practica.

**Teacher candidates** are students in practica or field experiences. They are expected to:

1. Work with their team each term designing activities and responsibilities for their practicum experience (as noted in the practicum agreement).
2. Use feedback from their supervisor and cooperating professional to make changes in their instructional delivery.
3. Have no more than four excused absences throughout each term.
4. Work with their university supervisor to meet all university requirements.
5. Adhere to the student conduct code and follow all guidelines for professionalism.
6. Meet the guidelines and the expectations of the business, school or agency in which they are placed.

### Practicum Observations

During practicum, teacher candidates will be observed throughout the term by a university practicum supervisor. The minimum number of observations is six (4 in-person and 2 recorded sessions) per term. Observations will be comprised of on-site visits and video performance and conferencing. Observations will also consist of providing written general and specific feedback to teacher candidates based on prior observations, their needs, and targeted program tasks. Supervisors may interrupt student teaching to either coach or model teaching for their students. University supervisors will leave copies of all written feedback for both the teacher candidate and cooperating professional.

University practicum supervisors are also responsible for evaluating teacher candidates’ progress and assessing their readiness for subsequent practica. This is done using both narrative, descriptive feedback and rating forms that separate instructional performance into discrete teaching skills. The forms that supervisors use are included in the “Attachments” section. This evaluative feedback provides teacher candidates with identified strengths, as well as targeted areas for improvement. University supervisors will review these evaluations during weekly conferences to reinforce teacher candidates’ skills and suggest specific corrections. Teacher candidates are encouraged to ask questions or discuss these forms with their assigned supervisor or the Practicum Coordinator at any time.
On occasion, the Practicum Coordinator will also observe teacher candidates in their practicum placements. This is often requested by one of the team members and is done for one of several reasons, including: supervisor training, documentation of student progress, consultation about classroom practice, and ongoing assessment of practicum sites. On occasion, if the Practicum Coordinator has significant concerns about a teacher candidate’s progress in practicum, she may request that the Program Coordinator observe the student. The teacher candidate will be notified in advance when this is going to occur.

### Mandatory Practicum Meetings

There are several times during each applied field experience when it is important for the teacher candidate, university supervisor, and cooperating teacher to meet and review the teacher candidate’s status, term requirements, progress, and areas needing further improvement. These meetings occur at the following prescribed times each term: a) at the beginning of the term to ensure teacher candidate orientation to the site, b) at the middle of the term for midterm evaluation, and c) at the end of each term for a final evaluation. In addition to these meetings, there are conferences, seminars, and an “eligibility meeting” during Practicum II. Teacher candidates must attend these meetings in order to pass their practicum experiences.

Effective administrative skills are important for the special educator, and for this reason we encourage teacher candidates to assume the responsibility for facilitating the meetings of their field experience team. Evaluations at all meetings will be based on the teacher candidate’s demonstrated ability to a) run an effective meeting, b) present their ideas clearly, and c) solve problems with others. Forms to help teacher candidates organize their meetings include a Meeting Conference Agenda and an Administrative Skills Form (see Attachments section).

**Orientation meetings.** Orientation meetings are designed to help teacher candidates get started in the agency, business or school site to which they are assigned. The *purposes and outcomes* of orientation meetings include:

- a. orienting the teacher candidate to the agency, business, or school to which the teacher candidate is assigned,
- b. designing or confirming the teaching schedule and tasks to be included in the Practicum Agreement,
- c. setting meeting or prep times with the cooperating professional and university supervisor, and
- d. discussing term requirements.

The university supervisor will coordinate and chair the teacher candidate’s first orientation meeting. Prior to the orientation meeting, the teacher candidate should meet with their supervisor to discuss specific needs in terms of desired outcomes for the term. In subsequent terms, teacher candidates are encouraged to schedule and facilitate this meeting.
**Midterm meetings.** Midterm meetings usually occur during the 6th week of each term and provide a time for teacher candidates to review their progress with their university supervisor and cooperating professional. The purposes and outcomes for midterm meetings are to:

a. provide a status report on a teacher candidate’s practicum activities to date,
b. update, sign-off, and/or make any final revisions to a teacher candidate’s practicum agreement,
c. review the teacher candidate’s progress and decide on tasks for the remainder of the term, and
d. refine the teacher candidate’s skills in self-evaluation, meeting facilitation, and oral communication.

To plan for a midterm meeting, teacher candidates should review the sample Midterm Meeting Agenda (available on Canvas). Prior to the midterm meeting, teacher candidates will check with their supervisors to determine additional agenda items for discussion. Teacher candidates should:

a. schedule a meeting time for their team (teacher candidate, cooperating professional(s) and university supervisor),
b. provide a written agenda for the meeting.

The teacher candidate’s university supervisor may be asked to coordinate and chair the first midterm meeting, but teacher candidates will be asked to assume this responsibility in later terms.

**Final meetings.** Final meetings occur during finals week each term and serve as the final evaluation of teacher candidates’ activities throughout the term. In addition, this meeting provides a time to discuss teacher candidates’ strengths and areas for needed improvement. The sample agenda for the final meeting (see Canvas) is useful in structuring this meeting. It is also helpful to use the Practicum Agreement form and other scoring guides as tools for structuring the meeting content and evaluating a teacher candidate’s progress to date. The purposes and outcomes for final meetings are to:

a. provide a status report on a teacher candidate’s practicum activities to date,
b. document completion of practicum requirements for the term,
c. define the teacher candidate’s expectations/tasks/activities for future applied field experiences, and
d. refine a teacher candidate’s skills in self-evaluation, meeting facilitation, and oral communication.

To plan for final meetings, teacher candidates should review the sample agenda on Canvas. Prior to the final meeting, teacher candidates will check with their supervisors to determine additional agenda items for discussion. Teacher candidates should:

a. schedule a meeting time with their team (teacher candidate, cooperating professional(s) and university supervisor),
b. provide a written agenda for the meeting, and
c. provide documentation of completion of all program tasks and requirements.
Teacher candidates are required to assume responsibility for facilitating this meeting.

**Scheduled conferences.** Conferences include two types of meetings that are important for successful experiences each term: 1) weekly planning time with teacher candidates’ cooperating professionals – where they can discuss lesson plans and instructional strategies, and 2) regular meetings with teacher candidates’ university supervisors – where they can debrief observations and evaluative feedback. There are several ways to accomplish the purposes and outcomes for these meetings. Teacher candidates can have two separate conferences or one in which both the cooperating professional and supervisor are present. This should be negotiated by the team and determined at the beginning of each term in the orientation meeting.

The purposes and outcomes for conferences are to enable the university supervisor and cooperating professional to:

a. provide regular feedback and support to the teacher candidate,
b. follow-up on a teacher candidate’s responsibilities and practicum tasks,
c. review observation notes and problem solve strategies with the teacher candidate for effective teaching,
d. review the teacher candidate’s lesson plans and collected data,
e. maintain open lines of communication with each other and the teacher candidate, and
f. help the teacher candidate refine their skills in self-evaluation.

To plan for meetings with the teacher candidate’s university supervisor and cooperating professional, a teacher candidate should establish a meeting agenda before and at the beginning of each meeting by:

a. reviewing the agenda from the prior week,
b. reviewing observation notes and feedback from the current week, and
c. adding other necessary items for discussion or clarification, such as the practicum agreement or work sample.

The university supervisor will chair meetings during the teacher candidate’s first practicum experience and will continue to provide feedback from classroom observations. However, teacher candidates are expected to chair meetings during later applied field experiences.

### Eligibility Meetings

Eligibility meetings occur during Practicum II for all licensure students. At this meeting, teacher candidates are expected to demonstrate their readiness to proceed to the “Final Supervised Field Experience” (FSFE; or Student Teaching) by participating in a formal meeting between the teacher candidate, their university supervisor, and the Practicum Coordinator. At this meeting the teacher candidate will be expected to facilitate the meeting, to provide background information, to describe their career goals, and to evaluate their current progress. The university supervisor and Practicum Coordinator will discuss the teacher candidate’s program status and progress, providing feedback on the teacher candidate’s strengths and areas targeted for improvement. Items such as work samples, practicum evaluations, task logs, portfolios, academic records, and
skill inventories will be used to determine each teacher candidate’s eligibility for student teaching. The Practicum Coordinator will determine whether the teacher candidate is capable of implementing all program requirements for student teaching with a sufficient degree of independence to pass Student Teaching.

**Scheduling.** Teacher candidates must schedule their Eligibility Meeting by the fourth week of Practicum II, in order to ensure the meeting occurs during the sixth or seventh week of the term. To do this, teacher candidates must initiate the scheduling process with their university supervisor and the Practicum Coordinator to decide upon a time. The meeting should occur as soon as possible following the teacher candidate’s Practicum II mid-term meeting. This ensures that the teacher candidate has had adequate time at the site to establish stability/fluency, as well as allowing for additional input from the cooperating teacher. Eligibility meetings usually last between 45 minutes and one hour. The self-evaluation checklist and evaluation form for these meetings will be provided via Canvas.

**Outcomes.** The majority of teacher candidates proceed to Student Teaching, receiving clearance to register and the opportunity to discuss preferences for potential sites that correspond to career goals and address any perceived needs. However, outcomes vary by teacher candidate, and some teacher candidates are determined “ineligible” for Final Supervised Field Experience. When this occurs, the team will discuss ways in which the teacher candidate can address issues before proceeding to Student Teaching. This can occur in three ways:

1) The teacher candidate agrees to improve standing or meet stated requirements by the end of the term. These expectations are formalized in a plan of assistance to provide structure and clarity. (This may include, but is not limited to, work sample score, evaluation marks for instructional delivery, inability to complete program tasks, professionalism, or organization.) The teacher candidate is supported with a contractual timeline, listing and defining requirements, applicable deadlines for completion, and supervisory responsibilities.

2) The teacher candidate and/or eligibility team determine another practicum assignment is necessary to provide further practice and initial mastery of skills/instructional techniques that are required during FSFE. Teacher candidate and advisor will update program plan to reflect the change.

3) Teacher candidate and/or eligibility team determine teacher candidate must wait a term to proceed to FSFE to address issues such as academic standing, class “incompletes”, neglected program tasks, etc. Teacher candidate is supported with a contracted timeline, listing requirements and applicable deadlines for completion.
V. PRACTICUM REQUIREMENTS

Students have numerous tasks to complete during each practicum. Students must fulfill licensure requirements and demonstrate proficiency in such areas as instructional planning, assessment of student progress, reflective teaching, goal writing, and professionalism. Students are also actively taking part in the cooperating professional’s non-instructional duties, practicing meeting facilitation, working with para-professionals, taking part in IEP meetings and other administrative responsibilities. The following section lists these requirements and identifies to which terms they apply.

