College of Education Undergraduate Program Handbook

EASTERN OREGON UNIVERSITY
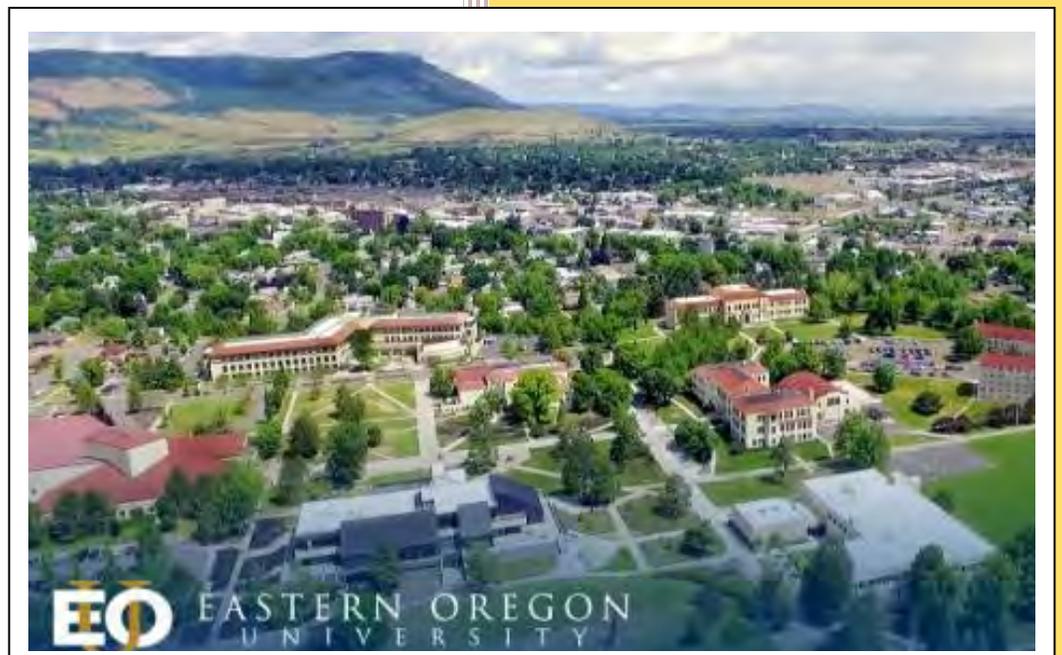
College of Education

2022-2024

The Undergraduate Elementary Education Program and Clinical Experience Handbook was created by the Eastern Oregon College of Education as a guide, support, and reference for Teacher Candidates, Mentor Teachers, and University Supervisors to collaborate in the continuous development of Teacher Candidates.

The Eastern Oregon University College of Education is committed to preparing exemplary teaching professionals. The Undergraduate Elementary Education Program is a two-year intensive teacher preparation program that blends professional knowledge gained through classroom experience and academic preparation. The Undergraduate Elementary Education curriculum is aligned with the Oregon Teacher Standards and Practices Commission and Specialized Professional Associations.

The Undergraduate Elementary Education Program is a comprehensive two-year program. Courses are a combination of five-week accelerated courses, along with some traditional ten-week courses. In addition, all candidates complete the English for Speakers of Other Languages (ESOL) endorsement coursework as part of the program.

Candidates in the Undergraduate Elementary Education Program will have Field Experiences throughout the program. Field Experiences are a series of mentored observational and interactive experiences to bridge theory to applied practice. Certain courses in the teacher preparation program are linked to field experiences, and the faculty members who teach these courses instruct the expectations in the field. The culminating activity of student teaching is 15 full weeks following the Mentor Teacher contract. During the Student Teaching experience, the candidate will complete the EOU teacher performance assessment and gradually assume assigned responsibilities of the Mentor Teacher under the direction of a University Supervisor. The Mentor Teacher and candidate are encouraged to co-teach, with the candidate taking on the responsibility of lead teacher (under the Mentor Teacher's mentorship) for a minimum of three weeks.

The journey you are about to begin is challenging, and your commitment to your development as an educator will be essential as you progress through the program. These experiences are primarily intended to develop you into a highly-qualified professional teacher but are also considered mutually beneficial to all participants. We have many policies, procedures, rules, and regulations that EOU must follow to ensure our graduates are eligible for licensure.

Congratulations on entering the education profession.

This handbook is designed to guide all parties involved in developing future educators. For additional information, please visit the College of Education website.