Professional Practices Seminar

Licensure students must enroll in a three-credit Professional Practices Seminar each quarter concurrent with their practica. Within these seminars, the Practicum Coordinator provides students with:

a. a bridge between their coursework and their experiences in their applied field experience,
b. ongoing information about expectations for practica,
c. a forum to discuss and share information about their varied teaching assignments,
d. the prescribed formats and requirements for instructional planning and data collection,
e. information about current licensure requirements,
f. a forum to address critical issues related to the broader community context.

Professional Practices Seminar is graded on a Pass/No Pass basis. This seminar is linked with the practicum sequence and provides the necessary guidelines and supports for meeting practicum requirements. Therefore, students who receive a “No Pass” in Professional Practices Seminar will receive a “No Pass” in the practicum and will not be allowed to continue in the practicum sequence. Similarly, students who withdraw from a Professional Practices Seminar will be required to withdraw from their practicum experience.

Program Tasks

Program tasks are a collection of required program competencies to be demonstrated by all licensure students within their practicum settings. The Program Task Log and Practicum Agreement Forms are designed as management, planning, and documentation tools to monitor acquisition of these skills and experiences. Both forms are contained in the Attachments section and are also available electronically from the Practicum Coordinator. The Practicum Agreement Form is a quarterly plan of the tasks and experiences students plan to accomplish during one term at a practicum site. The Program Task Log is organized to help students track various tasks and experiences across all of their practicum experiences, serving as a master checklist of required program tasks.
To successfully complete the license program, students must complete 95% of the program tasks listed on the *Program Task Log*. Some program tasks require only one demonstration of competence but others require multiple demonstrations. Students often have repeated opportunities to demonstrate the most important tasks. These tasks are organized into the five areas that reflect TSPC’s professional standards: curriculum planning, classroom management, instruction, assessment, and professionalism.

Some program tasks require that someone observe the student doing the tasks (e.g., instructional delivery). It is usually the university supervisor who will make these observations and then indicate the student’s completion of the task on the Practicum Agreement form. Some of the tasks can be performed without direct observation (e.g., writing lesson plans). Students will need to provide written documentation of such tasks. **Students must be clear in:** (a) identifying *when* each task will be completed, (b) identifying *who* will be involved in the task (remember to use initials rather than student names), and (c) denoting *what type of evidence* (e.g., written, observed) will be used to demonstrate completion of each task.

Students will complete a *Practicum Agreement Form* for each practicum. This form details the student’s responsibilities, expectations, and status at their practicum site. This plan must be completed and signed by the cooperating professional and supervisor by the end of the third week of each term that students are enrolled in practicum. Signatures ensure that supervisors and cooperating professionals have seen the document and understand the student’s expectations and responsibilities at the practicum site. Minor revisions may be negotiated by the field experience team prior to and during the midterm meeting. After the midterm meeting, the *Practicum Agreement Form* serves as a working contract as well as an evaluation tool to check student progress at the end of the term.

At the end of each term, each student’s university supervisor will indicate the student’s completion of tasks by initialing completed tasks. The student, university supervisor, and cooperating professional team will discuss what has been accomplished and will sign the form. The student’s university supervisor will then deliver the signed *Practicum Agreement Form* to the Practicum Coordinator to provide evidence for the student’s completion of the term. Students should turn in their *Program Task Log* (checklist form) at the same time to be updated by the Practicum Coordinator with the student’s completed skills and experiences. Students are encouraged to share their Program Task Log with their advisors during their quarterly meetings.

### Clinical Feedback on Student Performance

Each term students will be evaluated by their university supervisors in regularly scheduled observations. The forms for these evaluations were developed as assessment tools to guide the student’s acquisition of skills related to the professional teaching standards for Oregon teachers (available on Canvas). As such, students are expected to meet a minimum performance standard by obtaining ratings on these forms which are in the “competent” range (evaluation scores of “2” or “3”). Competence is achieved when the practicum student (or teacher candidate) moves from lower evaluation marks to the desired competent range by mid-term evaluation. Although
students may be adjusting to the style and format of the classroom in early weeks, the expectation is that students will respond quickly to corrective feedback, becoming more proficient in their teaching delivery skills. If an area or item becomes a consistent challenge, warranting repeated attention, it could signal an area for improvement and remediation. Skill deficits may be addressed through additional observation/evaluation, performance review, performance contract, and/or additional practica focused on providing intensive support. The Practicum Coordinator and the Program Coordinator may also be involved in rating student performance if a situation warrants their involvement.

### Competencies for Instructional Delivery

Each term students will be expected to meet instructional competencies related to teaching by meeting the minimum performance standards specified in the Competencies for Instructional Delivery (see Attachment section). At the midterm and final conferences, practicum students will evaluate themselves in the areas of teaching, feedback and management, monitoring student progress, and professional expectations. The cooperating teacher and supervisor will provide their summary ratings that will also evaluate the candidate using the same scale (These ratings will also be reflected in the Professional Growth Assessment during the middle and final practicum experiences). Students must obtain ratings from supervisors in the “competent” range to successfully complete practicum and student teaching, meet TSPC’s standards, and be eligible for a teaching license or endorsement. Specifically, the candidate must achieve scores of “2” or above in at least 3 areas for mid-term, and achieve scores of “3” in at least 2 areas with all others scores of “2” for finals.

### Work Samples

Oregon law requires work samples as part of program completion for students seeking an Oregon Teaching License. Students seeking an initial special educator license must complete one formal work sample and an edTPA assessment (at different levels of authorization), whereas students with a current Oregon teaching license will need to complete only one work sample—without the edTPA requirement.

A “work sample” is designed to document a unit of instruction that includes: pre- and post-assessment, unit long-term and short-term objectives, instructional plans, evidence of pupils’ learning and progress toward the goals and objectives, reflections about the candidate’s teaching and pupils’ learning, as well as a summary of the term.

During Practicum I, the Practicum Coordinator will instruct and prepare students to develop an “initial” work sample in which students can practice designing and implementing instruction for one class. Formats and requirements will be reviewed and adapted to fit the needs of each student and their practicum site. The “initial” work sample will not require pre- and post-assessment, nor copies of pupil work.

During Practicum II, students will select one unit that they are teaching and develop a formal work sample. Program guidelines for this work sample are included in the Work
Sample Scoring Guide (see Attachments section). This work sample is designed to document the ability of teacher candidates to design and implement evidence-based instruction and document student progress on specific learning targets that are developed/adapted from both the Oregon teaching standards and student IEPs. The work sample also serves as a preparatory tool as students gain fluency in their skills before taking the edTPA.

The work sample must (a) cover an instructional unit of at least 5 weeks in duration, (b) be labeled appropriately with name, subject area, and grade level, (c) be legible and understandable to an auditor on first review, and (d) be evaluated twice by a university supervisor – once before the midterm meeting and once before the final meeting. The cooperating professional will have ongoing access to the work sample and can provide input throughout the term. At the final meeting, the cooperating teacher will sign the scored work sample attesting to its implementation in the classroom. The Practicum Coordinator will review all work samples to ensure that all students have met the standards set forth in the Work Sample Scoring Guide (see Attachments section).

During Final Supervised Field Experience (student teaching), teacher candidates will select one unit that they are teaching and prepare/submit the requirements for the edTPA. (See below).

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**edTPA**

Beginning in Fall of 2015, TSPC requires that ALL teacher candidates in Oregon use the edTPA as a culminating performance assessment. EdTPA is a performance assessment of readiness to teach that has been adopted by over 30 states and throughout Oregon. Licensure candidates will complete the edTPA during their Final Supervised Field Experience (or student teaching) – typically the second to last term. Passing this assessment is a prerequisite for a teaching license.

As a performance-based assessment, the edTPA is designed to engage teacher candidates in demonstrating their understanding of teaching and student learning in authentic ways. Candidates will be required to: (a) complete tasks and planning commentaries, (b) choose, edit, and upload video clips relevant to their instruction, (c) provide assessment data and interpretation, and (d) reflect on the instructional process. Teacher candidates will be guided and supported through this process to insure they can effectively demonstrate essential planning, instructing, assessing, and reflecting skills required on the edTPA and in the classroom.

It should be noted that passing the edTPA does not inherently guarantee that a student will earn a teaching license. They must also complete all requirements of their academic programs, which may include other things (i.e., program tasks, site evaluation, standards for professionalism). It should also be noted that a student can pass the requirements for the FSFE course but not pass the edTPA. (The edTPA is a professional and independent assessment scored off-site.)
The final term of the clinical sequence is the Final Supervised Field Experience (FSFE) or student teaching. Teacher candidates seeking their “initial” license in the Special Education Program are required to complete full-time student teaching (9 credits). Students who already have a valid Oregon license are required to complete a 3-credit student teaching experience to qualify for a special educator endorsement. In order to qualify for FSFE/Student Teaching, students must do the following:

a) Complete Practicum I and Practicum II successfully, earning a “Pass” and meet all program requirements for each;

b) Earn a B or better in four of six SPED methods courses (See Grading for Methods Courses); and

c) Schedule and facilitate an “Eligibility Meeting” which documents that the student has been “recommended” by the Practicum Coordinator to proceed into student teaching.

During FSFE/Student Teaching, students participate in a practicum experience which includes instructing, assisting, co-teaching, collaborating, tutoring, and performing as many of the daily duties of the cooperating professional as possible. Students will independently design and implement instruction for a minimum of three classes and gradually assume the responsibility for other duties assigned by their cooperating teacher. Program requirements must be implemented successfully with greater student independence than was required in Practica I and II.

Instructional and Non-instructional Duties.

In addition to the edTPA and Program Tasks, teacher candidates must document a variety of roles and duties they assume during student teaching. The candidate, in collaboration with their university supervisor and cooperating professional, will develop a plan and timelines for the non-instructional tasks the student will assume during Student Teaching. These additional responsibilities will be documented and monitored using the Instructional and Non-Instructional Duties Checklist (see Attachments section).

Professional Growth Assessment.

Teacher candidates seeking a license or endorsement must meet TSPC’s professional standards for an Oregon teacher’s license (which are aligned with the InTASC national standards). These standards are listed in the Professional Growth Assessment. The student, the university supervisor, and the cooperating professional will each rate the student using the University of Oregon Professional Growth Assessment form (using Tk20). Candidates must satisfactorily demonstrate competence in each of the summary domains listed on this form by meeting benchmarks in each of the corresponding areas.

During Practicum II, university supervisors will use the Professional Growth Assessment informally with teacher candidates to acquaint them with the teaching standards and the assessment process. During FSFE/Student Teaching this assessment tool will be used.
at the mid-term meeting to provide the candidate with formative feedback on their progress in meeting the Professional Growth standards. A candidate’s cooperating teacher and university supervisor will specifically note any deficits that need to be corrected. This process gives the teacher candidate fair notice and opportunity to take corrective action before the final “official” ratings are done at the end of Student Teaching. If candidates do not meet the minimal standards by the end of Student Teaching, they will receive a grade of “no pass” for Student Teaching. Teacher candidates are not typically allowed to repeat Student Teaching unless there are unforeseen circumstances that warrant this repetition. (In some cases teacher candidates may need to change their program plan due to an emergency, but candidates may not simply repeat the term to try to meet standards or rectify continuing problems. In those cases, candidates must compete another “Eligibility Meeting” to demonstrate changes to the Practicum and/or Program Coordinators. This may also entail additional terms of experience.)

**Professional Dispositions Questionnaire**

Teaching candidates in this program have a wide variety of opportunities to work with teachers and students in K-12 schools. These settings provide unique opportunities to actively demonstrate dispositional characteristics and attitudes. Practicum and student teaching experiences are particularly important in demonstrating professional dispositional competence, due to the sustained time pre-service teachers spend in the classroom and the roles they assume. The competencies reflected in the *Professional Disposition Questionnaire* are key components of the UO COE Conceptual Framework. Students will be asked to complete a self-assessment of their dispositional behaviors before and during their final student teaching experience.

**Requirements for Add-on Endorsements**

Admitted students who are seeking to add a Special Educator Endorsement to a current license must work with their academic advisor to develop a program plan that meets all program requirements. In addition to academic work, the student must complete a 3-credit (minimum) student teaching experience. Students seeking the endorsement must complete all practicum requirements to demonstrate proficiency.
VI: OTHER STUDENT ISSUES AND CONSIDERATIONS

Students must be aware of several College of Education policies that affect applied field experiences. These include policies regarding: (a) liability in field-based activities, (b) accommodation of students with mobility impairments, and (c) use of COE practicum students as substitute teachers. Please read all of these policies carefully (available online).

Equal Opportunity and Non-Discrimination

The University of Oregon affirms and actively promotes the rights of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression, or any other extraneous consideration not directly and substantively related to effective performance.

Accommodations for Religious Observances

Reasonable accommodation of religious observances will be made in regard to admissions, class attendance, and the scheduling of examinations and other academic work requirements. A student who is unable because of the observance of a religious holiday to attend classes on a particular day(s) or at a particular time of day shall be excused from examination or other academic work assignments on such days or times.

Once a student has registered for a class, the student is expected to identify potential conflicts in the course syllabus and to notify the instructor by the end of the first week of classes. The student is also expected to make arrangements in advance (with the faculty member) to make up any missed work or in-class material within a reasonable amount of time. Faculty will give such students an equivalent opportunity to make up examinations, studies, or other academic work requirements that they miss.

Students with Disabilities in Applied Field Settings

Some students may have specific challenges meeting the Special Education Program and TSPC licensing requirements due to a recognized disability. Students with disabilities who believe they will require accommodations in their field experiences must provide documentation to the Accessible Education Center on campus. That office will then notify course faculty of the student’s right to and need for accommodations. We are committed to assisting students in developing and using individualized accommodations for themselves in order to meet the standards set forth by the program and by TSPC. Students who have documented their need for accommodations in their practica and Student Teaching should adhere to the following timelines so that program faculty can provide accommodations in a timely manner:
Prior to Practicum I
Provide documentation of disability to the Accessible Education Center.
Meet with the Practicum Coordinator to discuss needed accommodations and how those accommodations can best be provided.

During Practicum I
Test all known adaptations/accommodations, using the university supervisor and Practicum Coordinator as resources for alternative solutions. Develop a list of additional challenges or issues that arose in this first practicum, including both general and specific issues that arose.

Prior to Practicum II
Meet with the Practicum Coordinator to discuss the effectiveness of adaptations and accommodations for all issues identified. Discuss unanticipated challenges that arose, as well as possible solutions and additional needs.

During Practicum II
Test all adaptations/accommodations, using the university supervisor and Program Coordinator as resources for alternative solutions. Add any other issues that develop and possible solutions.

At the Eligibility Meeting
Demonstrate successful strategies for dealing with individual issues associated with practicum settings and practicum requirements.

During Student Teaching
Demonstrate independence in asking for and facilitating all accommodations and adaptations. Demonstrate independence in meeting all program and TSPC requirements for licensure, with or without accommodations.
Many student issues are handled through various campus organizations and programs. The following resources may be of help to you in locating additional information:

**Accessible Education Center**
164 Oregon Hall, 346-1155
http://aec.uoregon.edu/
Facilitates access and full inclusion of students with disabilities into the university environment through proactive advising and direct services, instructor notification, effective collaborations/consultations, technology access, and the fostering of systemic campus change.

**Affirmative Action & Equal Opportunity**
677 E. 12th Ave., Ste 452, 346-3123
http://aaeo.uoregon.edu/
Addresses issues, concerns and complaints regarding discrimination and harassment as well as reasonable workplace accommodations for applicants and employees. They serve students, faculty, staff and university guests.

**Career Center**
220 Hendricks Hall, 346-3235
http://career.uoregon.edu/
Provides career and job search services and resources to UO students and alumni, including assistance with resume writing and interviewing. Their mission is to help students develop long-term career goals and strategies, facilitate self-exploration and discovery, connect with potential employers, and empower and challenge students to fulfill their potential. We look forward to serving as your advocate as you pursue an inspired and fulfilling future.

**Center for Multicultural Academic Excellence**
135 Oregon Hall, 346-3479
http://inclusion.uoregon.edu/cmae
A place where students are empowered, engaged and nurtured for success. Their vision is to build and empower an inclusive and diverse community of scholars who exemplify academic excellence and inspire positive change. Their mission is to promote student retention and persistence for historically underrepresented and underserved populations. They develop and implement programs and services that support retention, academic excellence, and success at the UO and beyond, including tutoring in math, science, and writing, as well as a textbook lending library, and space for studying and drop-in computer use.

**Counseling Center**
University Health Center, 2nd Floor, 346-3227
http://counseling.uoregon.edu/
Offers confidential individual and group mental health counseling, developmental programs, and workshops. Student fees cover most services offered through this office. Crisis line available after hours at above phone number.
**Graduate School**  
170 Susan Campbell Hall, 346-5129  
http://gradschool.uoregon.edu/  
Provides services specific to graduate students, including processing of requests for registration, on-leave status, SPEAK policies, and student petitions. Also provides information on a variety of funding opportunities (scholarships, awards, and fellowships) and offers workshops on a variety of topics pertinent to the graduate student experience. This office administers clearance of all masters or doctoral degree applications and theses and dissertations. The Graduate School also facilitates graduate student grievances.

**Health Center**  
University Health Center, 1st Floor, 346-2770  
http://health.uoregon.edu/  
Provides basic medical, dental, nursing care, women's health care, sports injuries treatment, physical therapy, laboratory, X-ray, pharmacy, health education, and other services, including urgent care coverage. University Health Center Nurse Advice Line is available at above phone number after hours.

**International Affairs**  
330 Oregon Hall, 346-3206  
http://international.uoregon.edu/  
Assists international students with issues related to cultural adjustment, government regulations, immigration matters, finances, taxes, housing, employment, and other issues.

**Lesbian, Gay, Bisexual, Transgender Education Support Services**  
380 Oregon Hall, 346-6105  
http://dos.uoregon.edu/lgbt  
Develops and provides educational services related to homophobia, heterosexism, and gender bias; assists student organizations and academic units in bringing speakers to campus for education programs; serves as a referral source for and provides support to members of the lesbian, gay, bisexual, and transgender community.

**Office of Veterans Affairs (Unit within Registrar’s Office)**  
215 Oregon Hall, 346-3119  
http://registrar.uoregon.edu/current-students/veterans  
Helps eligible student veterans, reservists and dependents obtain educational benefits in compliance with the procedures and regulations of the United States Department of Veterans Affairs (VA). Students may contact the Veterans Coordinator for assistance. The website above also provides contact information for other on-campus resources for veterans, including the Student Veterans Center and the Veterans and Family Student Association.

**Tutoring and Learning Center (TLC)**  
4th Floor, Knight Library, 346-3226  
http://tlc.uoregon.edu/  
Offers classes, workshops, and advising on issues related to effective study. Free drop-in tutoring in math and writing labs, as well as many other university subjects.
Testing Center
http://testing.uoregon.edu/
Offers placement examinations, credit testing, and coordinates most national testing programs. Some fees apply for testing. This is an official ETS computer-based test site, offering the GRE, GMAT, TOEFL, and PPST/PRAXIS examinations.

Work-Life Resources
https://hr.uoregon.edu/worklife
Dedicated to helping individuals and departments effectively manage personal, family, and community life with work and educational responsibilities.
Table of Contents for Attachments

K-12 Clinical Intake
Practicum Agreement
Program Task Log
Observation & Feedback Form
Supervision Feedback Form
Meeting Conference Agenda
Administrative Skills Form
Video Feedback Form
Competencies for Instructional Delivery
Work Sample Scoring Guide
Eligibility Meeting for FSFE (Final Supervised Field Experience)
Professional Dispositions Questionnaire
Instructional and Non-Instructional Duties
1. **Confirm Contact Information**

<table>
<thead>
<tr>
<th>Name &amp; Phone</th>
<th>Address (or part of town)</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Is this updated on current student email lists?  Y / N*

2. **Interests & Preferences**

- Current licensure or certificates: ________________________________________________
- Population or content interests: _________________________________________________

- Level preferences: Middle____ Early HS____ Late HS____ Post-Secondary____
- Content/subject area expertise: _________________________________________________

3. **Past Experience**

<table>
<thead>
<tr>
<th>Position</th>
<th>Job Duties/ Experiences</th>
<th>Duration</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

4. **Self-Assessment**

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
<th>Comments or Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connection w/kids</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Behavior management</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Delivery skills</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
</tbody>
</table>
5. Student goals for Practicum
_________________________________________________________________________________
_________________________________________________________________________________

6. Curricula that you have experience with?
_________________________________________________________________________________
_________________________________________________________________________________

7. Student Needs
- Transportation: Car  Bike  Bus  Comments:
- Childcare: ________________________________________________________________
- Academic Support: __________________________________________________________
- Disability: _________________________________________________________________
- Other: ___________________________________________________________________

8. Local Experience
Positions held or local experience:  Yes  No  Maybe
______________________________________________________________________________
______________________________________________________________________________

9. Grants or project requirements:
- PrepSSET  □  Project STEP  □  Project PASS  □  Other
______________________________________________________________________________
______________________________________________________________________________

10. Pre-authorization for Registration
<table>
<thead>
<tr>
<th>Coursework</th>
<th>Planned</th>
<th>Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 588: Professional Practices (1 credit)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 606: Field Experience-reading (1 credit)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 609: Practicum Middle/Secondary I (3 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 606: Field Experience-September Experience (1 credit)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 609: Practicum Middle/Secondary II (4 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 655: Final Supervised Field Experience (5 or 9 credits)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Clinical Preferences or Map
<table>
<thead>
<tr>
<th>F.E. (winter)</th>
<th>PI (spring)</th>
<th>SE</th>
<th>PII (fall)</th>
<th>FSFE (winter)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work site contacts: Elementary / Middle</td>
<td>Elementary / Middle / High</td>
<td>Middle / High</td>
<td>(career preference)</td>
<td>Elementary / Middle / High</td>
</tr>
</tbody>
</table>
Practicum Agreement

(Tasks targeted for current term are to be drafted, signed-off, and provided to the supervisor by the 3rd week of each term.)