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EOU COLLEGE OF EDUCATION OUTCOMES

While each of the EOU College of Education initial teacher preparation programs may vary in format, the goals of the coursework, field experiences, and student teaching remain the same. The goals of the program are:

All graduates of EOU's educator preparation programs will be able to:

1. justify instructional decisions based on the academic and cultural needs of individual learners and knowledge of developmental and communication patterns;
2. foster a positive, low-risk learning environment for all learners;
3. apply understanding of their content areas with sufficient breadth and depth to support student literacy development and learning as defined by state and national standards;
4. apply the practice of pedagogy to engage all learners;
5. employ multiple methods of assessment to monitor growth and guide instruction;
6. exhibit the established dispositions of a professional educator in a culturally responsive manner;
7. support the academic and linguistic needs of language learners;
8. support the needs of learners with exceptionalities in the least restrictive environment;
9. use instructional technology and engage students in appropriate technologies to support learning;
10. incorporate information literacy outcomes to support student learning as defined by state and national learning standards;

Additionally, graduates of EOU's elementary educator preparation programs will be able to:

11. Teach reading effectively to all elementary students, including instruction in dyslexia and language acquisition.

INTERSTATE TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (INTASC) STANDARDS

The college of education is also guided by the Interstate Teacher Assessment and Support Consortium (InTASC) model for beginning teacher licensure, evaluation, and development. These standards "describe the new vision of teaching needed for today's learners, how teaching practice that is aligned to the new vision develops over time, and what strategies teachers can employ to improve their practice both individually and collectively" (InTASC Model Core Teaching Standards and Learning Progressions for Teachers, 2013, p. 3).

The Learner and Learning

- **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- **Standard #3: Learning Environments**. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content

- **Standard #4: Content Knowledge**. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

- **Standard #6: Assessment**. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration**. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The Teacher Standards and Practices Commission was created by the Oregon Legislative Assembly in 1965 to advise the state Board of Education on licensure, education and performance of teachers, and other matters on which the Board requested assistance. In 1973, the Legislative Assembly, created a new state agency and transferred the full responsibility for educator licensure, educator licensure preparation programs, and maintenance of professional standards of conduct to the Commission. In 1979, authority for appointment of Commission members was moved from the state Board of Education to the Governor. The Commission's responsibilities apply to licensure and charter school registrations for teachers and administrators, licensure for personnel service specialists [school counselors, school psychologists, and school social workers], and certification for school nurses employed by Oregon public schools, preprimary through grade 12. The Commission's responsibilities also apply to the Higher Education Coordinating Commission public institutions as well as independent colleges and universities in Oregon that prepare licensed educators. The Commission works in cooperation with the Governor's Office and Education Cabinet to ensure well-rounded policy from Oregon's public education services.

STANDARDS FOR COMPETENT AND ETHICAL PERFORMANCE AND DISPOSITION EXPECTATIONS

Teacher candidates are expected to adhere to the Standards for Competent and Ethical Performance of Oregon Educators (584-020-0010, 584-020-0015, 584-020-0020, 584-020-0015, 584-020-0020, 584-020-0025, and 584-020-0030), the Ethical Educator (584-020-0035), and initial teacher preparation program disposition expectations. These expectations are outlined and signed by all Teacher Candidates in Teaching as a Profession. A copy of this form is found in the Appendix of this handbook.

Any breach of these standards may result in referral to the Admissions, Retention, and Dismissal (ARD) committee, possible dismissal from the Field Experience/Student Teaching placement, and termination from the initial teacher preparation program.

Please note: At any point, a formal complaint is considered or submitted to TSPC, the Teacher Candidate will be immediately suspended from the program. Pending the outcome, a Teacher Candidate may be removed from the program.

Candidates will sign a copy of the Standards for Competent and Ethical Performance and Disposition Expectations, indicating they are aware of the standards and expectations they are held to while in their education program. A copy of this document can be found in Appendix A.

The following are brief answers to many of the most frequently asked questions. For complete answers, please refer to the specific sections in this handbook.

Do I need a car? Will I have to travel? **YES!** The College of Education works with many school districts surrounding our campus when placing Teacher Candidates in Field Experience and Student Teaching. The schools may be as far away as 45-60 minutes (approx. 50 miles). Because of the diverse needs of our student body, we rely upon each teacher candidate to get to and from their placement sites. We encourage teacher candidates assigned to the same school to arrange a carpool.

How does the College of Education determine placements for student teaching? The College of Education Placement Coordinator works with districts and schools where teacher candidates are placed jointly to determine student teaching placements.

Can I choose my school and cooperating teacher? **NO.** The College of Education will do its best to assign teacher candidates to cooperating teachers and schools that best suit the needs and the individual personalities of each teacher candidate. Candidates are not permitted to contact schools or districts to arrange a placement*.* **Any candidate who attempts to contact schools or districts to arrange their own placement will be referred to the ARD committee for possible suspension or dismissal from the program***.*

Will I meet my cooperating teacher before Field Experience or student teaching? **Yes.** Teacher Candidates should reach out to their Mentor Teacher before starting their first day in a placement to set up a meeting to discuss expectations and general school procedures. Sometimes, a school or teacher will want to interview the Teacher Candidate before agreeing to host the individual.

What is considered professional dress for the school environment? All student teachers must adhere to the assigned school's professional dress code.