<table>
<thead>
<tr>
<th>Program Tasks (to be completed)</th>
<th>What you plan to do this term (dates, location, evidence, etc.)</th>
<th>Midterm/Final Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.0 IEP DEVELOPMENT &amp; IMPLEMENTATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.0 IEP DEVELOPMENT &amp; IMPLEMENTATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Follow and summarize the IEP process for one student with a high-incidence disability, including review of relevant assessment info, attendance at meetings, and reflection of the process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Follow and summarize the IEP process for one student with a low-incidence disability, including review of relevant assessment info, attendance at meetings, and reflection of the process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Complete an Assessment Report and Action Plan (provided by the program) for one student. Gather and review assessment information prior to this.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Participate in an eligibility meeting for one student. Review eligibility criteria for IDEA and evidence prior to meeting. Summarize the meeting process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 Attend two IEP meetings and independently complete all parts of the IEP required by federal and state regulations. (To be completed during 2 different terms and must include transition requirements.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2.0 COLLABORATION, CONSULTATION, &amp; FAMILY SUPPORTS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.0 COLLABORATION, CONSULTATION, &amp; FAMILY SUPPORTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 Collaborate with teacher to develop and implement instructional plans. Requires multiple interactions and contributions from both participants.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 Work collaboratively with at least two related service providers (e.g., autism specialist, behavioral consultant, speech-language pathologist) to address individual learning needs. (1 demonstration per term)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3 Demonstrate active use of two school-to-home communication tools (e.g., notebook, weekly report, email, website, phone call, letter, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4 Provide students and their parents with information and/or resources from a state or local agency.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.5 Describe strategies used by two different teachers in working to address issues of poverty or family culture. (1 demonstration per term)

3.0 BEHAVIOR SUPPORTS & CLASSROOM MANAGEMENT

3.1 Design and implement a self-management system to address a problem behavior for one student. Provide follow-up or changes as needed.

3.2 Design and implement a Behavior Support Plan for one student. (Must be based on a Functional Behavior Assessment.) Provide follow-up and hand-off if needed.

3.3 Design/develop both a staff and student schedule.

4.0 CURRICULUM, INSTRUCTION, & ASSESSMENT

4.1 Design/adapt and administer an initial assessment (pre-test) for:
- Two different academic subjects:
- A functional or community-referenced area:

4.2 Develop and implement instructional lessons for:
- Two different academic subjects
- A functional or community-referenced area
- Social skills or social support
- Communication skills (low or high tech)

4.3 Evaluate progress data to revise instruction for:
- Two different academic subjects
- A functional or community-referenced area
- Social skills or social support
- Communication skills (low or high tech)

4.4 Deliver effective instruction for:
- 3 Small groups (2-7 students);
- 2 Large groups (8 or more students); and
- 1:1 instruction; (2 demonstrations required)

4.5 Tape and analyze two instructional lessons. (One must be video-taped.)

4.6 Prepare formal progress reports (and grades, if applicable) for teacher/and or parent review. (One sign-off per term.)
### 4.7 Provide a summary of the school-wide system for RTI at one of your practicum sites. Include multiple perspectives.

### 4.8 Demonstrate initial proficiency in administering state assessments by becoming qualified to administer the OAKS and Oregon Extended Assessment.

### 5.0 GENERAL EDUCATION CURRICULUM & FOUNDATIONS

<table>
<thead>
<tr>
<th>5.1 Adapt/modify and teach general education curriculum to ensure successful participation of students with disabilities in two different classrooms. (Two demonstrations required.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2 Consult w/regular education teachers to design &amp; implement modification plans for students with disabilities. (Two demonstrations required.)</td>
</tr>
<tr>
<td>5.3 Demonstrate your understanding of Universal Design principles by providing a plan for multiple individualized accommodations in a regular class.</td>
</tr>
</tbody>
</table>
| 5.4 Identify state benchmarks associated with lesson plans in 3 different areas:  
  - 2 academic areas  
  - 1 functional area |

### 6.0 CULTURAL COMPETANCE

<table>
<thead>
<tr>
<th>6.1 Identify differing cultural norms that exist within students’ families, schools, or communities at two different practicum sites.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 Examine how the cultural norms identified in (6.1) differ from your own cultural background and expectations.</td>
</tr>
<tr>
<td>6.3 Identify resources that are available in the practicum site or community that promote understanding of cultures different than your own.</td>
</tr>
<tr>
<td>6.4 Examine materials and school processes for linguistic accessibility.</td>
</tr>
<tr>
<td>6.5 Identify unique language or communication needs for a student with a low-incidence disability. Address functional language skills in instruction.</td>
</tr>
<tr>
<td></td>
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<tr>
<td>---</td>
</tr>
<tr>
<td><strong>6.6</strong> Design, modify, or adapt instructional curriculum to include multi-cultural sensitivity. (Two demonstrations required.)</td>
</tr>
<tr>
<td><strong>7.0 PROFESSIONALISM &amp; ETHICAL PRACTICE</strong></td>
</tr>
<tr>
<td><strong>7.1</strong> Exhibit professional and ethical behaviors <strong>each term</strong> to meet guidelines from program handbook and Oregon Administrative Rules.</td>
</tr>
<tr>
<td><strong>7.2</strong> Demonstrate effective use of two different organizational tools.</td>
</tr>
<tr>
<td><strong>7.3</strong> Effectively schedule and facilitate two meetings per term across three practicum settings.</td>
</tr>
<tr>
<td><strong>7.4</strong> Participate in two meetings (or activities) related to school improvement.</td>
</tr>
<tr>
<td><strong>7.5</strong> Attend one professional conference or become a member of a professional organization in the field of Special Education.</td>
</tr>
<tr>
<td><strong>7.6</strong> Complete a “School Profile” assignment.</td>
</tr>
</tbody>
</table>

*Instructor(s) from the University of Oregon will be responsible for evaluating this student’s performance according to the criteria set forth in this document and current Student Handbook.*

**Implementation Date:**

**Student:**

**Mentor Teacher:**

**Supervisor:**

**Completion Date:**

**Student:**

**Mentor Teacher:**

**Supervisor:**
**Program Task Log ~ Special Education Licensure**

95% = 72/76 tasks

<table>
<thead>
<tr>
<th>Implementation Date: _______________</th>
<th>Completion Date: _______________</th>
<th>Completion Rate: ________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student: ________________________________________</td>
<td>Practicum Coordinator Sign-off: __________________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>IEP Development and Implementation</strong></th>
<th><strong>Possible demonstration ideas</strong></th>
<th><strong>Yearly Progress</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Follow and summarize the IEP process for one student with a high-incidence disability, including review of relevant assessment info, attendance at meetings, and reflection of the process.</td>
<td>Review the IEP file prior to the meeting. Observe the meeting process and document your participation with notes and/or the IEP Observation Form.</td>
<td>1.1 _______ (high-incidence)</td>
</tr>
<tr>
<td>1.2 Follow and summarize the IEP process for one student with a low-incidence disability, including review of relevant assessment info, attendance at meetings, and reflection of the process.</td>
<td>Same as above.</td>
<td>1.2 _______ (low-incidence)</td>
</tr>
<tr>
<td>1.3 Complete an Assessment Report and Action Plan (provided by the program) for one student. Gather and review assessment information prior to this.</td>
<td>Use the “Assessment Report and Action Plan” provided in seminar to complete this task.</td>
<td>1.3 _______</td>
</tr>
<tr>
<td>1.4 Participate in an eligibility meeting for one student. Review eligibility criteria (IDEA) and evidence prior to meeting. Summarize meeting process.</td>
<td>List the materials that were reviewed and considered, review criteria, and report the decisions made.</td>
<td>1.4 _______</td>
</tr>
<tr>
<td>1.5 Attend two IEP meetings and independently complete all parts of the IEP required by federal and state regulations. (To occur two different terms.) (This task must include transition requirements.)</td>
<td>Fill out a set of IEP forms for a meeting that you’ve attended. Final product must not include student or teacher names. Add transition info if needed.</td>
<td>1.5 _______ _______ (must include transition information)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Collaboration, Consultation, and Family Supports</strong></th>
<th><strong>Demonstrating collaborative skills</strong></th>
<th><strong>Yearly Progress</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Collaborate with teacher to develop and implement instructional plans. Requires multiple interactions and contributions from both participants.</td>
<td>Provide notes, a log, data, and a brief reflection of the process. Assess your strengths and shortcomings.</td>
<td>2.1 _______</td>
</tr>
<tr>
<td>2.2 Work collaboratively with at least two related service providers (e.g., autism specialist, behavioral consultant, speech-language pathologist) to address individual learning needs. (1 demonstration per term)</td>
<td>Document training, problem solving, or team-teaching as related to a student you work with. Include intervention strategies, data, and follow-up.</td>
<td>2.2 _______</td>
</tr>
<tr>
<td>2.3 Demonstrate active use of two school-to-home communication tools (e.g., notebook, weekly report, email, website, phone call, letter, etc.)</td>
<td>Demonstrate communication skills with parents by using tools that connect school and home.</td>
<td>2.3 _______</td>
</tr>
<tr>
<td>2.4 Provide students and their parents with information and/or resources from a state or local agency.</td>
<td>Demonstrate ability to advocate by connecting families with support services to address a specific need.</td>
<td>2.4 _______</td>
</tr>
<tr>
<td>2.5 Describe strategies used by two different teachers in working to address issues of poverty or family culture. (To occur two different terms.)</td>
<td>Describe ongoing communication systems, conflicts, adjustments to interaction style, and/or specific strategies used.</td>
<td>2.5 _______</td>
</tr>
<tr>
<td>Behavior Supports &amp; Classroom Management</td>
<td>Demonstrating use of management tools</td>
<td>Yearly Progress</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>--------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>3.1 Design and implement a self-management system to address a problem behavior for one student. Provide follow-up.</td>
<td>Document issue, describe intervention, provide data/results, and describe follow-up.</td>
<td>3.1 ______</td>
</tr>
<tr>
<td>3.2 Design and implement a Behavior Support Plan for one student. (Must be based on a Functional Behavior Assessment.) Provide follow-up as needed.</td>
<td>Administer a FBA to define needs. Develop the BSP, review data, and summarize the outcomes.</td>
<td>3.2 ______</td>
</tr>
<tr>
<td>3.3 Design/develop both a staff and student schedule.</td>
<td>Design a schedule that addresses a staffing need (e.g., coverage during absence) and another for a student need (e.g., transfer student).</td>
<td>3.3 ______ (staffing) ______ (student)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum, Instruction, and Assessment</th>
<th>Demonstrating planning and instruction</th>
<th>Yearly Progress</th>
</tr>
</thead>
</table>
| 4.1 Design/adapt and administer an initial assessment (pre-test) for:  
  - Two different academic subjects  
  - A functional or community-referenced area | Pre-tests must provide assessment information for the long-term and short-term objectives in your unit. Interpret data and adjust the unit plan accordingly. | 4.1 ______ (academic: ______________) ______ (academic: __________) ______ (functional: ______________) |
| 4.2 Develop and implement instructional lessons for:  
  - Two different academic subjects  
  - A functional or community-referenced area  
  - Social skills or social support  
  - Communication skills (low or high tech) | Instructional lessons must address: management strategies, materials/logistics, instructional goals, instructional routines, evaluation/assessment strategies, and accommodations for varied learning needs. | 4.2 ______ (academic: ______________) ______ (academic: ______________) ______ (functional: ______________) ______ (social skills) ______ (communication) |
| 4.3 Evaluate student progress data to revise instruction for:  
  - Two different academic subjects  
  - A functional or community-referenced area  
  - Social skills or social support  
  - Communication skills (low or high tech) | Student progress data should be documented for each of the areas above. Both individual and group progress on unit goals should be easy to review, and instructional lessons should be revised accordingly. | 4.3 ______ (academic: ______________) ______ (academic: ______________) ______ (functional: ______________) ______ (social skills) ______ (communication) |
| 4.4 Deliver effective instruction (meeting passing evaluation marks) for:  
  - Small group instruction (2-7 students); 3 demonstrations required  
  - Large group instruction (8 or +); 2 demonstrations required  
  - 1:1 instruction; 2 demonstrations required | Supervisors will document effective instruction across varied instructional formats. Observation data will be sufficient documentation. | 4.4 ______ ______ (small) ______ ______ (large group) ______ ______ (1:1 instruction) |
<p>| 4.5 Tape and analyze two instructional lessons. (One must be video-taped.) | Tape a lesson, analyze it, and proved reflection. | 4.5 ______ ______ (video) |
| 4.6 Prepare formal progress reports (and grades, if applicable) for teacher/and or parent review. (One sign-off per term.) | Summarize student progress data into a formal report for teachers and/or parents during each term. | 4.6 ______ ______ ______ |
| 4.7 Provide a summary of the school-wide system for RTI at one of your practicum sites. Include multiple perspectives. | Describe the interventions at each RTI level for your site. Interview 2-3 people to check info across staff. | 4.7 ______ |
| 4.8 Demonstrate initial proficiency in administering assessments by becoming qualified to administer the OAKS and Oregon Extended Assessment. | Follow all test protocols from assessment training to administer the Oregon Extended Assessment. | OAKS EXT |</p>
<table>
<thead>
<tr>
<th>General Education Curriculum and Foundations</th>
<th>Demonstrating knowledge of common core</th>
<th>Yearly Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Adapt/modify and teach general education curriculum to ensure successful participation of students with disabilities in two different classrooms.</td>
<td>Adapt GenEd lessons to support students with various academic, social, or behavioral needs.</td>
<td>5.1 _______ _______</td>
</tr>
<tr>
<td>5.2 Consult w/regular education teachers to design &amp; implement modification plans for students with disabilities. (Two demonstrations required.)</td>
<td>Consult with teachers regarding unique student needs. Document issues, suggestions, data, and follow-up.</td>
<td>5.2 _______ _______</td>
</tr>
<tr>
<td>5.3 Demonstrate your understanding of Universal Design principles by providing a plan for multiple individualized accommodations in a regular class.</td>
<td>Use a UDL Participation to plan for multiple accommodations within an integrated class.</td>
<td>5.3 _______</td>
</tr>
<tr>
<td>5.4 Identify state benchmarks associated with lesson plans in two different academic areas and a functional area. Use common core to guide planning.</td>
<td>Use state standards to guide planning and instruction. Balance core curriculum with remediation needs.</td>
<td>5.4 _______ (academic: _______________) _______ (functional: _______________)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cultural Competence</th>
<th>Demonstrating cultural sensitivity</th>
<th>Yearly Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Identify differing cultural norms that exist within students’ families, schools, or communities at two different practicum sites.</td>
<td>Identify cultural norms for your students and families. Note differences, opportunities, challenges.</td>
<td>6.1 _______ _______</td>
</tr>
<tr>
<td>6.2 Examine how the cultural norms identified in (6.1) differ from your own cultural background and expectations.</td>
<td>Examine differences in values (education, vocational, communication, familiar culture, etc.).</td>
<td>6.2 _______ _______</td>
</tr>
<tr>
<td>6.3 Identify resources that are available in the practicum site or community that promote understanding of cultures different than your own.</td>
<td>List people, agencies, and other resources that offer information about diversity.</td>
<td>6.3 _______</td>
</tr>
<tr>
<td>6.4 Examine materials and school processes for linguistic accessibility. (Review district materials provided to families that speak other languages.)</td>
<td>Examine materials. Ask for assistance to read and review them. Discuss revisions or additional needs.</td>
<td>6.4 _______</td>
</tr>
<tr>
<td>6.5 Identify unique language or communication needs for a student with a low-incidence disability. Address functional language skills in instruction.</td>
<td>Provide language supports to assist one student with functional language needs at home or community.</td>
<td>6.5 _______</td>
</tr>
<tr>
<td>6.6 Design, modify, or adapt instructional curriculum to include multi-cultural sensitivity. (Two demonstrations required.)</td>
<td>Demonstrate your sensitivity and ability to differentiate lessons to individual cultural contexts.</td>
<td>6.6 _______ _______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional &amp; Ethical Behaviors</th>
<th>Demonstrating professionalism</th>
<th>Yearly Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Exhibit professional and ethical behaviors each term to meet guidelines from program handbook and Oregon Administrative Rules.</td>
<td>Supervisors and cooperating teachers will observe and reflect on your professionalism during each term.</td>
<td>7.1 _______ (Pract I) _______ (Pract II) _______ (FSFE)</td>
</tr>
<tr>
<td>7.2 Demonstrate effective use of two different organizational tools.</td>
<td>Demonstrate your effectiveness in consistently meeting deadlines and work demands.</td>
<td>7.2 _______ _______</td>
</tr>
<tr>
<td>7.3 Effectively schedule and facilitate two meetings per term across three practicum settings. (Includes scheduling, preparation, materials, and facilitation.)</td>
<td>Demonstrate administrative skills by facilitating at least two formal meetings each term.</td>
<td>7.3 _______ (Pract I) _______ (Pract II) (FSFE)</td>
</tr>
<tr>
<td>7.4 Participate in two meetings (or activities) related to school improvement.</td>
<td>Participate on a committee, task force, or site council. Provide notes and/or materials.</td>
<td>7.4 _______ _______</td>
</tr>
<tr>
<td>7.5 Attend one professional conference or become a member of a professional organization in the field of Special Education.</td>
<td>Start with a conference or membership.</td>
<td>7.5 _______</td>
</tr>
<tr>
<td>7.6 Complete a “School Profile” assignment.</td>
<td>Orient yourself to your first practicum site.</td>
<td>7.6 _______</td>
</tr>
</tbody>
</table>
### Supervisor Feedback on Instruction & Management
(K-12 Special Education Licensure Program)

<table>
<thead>
<tr>
<th>Practicum Student:</th>
<th>Date:</th>
<th>Time Started:</th>
<th>Time Ended:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor:</td>
<td>Subject:</td>
<td>Lesson #:</td>
<td></td>
</tr>
</tbody>
</table>

#### KEY: Refer to PGA for performance descriptors
- **3** = Meets Initial Competence
- **2** = Growing Initial Competence
- **1** = Developing Competence
- **0** = Consistently Ignored or Missing Capacity
- **N/A** = Not Observed or Not Applicable to the lesson

<table>
<thead>
<tr>
<th>Focus on Student Mastery</th>
<th>Rating</th>
<th>Preparation &amp; Presentation</th>
<th>Rating</th>
<th>Feedback &amp; Classroom Management Skills</th>
<th>Rating</th>
<th>Teacher Documentation (TWS or Practicum Notebook)</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall success %</td>
<td></td>
<td>New skills are demonstrated or modeled</td>
<td></td>
<td>States clear academic expectations</td>
<td></td>
<td>Materials &amp; plans are ready &amp; organized</td>
<td></td>
</tr>
<tr>
<td>Provides explicit instruction for student responses (i.e., follows formats or plan)</td>
<td></td>
<td>Provides practice opportunities (group/individual) to build accuracy and fluency</td>
<td></td>
<td>Gives specific &amp; contingent academic feedback</td>
<td></td>
<td>Obtains and records student error data for daily lessons. Maintains accurate records of student errors</td>
<td></td>
</tr>
<tr>
<td>Routine follows sequence w/guided and independent practice to insure mastery</td>
<td></td>
<td>Adjusts pacing (OTRs) contingent upon student performance</td>
<td></td>
<td>States clear behavioral expectations</td>
<td></td>
<td>Obtains and records appropriate student progress data specific to student goals</td>
<td></td>
</tr>
<tr>
<td>Maximizes student practice by limiting transition time</td>
<td></td>
<td>Provides immediate &amp; appropriate corrections (i.e., matched to type of error)</td>
<td></td>
<td>Gives specific &amp; contingent feedback on behavior</td>
<td></td>
<td>Data used to modify teaching procedures (accelerates or provides remediation to students)</td>
<td></td>
</tr>
<tr>
<td>Tests individual student skill development</td>
<td></td>
<td>Uses 4:1 positive to negative statements</td>
<td></td>
<td>Selects/implements consequences for unacceptable behavior</td>
<td></td>
<td>Accurately self-evaluates teaching behaviors and uses for goal setting to refine teaching behaviors</td>
<td></td>
</tr>
</tbody>
</table>

**Supervisor Comments:**
- a) Positive Comments
- b) Follow-Up on Previous Assignment
- c) Areas of Concern
- d) Assignment(s)
# Meeting/Conference Agenda

Meeting date: _______________________

Participants: __________________________________________________

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
<th>Assignments/Tasks</th>
</tr>
</thead>
</table>

*Follow-up on last week’s goal:*

*Goal for this week:*
# Administrative Skills: Meeting Management

**Date:**

**Facilitator:**

**Recorder:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Was someone designated to chair the meeting?</td>
</tr>
<tr>
<td>2.</td>
<td>Was someone designated to record decisions?</td>
</tr>
<tr>
<td>3.</td>
<td>Did the meeting begin on time?</td>
</tr>
<tr>
<td>4.</td>
<td>Was the goal of the meeting clear to everyone?</td>
</tr>
<tr>
<td>5.</td>
<td>Did the student develop and review a written agenda at the beginning of the meeting?</td>
</tr>
<tr>
<td>6.</td>
<td>Did the student provide an accurate self-assessment?</td>
</tr>
<tr>
<td>7.</td>
<td>Did everyone have an opportunity to participate in the discussion?</td>
</tr>
<tr>
<td>8.</td>
<td>Was the student able to redirect others when needed?</td>
</tr>
<tr>
<td>9.</td>
<td>Did you follow up on tasks from the last meeting?</td>
</tr>
<tr>
<td>10.</td>
<td>Is it clear who is responsible for upcoming tasks?</td>
</tr>
<tr>
<td>11.</td>
<td>Overall, was the meeting a good use of time?</td>
</tr>
</tbody>
</table>

**Make a list of what worked well during your meeting:**

**Make a list of any changes you would make in how the meeting was conducted:**

**Other comments/notes:**
Video Performance Feedback

Practicum Teacher: __________________________ Cooperating Teacher: __________________________
Date: _______________ # of Students: ______ Lesson: _______________________________________

Directions: Please provide the practicum teacher with feedback on his/her instructional skills using the rating scale at the bottom of the page. Comment on strengths and provide suggestions on how to improve quality of instruction. Thank you for your assistance!

<table>
<thead>
<tr>
<th>LESSON STRUCTURE &amp; PACE</th>
<th>Observations</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lesson plans are prepared and available for review.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Lessons begin and end on time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Planning includes enough new materials or skills to engage students throughout the lesson.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Instructional time is maximized by keeping transitions (within the lesson) brief.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. States clear academic expectations and provide specific continent academic feedback.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Adjusts pacing (OTRs) contingent upon student performance.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTRUCTIONAL GROUP MANAGEMENT</th>
<th>Observations</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Behavioral rules and routines are clear and concise.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Standards for behavior are communicated and reinforced through a system of rewards/consequences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. All students’ behavior is monitored continuously through the instructional period.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Rules are enforced consistently and fairly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Students are provided consistent feedback on their behavior.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rating Scale:

+ = Observed and effectively, consistently demonstrated
✓ = Observed, continue on-going development of the skill
N/O= Not observed, would have been appropriate
N/A = Not applicable to the current lesson
### Video Feedback Review (continued)

<table>
<thead>
<tr>
<th>Observations</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. New skills are demonstrated or modeled <em>before</em> students are asked to perform them independently.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Students are given specific correction that results in fewer errors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Overall, students are successful (i.e., few errors occurred during instruction)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Students are provided the opportunity to practice and perform new skills independently.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Students’ errors are anticipated and pre-corrected.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Rating Scale:**

- **+** = Observed and effectively, consistently demonstrated
- ✓ = Observed, continue on-going development of the skill
- **N/O** = Not observed, would have been appropriate
- **N/A** = Not applicable to the current lesson

**Additional Comments:**

**Signatures/Date:**

Practicum Teacher: ___________________________ Date: ____________

Cooperating Teacher: ___________________________ Date: ____________
Special Education K-12 Licensure Program

Competencies for Instructional Delivery

(Preparation for Mid-Term & Final Meeting)

Practicum Teachers: Review written feedback from your supervisor and any written feedback you’ve received from your cooperating teacher. Use the feedback form on pages 2 and 3 to rate yourself using the numerical scale 0-3 described below. Be prepared to share your rationale for the scores you assigned yourself in each of the 5 areas.

<table>
<thead>
<tr>
<th>0</th>
<th>Missing Capacity in Knowledge and Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practicum teacher does not demonstrate evidence of potential to develop professional abilities and proficiency. Practicum teacher is unaware of and may not recognize examples and non-examples and has limited teaching experience or ability. May or may not recognize acceptable performance when done by others and is not able to accomplish the task when given the opportunity to perform.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>Emerging Competence in Knowledge and Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practicum teacher demonstrates evidence of potential to develop instructional proficiency. Practicum teacher may recognize examples and non-examples of acceptable performance but has limited teaching ability and is unable to replicate this performance. Strategic planning and implementation lacks variety. Practicum teacher struggles to accept or apply performance feedback.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Growing Competence in Using Knowledge and Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practicum teacher possesses the required knowledge and can use it appropriately most of the time. Practicum teacher requires reminders, reviews, or other supports to produce acceptable results although performance may be uneven or inconsistent. Uses varied instructional strategies and achieves acceptable results for many students. Responds to feedback and prompts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>Initial Competence in Using Knowledge and Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practicum teacher is capable of consistently and independently managing these tasks. Practicum teacher seeks to know and implement best practices with acceptable results for most students. Seeks out feedback and responds quickly to improve performance. Understands what is required for an acceptable performance and works hard to meet the standard.</td>
</tr>
</tbody>
</table>

Prior to the mid-term and final meeting, meet with your supervisor to review your feedback and discuss specific needs and desired outcomes for the remainder of the term and/or plan goals for the following term. Gather teacher feedback during midterm and final meetings.

<table>
<thead>
<tr>
<th>Supervisor/teacher summary ratings and comments for each area:</th>
<th>Mid-Term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Planning and Presentation Skills:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback Skills &amp; Management Skills:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Students to Mastery:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using Data to Monitor Progress:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Expectations:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mid-Term Benchmark (score of “2” or above in at least three areas)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Benchmark (score of “3” in at least two areas and “2” in other areas)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Practicum Teacher & Supervisor: Please rate the practicum teacher on each item below on a scale of 0-3. Ratings should be completed independently and then compared.

### Teacher Planning and Presentation Skills
**Goal:** To ensure that practicum teacher teaches efficiently, keeping pupils engaged and able to progress rapidly.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Mid-Term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum Teacher</td>
<td>Supervisor</td>
<td>Practicum Teacher</td>
</tr>
<tr>
<td>Analyzes and reflects upon previous lessons in preparation for current instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sets up physical space appropriate to task, age of pupils, and behavioral considerations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gains and maintains students’ attention (children on task 80% of the time or more)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gives clear and explicit instructions for student responses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains an appropriate pace within tasks and throughout lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains quick transitions between tasks and parts of the lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitors students (during instructional group and independent work)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accurately self-evaluates teaching behaviors and uses goals to refine these behaviors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Feedback and Management Skills
**Goal:** To provide a positive teaching environment so all pupils have the opportunity to succeed.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Mid-Term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum Teacher</td>
<td>Supervisor</td>
<td>Practicum Teacher</td>
</tr>
<tr>
<td>States clear expectations for instructional tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides positive feedback that is specific and contingent for correct task responses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>States clear expectations for acceptable behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains 4:1 positive to negative feedback statements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selects appropriate consequences for unacceptable behavior (ignoring, restating, teacher points, time owed, time out)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implements appropriate consequences for unacceptable behavior</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Teaching Students to Mastery
**Goal:** To ensure that all pupils are able to master skills presented daily.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Mid-Term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum Teacher</td>
<td>Supervisor</td>
<td>Practicum Teacher</td>
</tr>
<tr>
<td>Ensures students are kept at a high rate of success (80% or more)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides students with frequent opportunities to respond and practice skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses appropriate corrective feedback in response to errors (part-firming, prompting, strategies, review of rules)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Firms students by designing remediation, re-teaching, using chronic error sequences, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaches students to complete work independently (correctly, quickly, without assistance)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Using Data to Monitor Student Progress

**Goal:** To monitor students' performance and use information to make decisions and changes in their teaching

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Mid-Term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum Teacher</td>
<td>Supervisor</td>
<td>Practicum Teacher</td>
</tr>
<tr>
<td>Obtains and records appropriate student performance data for daily lessons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obtains and records data regarding performance on independent work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyzes data daily to modify teaching procedures, accelerate, or provide remediation to students according to individual or group needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses data to report student progress (IEPs, report card, work samples, etc.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Professional Expectations

**Goal:** To ensure that the practicum teacher interacts professionally with all students, parents, school, and university personnel.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Mid-Term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum Teacher</td>
<td>Supervisor</td>
<td>Practicum Teacher</td>
</tr>
<tr>
<td>Prepared for each lesson with materials ready and well-organized</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctual and dependable in attendance at school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates awareness and sensitivity to cultural issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains a positive, collaborative relationship with classroom teachers, school staff, and university supervisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepts and quickly responds to feedback from instructors and supervisors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains confidentiality of student and site information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets requirements for organization and assignment deadlines</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Mid-Term Meeting

Supervisor Signature: ____________________________
Date: ________________

Practicum Teacher Signature: ____________________________
Date: ________________

Cooperating Teacher Signature: ____________________________
Date: ________________

### Final Meeting

Supervisor Signature: ____________________________
Date: ________________

Practicum Teacher Signature: ____________________________
Date: ________________

Cooperating Teacher Signature: ____________________________
Date: ________________

---

Fall Winter Spring 2012 – 2013
### WORK SAMPLE SCORING GUIDE

**STUDENT NAME:** ____________________________

**WORK SAMPLE UNIT:** _______________________________________________________

**PRACTICUM SITE:** ________________________________________________________________

**PUPIL AGES/GRADE LEVEL:** ________________________________________________

**DATE:** ____________________________

<table>
<thead>
<tr>
<th>Standard Area</th>
<th>Mid-term Score</th>
<th>Comments:</th>
<th>Final Score</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 UNIT PLAN</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#2 LESSON PLANS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#3 DATA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#4 REFLECTION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#5 FINAL REPORT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Scores based on criteria outlined in scoring matrix on pages 2 and 3.

☐ This work sample was compiled and completed as a part of a practicum or student teaching assignment. It represents instruction that actually occurred within an educational setting as a result of an approved practicum placement by the Middle/Secondary Special Education and Transition Program.

___________________________________________  ___________________________
University Practicum Student                        Date

___________________________________________  ___________________________
University Supervisor/Practicum Coordinator          Date

___________________________________________  ___________________________
Cooperating Professional                           Date
**Standards & Benchmarks**

**Practicum:** A combined score of 18/25 is required, with a score of “3” or better in each standard to demonstrate initial proficiency.

**Final Supervised Field Experience (FSFE):** A combined score of 20/25 is required, with a score of “4” or better in each standard to demonstrate independent proficiency.

<table>
<thead>
<tr>
<th>Standard Area #1</th>
<th>Unit Planning: Includes goals for the unit of study (at least five weeks in length) that vary in kind and complexity, and include goals for both concept attainment and application of knowledge and skills.**</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To score a “5”:</strong></td>
<td>Exemplary work. Exceed expectations in all or most components of project requirements. Contributes a “unique signature” to final product or performance. Student has performed this skill independently.</td>
</tr>
<tr>
<td><strong>To score a “4”:</strong></td>
<td>Unit planning includes learning goals that are (a) consistent with district objectives and Oregon Board of Education directives appropriate for the physical and mental maturity of the pupils, (b) consistent with IEP goals, (c) relevant to appropriate Oregon Standards &amp; Benchmarks to address the general curriculum where possible, and (d) will be useful in formulating daily lessons and in evaluating pupils’ attainment of learning goals. The unit plan includes summaries of: related state standards and benchmarks, IEP goals, pretest assessment results, and a graphic organizer or unit map. Interpretation of these summaries is included, as needed, to explain pre-test results or provide additional specificity to IEP goals. Unit goals are formulated to include at least one long-term objective that addresses conceptual knowledge and at least one that addresses application of this knowledge. Some long-term objectives (LTOs) are broken down and sequenced into short-term objectives (STOs) that are labeled as concept or application focus. LTO/STOs include dates for start and mastery of group instruction. All objectives are expressed in observable terms with measurable standards and criteria for mastery.</td>
</tr>
<tr>
<td><strong>To score a “3”:</strong></td>
<td>Student demonstrates knowledge of required components and can use them appropriately most of the time.</td>
</tr>
<tr>
<td><strong>To score a “2”:</strong></td>
<td>Work reflects efforts and accomplishments in meeting all components of the above benchmark; however, one or more components do not yet meet benchmark standards.</td>
</tr>
<tr>
<td><strong>To score a “1”:</strong></td>
<td>Student submitted work in this area, but the product reflects significant discrepancies from the benchmark standard.</td>
</tr>
</tbody>
</table>

**Criteria stated in OAR 584-17-0075 governing teacher licensure.**

<table>
<thead>
<tr>
<th>Standard Area #2</th>
<th>Daily Lesson Planning: Includes instructional plans to accomplish the stated learning goals for the identified group(s) of pupils.**</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To score a “5”:</strong></td>
<td>Exemplary work. Exceed expectations in all or most components of project requirements. Contributes a “unique signature” to final product or performance. Student has performed this skill independently.</td>
</tr>
<tr>
<td><strong>To score a “4”:</strong></td>
<td>Daily planning is derived from the unit plan and is in place at the start of instruction each day. Classroom protocols or daily lesson plans identify the following: daily/weekly (short-term) objectives, logistics &amp; materials, lesson routines, methods for evaluation or monitoring, individual learner characteristics, and a system for behavior management. Lesson plans indicate an appropriate and organized selection of instructional materials and equipment needed to teach the unit of instruction, along with clean copies of any teacher-designed worksheets, probes, overheads, etc. Instructional activities correspond to and are designed to facilitate pupil achievement of unit and lesson objectives. Lesson plans indicate an estimation of the time required for direct instruction, pupils’ practice and application, and evaluation of pupil learning. Lesson plans are detailed enough for a substitute teacher to deliver the day’s instruction and activities to a reasonable degree of quality. On-going changes and adjustments to daily lesson plans are indicated throughout the course of the teaching unit. Lesson plans indicate that adaptations were made for exceptional learners and for pupils from varying cultural, social, and linguistic backgrounds. The instructional plans also identify special considerations for pupils’ with disabilities including planned teaching objectives that related to individual pupils’ IEP goals.</td>
</tr>
<tr>
<td><strong>To score a “3”:</strong></td>
<td>Student demonstrates knowledge of required components and can use them appropriately most of the time.</td>
</tr>
<tr>
<td><strong>To score a “2”:</strong></td>
<td>Work reflects efforts and accomplishments in meeting all components of the above benchmark; however, one or more components do not yet meet benchmark standards.</td>
</tr>
<tr>
<td><strong>To score a “1”:</strong></td>
<td>Student submitted work in this area, but the product reflects significant discrepancies from the benchmark standard.</td>
</tr>
</tbody>
</table>

**Criteria stated in OAR 584-17-0075 governing teacher licensure.**
### Standard Area #3

**Student Data/Measurement:** Includes data on learning gains resulting from instruction, analyzed for each pupil, and summarized in relation to pupil level of knowledge prior to instruction.**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Exemplary work. Exceed expectations in all or most components of project requirements. Contributes a &quot;unique signature&quot; to final product or performance. Student has performed this skill independently.</td>
</tr>
<tr>
<td>4</td>
<td>A number of data sources are used to determine the current achievement level of pupils with respect to the unit’s learning goals and objectives, including but not limited to: appropriate tests, probes/quizzes, independent worksheets, observations, pupil interviews, and other formal and informal assessment tools to determine the extent to which each pupil achieved the objectives of the lesson and/or unit of instruction. Data is collected and recorded often enough to (a) reflect how students are progressing on LTOs and STOs, and (b) provide ongoing information about the efficacy of the instructional formats. Data summaries and documentation relate to individual pupils as well as group goals and objectives. The completed unit includes pupils’ grades, if appropriate. Data on pupil achievement is summarized in relationship to instructional objectives and in relationship to each pupil’s initial assessment. Documentation exists that shows how the data was used to refine curriculum objectives and to plan further instruction. Data summaries are labeled, legible, and easy to follow. Graded samples of student work are included in the work sample and these samples are linked to student progress on unit goals.</td>
</tr>
<tr>
<td>3</td>
<td>Student demonstrates knowledge of required components and can use them appropriately most of the time. Student still requires external reminders, reviews, or other supports to produce acceptable results.</td>
</tr>
<tr>
<td>2</td>
<td>Work reflects efforts and accomplishments in meeting all components of the above benchmark; however, one or more components do not yet meet benchmark standards.</td>
</tr>
<tr>
<td>1</td>
<td>Student submitted work in this area, but the product reflects significant discrepancies from the benchmark standard.</td>
</tr>
</tbody>
</table>

**Criteria stated in OAR 584-17-0075 governing teacher licensure.**

### Standard Area #4

**Daily Reflection and Planning Log:** Includes interpretation and explanation of the learning gains, or lack thereof.**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Exemplary work. Exceed expectations in all or most components of project requirements. Contributes a &quot;unique signature&quot; to final product or performance. Student has performed this skill independently.</td>
</tr>
<tr>
<td>4</td>
<td>The completed project includes a reflective component that analyzes each day’s teaching accomplishments, difficulties, and the decision-making process whereby plans are adjusted in response to the class (or individual) needs. This component provides documentation of how curriculum objectives and ongoing instruction is refined and adapted in conjunction with daily learning outcomes. Pupil gains, or lack thereof, are identified and explained. Reflections focus on the learning gains made by both pupil and instructor. Key reflections are implemented in subsequent lesson plans or reflections to provide continuity.</td>
</tr>
<tr>
<td>3</td>
<td>Student demonstrates knowledge of required components and can use them appropriately most of the time. Student still requires external reminders, reviews, or other supports to produce acceptable results.</td>
</tr>
<tr>
<td>2</td>
<td>Work reflects efforts and accomplishments in meeting all components of the above benchmark; however, one or more components do not yet meet benchmark standards.</td>
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<tr>
<td>1</td>
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</table>

**Criteria stated in OAR 584-17-0075 governing teacher licensure.**

### Standard Area #5

**Unit Summary:** Includes a description of the uses to be made of the data on learning gains in planning further instruction on this and subsequent topics and in reporting pupils’ progress to them and their parents.**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Exemplary work. Exceed expectations in all or most components of project requirements. Contributes a &quot;unique signature&quot; to final product or performance. Student has performed this skill independently.</td>
</tr>
<tr>
<td>4</td>
<td>Unit summary includes an analysis of the student data to explain the achievement of both the class as well as individual students for the purpose of planning further instruction. The summary includes an overall analysis of the effectiveness of the unit, instructional strategies, activities, etc. The summary is to include suggestions for adjustments should the unit be presented again. Examples of reporting formats used to communicate student gains both to students and to parents are included. Examples of reports for students who were identified as needing special consideration in the unit are also included. The final report should also identify new teaching skills that were practiced and mastered during the unit.</td>
</tr>
<tr>
<td>3</td>
<td>Student demonstrates knowledge of required components and can use them appropriately most of the time. Student still requires external reminders, reviews, or other supports to produce acceptable results.</td>
</tr>
<tr>
<td>2</td>
<td>Work reflects efforts and accomplishments in meeting all components of the above benchmark; however, one or more components do not yet meet benchmark standards.</td>
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</table>

**Criteria stated in OAR 584-17-0075 governing teacher licensure.**
Eligibility Meeting for Final Supervised Field Experience

Date: 
Student: 
Practicum Faculty: 

1. Did the student set and introduce the purpose and flow of the meeting? Yes No 
   Was the goal of the meeting clear to everyone? 
2. Did the student hold the meeting to task and conclude within an hour? Yes No 
3. Did the student provide a written agenda and other materials as needed? Yes No 
4. Did the student use the self-evaluation checklist to discuss strengths, Yes No 
   areas of needed improvement, and an action plan for making those improvements? 
5. Did the student write an accurate PLOP? Yes No 
6. Did the student discuss skills such as incorporating feedback, level of Yes No 
   initiation, ability and willingness to accept responsibility? 
7. Did the student discuss competence in the ability to document student Yes No 
   progress and to make teaching decisions based on student performance? 
8. Did the student maintain confidentiality throughout the meeting? Yes No 
9. Did the student demonstrate effective oral communication skills? Yes No 
10. Did the student give faculty an opportunity to ask questions? Yes No 

Comments/Notes: 
________________________________________________________________________ 
________________________________________________________________________ 
________________________________________________________________________ 
________________________________________________________________________ 
________________________________________________________________________ 

Program Checks: 
- 3 of 5 Methods Courses (passed) 
- Academic Standing (good) 
- Work Sample (on track) 
- Program Tasks (on track) 
- Instructional Delivery Skills 
- Professional Dispositions 

Recommendation: 

Site Requirements or Preferences:
Professional Dispositions Questionnaire

Candidate Name: _____________________________  Pre-Assessment □  Post-Assessment □

Program: _____________________________  Date: _____________________________

Please reflect on your behaviors regarding indicators of key components of our Conceptual Framework. There is no right or wrong answer, just your honest self-assessment of your current behaviors and attitudes. Please circle the appropriate number.

Scoring Guide:

Use the following frequency scale to rate your behavior as a pre-service teacher:

3 = I have the necessary knowledge and understanding to consistently demonstrate this behavior
2 = I have the knowledge and skill but need to demonstrate this behavior more consistently
1 = I need to acquire additional knowledge and skill to demonstrate this behavior.

Cultural Competence  Rating

I value diversity and demonstrate sensitivity to individual student differences.  1 2 3

I use the knowledge I gain from reading literature about cultural competence, and I engage in conversations with others about this topic.  1 2 3

I use my position as a pre-service teacher to hold myself, peers, and students accountable for disrespectful language or actions.  1 2 3

I use affirming and otherwise nurturing practices that advance equity and diversity.  1 2 3

I make students feel valued for their potential as students and people, and I help them learn to value each other.  1 2 3

I use instructional materials that promote learning among diverse students.  1 2 3

Constructive Interaction  Rating

I interact with my university faculty, staff, and classmates in a respectful way.  1 2 3

When I disagree, I express myself respectfully and without being disagreeable.  1 2 3

I demonstrate flexibility and cooperation in working with others.  1 2 3

I use language that is free from racial, ethnic and sexual bias at all times.  1 2 3

I accommodate, respect, and value the cultural beliefs and practices of those with whom I interact, modeling the principles of cultural competence.  1 2 3

I model the principles of cultural competence in my university classes, in field sites, and in other public spaces.  1 2 3
**Ethical and Professional Behaviors**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>I keep my assessments and observations of children/adolescents private and do not discuss them with those who should not have access.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>I exemplify good citizenship and cultural competency in all social interactions.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>I arrive to my university classes on time and prepared.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>I turn in assignments on time.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>I arrive to my field placement on time and prepared.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>I prepare my units and lessons on time.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>I dress according to the professional guidelines of the school community in which I work.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>I respond appropriately to feedback and accept constructive feedback.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>I actively seek out clarification when I am confused or lack understanding.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>I interact professionally and respectfully with school personnel, parents, and other members of the community.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>My written communication is acceptably free of grammatical and spelling errors.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>I avoid any academic misconduct in violation of the University Student Code of Conduct.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>I act affirmatively in advancing and honoring the ethics of diversity by holding myself and others accountable to the standards and expectations stipulated in TSPC's &quot;Protecting Student and Civil Rights in the Educational Environment.&quot;</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

**Reflective Practice**

<table>
<thead>
<tr>
<th>Practice</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am able to act, study, and learn independently.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>I use research appropriately to inform planning, teaching, management, and assessment in all phases of instruction.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>I am able to articulate and defend my beliefs and/or ideas in both organized oral and written formats.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>I set aside time to reflect on the process of teaching and learning for myself and my students.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>I use critical thinking and self-directed learning to demonstrate my commitment to ongoing professional growth.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>I willingly embrace the practice of ongoing self-assessment and reflection.</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

**Contribution to the Learning Community**

<table>
<thead>
<tr>
<th>Contribution</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>I thoughtfully participate in class discussions and activities.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>I respect cultural diversity and demonstrate understanding of issues of privilege and power when making decisions that affect my student’s academic, social, and economic potential.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>I seek clarification and extra help appropriately.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>I meet with colleagues as a contributing team member to plan curricular experiences that promote optimal development and learning.</td>
<td>1 2 3</td>
</tr>
<tr>
<td>I work with colleagues and professionals to create a safe learning environment.</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>
### Role #1: Classroom & School Duties

#### Student Teacher Responsibilities

**Week 3 through Week 6**
- **Date Initiated:** __________ Level of Participation: ______
  - Increase teaching time and range of instructional activities (between 3.5 and 4 hours of daily instruction)
- **Date Initiated:** __________ Level of Participation: ______
  - Increase classroom responsibilities, including academic and nonacademic areas:
    - Classroom management & supervision
    - Planning for substitutes
    - Demonstrate ability to delegate & monitor instructional activities of classroom assistants
    - Plan/modify student/staff schedule as needed
- **Date Initiated:** __________ Level of Participation: ______
  - Complete initial check out for Work Sample (i.e., pre-assessment, unit plan, goals/objectives, lesson plans, data system, and reflection logs).

**Week 7 through Week 11**
- **Date Initiated:** __________ Level of Participation: ______
  - Assume lead teacher responsibilities (planning, delivery and assessment, and full classroom management).
  - Complete Work Sample and obtain ratings from teacher and supervisor.

#### Cooperating Teacher Responsibilities

**Week 3 through Week 6**
- Arrange opportunity for student teacher to monitor instructional activities and provide feedback to instructional assistants
  - Coordinate & plan instructional activities to be delivered by instructional assistant(s).
  - Provide feedback and suggestions related to delivery of instruction by the assistant.
  - Coordinate and facilitate staff meeting(s) with instructional assistants.
- Complete video review of instruction with the student teacher and provide written feedback.

**Week 7 through Week 11**
- Relinquish lead teacher responsibilities to student teacher. Make self available to student teacher during this time. Teach small groups, act as teaching assistant, tutor, observer, and coach.
- Review and provide feedback to student teacher upon completion of the Work Sample.
# Role #2: Consultation & Collaboration

## Student Teacher Responsibilities

### Week 3 through 11

**Date Initiated:** __________  **Level of Participation:** ______

- In collaboration with cooperating teacher, identify inclusive setting that you will work in for a minimum 1 hour per day.
  - Complete general education and ecological assessment *(see Blackboard)*
  - Develop Inclusion Participation Plan for the students you will serve within the general education setting.
  - Complete daily lesson plans/data documenting inclusive supports provided.

**Date Initiated:** __________  **Level of Participation:** ______

- Engage in consultation/collaboration duties:
  - Consult/communicate with related service staff serving students in your classroom (i.e., autism specialist, communication specialist, physical therapist, SLP, behavior consultant, AT specialist)
  - Follow-up on recommendations provided by specialists.

**Date Initiated:** __________  **Level of Participation:** ______

- Attend/participate in regularly scheduled classroom, school, and district meetings (student supports; PBS, faculty, data management, staff training)

**Date Initiated:** __________  **Level of Participation:** ______

- In collaboration, arrange and facilitate all or a portion of an IEP meeting.
- Elicit feedback from cooperating teacher on facilitation skills.

## Cooperating Teacher Responsibilities

### Week 3 through 11

- Arrange introduction and initial meeting between student teacher and general education teachers in which they will provide supports to students.

- Advise and provide feedback on student teacher’s participation in the inclusive setting.

- Provide feedback/suggestions on consultation skills and implementation of recommendations provided by specialists.

- Share with the student teacher the day/times that regularly scheduled meetings occur.

- In collaboration with the student teacher, plan how/when s/he can facilitate portions of an IEP meeting and provide feedback on facilitation skills.
### Role #3: Supporting Unique Students

<table>
<thead>
<tr>
<th>Student Teacher Responsibilities</th>
<th>Cooperating Teacher Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weeks 3 through 11</strong></td>
<td><strong>Weeks 3 through 11</strong></td>
</tr>
<tr>
<td>Date Initiated: __________</td>
<td>Date Initiated: __________</td>
</tr>
<tr>
<td>Level of Participation: ______</td>
<td>Level of Participation: ______</td>
</tr>
<tr>
<td>[ ] Provide individual student supports as needed:</td>
<td>[ ] Provide opportunities for student teacher to review procedural and safety protocols for individual needs.</td>
</tr>
<tr>
<td>[ ] Gain familiarity with all specialized protocols (i.e., medication, feeding, positioning, seizures, behavior)</td>
<td>[ ] Encourage participation in coordination of adaptive skills (to the extent reasonable).</td>
</tr>
<tr>
<td>[ ] Identify procedures/guidelines for administering medication</td>
<td>[ ] Assist in the selection and administration of student assessments; provide feedback on student teacher’s ability to summary and report data</td>
</tr>
<tr>
<td>[ ] Coordinate adaptive skills (i.e., feeding, toileting, positioning, etc.)</td>
<td>[ ] Provide opportunities for student teacher to schedule and coordinate special events for students.</td>
</tr>
<tr>
<td>[ ] Assess and adapt to individual sensory and communication needs.</td>
<td>[ ] Provide opportunity for student teacher to build fluency on using computer programs to complete reports for distribution and documentation.</td>
</tr>
<tr>
<td>Date Initiated: __________</td>
<td>[ ] Identify additional administrative skills for the student teacher to practice.</td>
</tr>
<tr>
<td>Level of Participation: ______</td>
<td></td>
</tr>
<tr>
<td>[ ] Complete scheduled student assessments and use school/district guidelines to report results.</td>
<td></td>
</tr>
</tbody>
</table>

### Role #4: Administrative Duties

<table>
<thead>
<tr>
<th>Student Teacher Responsibilities</th>
<th>Cooperating Teacher Responsibilities</th>
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</thead>
<tbody>
<tr>
<td><strong>Weeks 3 through 11</strong></td>
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</tr>
<tr>
<td>Date Initiated: __________</td>
<td>Date Initiated: __________</td>
</tr>
<tr>
<td>Level of Participation: ______</td>
<td>Level of Participation: ______</td>
</tr>
<tr>
<td>[ ] Schedule and coordinate extracurricular/special events for students (i.e., field trip, assembly, presentation, etc.).</td>
<td>[ ] Provide opportunities for student teacher to schedule and coordinate special events for students.</td>
</tr>
<tr>
<td>[ ] Complete computer generated reports (i.e., IEP, progress, behavior rating) for distribution and documentation.</td>
<td>[ ] Provide opportunity for student teacher to build fluency on using computer programs to complete reports for distribution and documentation.</td>
</tr>
<tr>
<td>[ ] In collaboration with cooperating teachers, identify other administrative skills regularly completed that you can complete on your own.</td>
<td>[ ] Identify additional administrative skills for the student teacher to practice.</td>
</tr>
</tbody>
</table>