Acceptable attire includes knee-length skirts, slacks and tops, and dresses for women, and slacks, dress shirts, and ties for men. Each school has their own policy in regards to body piercings and visible tattoos. Unacceptable items include flip flops, attire that contains questionable wording (no obscene or offensive messages or references to products that are illegal to minors), garments that are low riding (exposes underwear, cleavage, or midsections), sheer fabrics, backless or off the shoulder clothing, or anything that does not adequately cover the body. **Jeans are not considered professional dress.** Student teachers are encouraged to inquire at their school concerning the dress code.

Can I hold a job while student teaching? Student teaching is a full-time professional non-paid internship; therefore, having a job while student teaching is strongly discouraged. The College of Education encourages teacher candidates to concentrate on student teaching during the semester, immersing themselves in the total school experience.

How many absences may I have during student teaching? Student teachers may take up to two excused absences during Field Experiences and five during student teaching. All absences must be approved by the cooperating teacher and communicated to the University course instructor or Supervisor. Extensive absences due to illness or extenuating circumstances must be approved by the College of Education. Teacher Candidates should reach out to their advisor or program coordinator for approval.

Can I leave student teaching early to attend an extracurricular activity or get to my job? A non-

education course, employment, or extracurricular activity must not interfere with student teaching nor require an early dismissal and cannot be used as an excuse for not performing student teaching duties.

How is my Student Teaching experience evaluated? Student teaching is evaluated as pass/fail. Teacher Candidates are evaluated through formal observations throughout the student teaching experience. Formal evaluations by your cooperating teacher and university supervisor are conducted at the midpoint of the experience and at the end. While your cooperating teacher and university supervisor will collaborate in your supervision and evaluation, final responsibility for your grade in student teaching rests with the university supervisor.

How do I obtain an Oregon teaching license? A license to teach is awarded by the Oregon Teacher Standards and Practices Commission (TSPC), so you will need to apply to the TSPC for a license once your degree is conferred.

Can I use my Oregon license to teach in another state? NO. You must apply for a license in that state. For licensure information, visit the state's Department of Education website.

GENERAL POLICY AND PROCEDURES OF THE INITIAL TEACHER PREPARATION PROGRAM

ACADEMIC STANDING

- Candidates must maintain an overall program GPA of 3.0 or better
- Candidates must maintain a minimum of:
  - **Undergraduate**: A *C-* in each professional education course (EDU, MTHE, and ED)
  - **Graduate**: A *C* in each professional education course (EDU, MTHE, and ED)
- Candidates must maintain a grade of S (satisfactory) in Field Experience and Student Teaching
- Candidates must meet the program attendance expectations as outlined in the handbook
- Candidates must meet all transition point requirements for program retention and completion

COURSE ATTENDANCE

Attendance policies are determined by individual course faculty and instructors. Please refer to course syllabi for course specific attendance expectations.

For online Zoom classes, cameras should be on. Accommodations regarding cameras will need to be made with individual instructors.

REGISTERING FOR CLASSES

Candidates are responsible for self-registering for courses every term, with the exception of Field Experiences and Student Teaching, in which the program advisor will register candidates.

ATTENDING PROGRAM REQUIRED MEETINGS

Candidates are expected to attend all program-required meetings; these include, but are not limited to: Program Orientation and Placement Orientations.

TRANSITION POINTS

The College of Education has determined that the following requirements and assessments are required for retention in the program. Transition points are monitored by Admission, Retention, and Dismissal Committee and shared with program advisors for the purpose of advising. Program Advisors and Teacher Candidates meet every term to discuss progress towards completing the requirements for each transition point. All requirements must meet the minimum threshold of achievement for retention.

*The Minimum Threshold of Achievement scores are reviewed annually. If a change is made to the minimum score, candidates will be notified.

TRANSITION POINT 1: ADMISSIONS FOR INITIAL TEACHER PREPARATION PROGRAM			
Assessment	**Frequency**	***Minimum Threshold of Achievement**	**Use of Results**
Application Essay	Once	Minimum of 5 pts	Used in screening for admission to Teacher Education Programs
GPA	Once	3.0 minimum for consideration	Used in screening for admission to Teacher Education Programs
Admissions Interview	Once	Minimum of 8 pts	Used in screening for admission to Teacher Education Programs
Fingerprint Clearance	Once	Clearance passed	Used in screening for admission to Teacher Education Programs
Content Area Test (ORELA) Elementary Subtest II	Until meeting minimum threshold of achievement	Minimum of 220	Used in screening for admission to Teacher Education Programs

TRANSITION POINT 2: ENTRY TO STUDENT TEACHING			
Assessment	**Frequency**	***Minimum Threshold of Achievement**	**Use of Results**
GPA (program)	Every term	3.0	Used in screening for program retention and for entry to student teaching
Program Courses	Every term	Grades of C- or better	Used in screening for program retention and for entry to student teaching
Observation (completed during fall of year 2) 409 A	Once	Minimum of 15 pts total	Used in screening for entry to student teaching Used for making improvements in programs Document candidate development with CoE, state, professional, and national standards
Dispositions - Monitoring only	Completed once during every placement	Minimum of 7 pts total	Used in screening for program retention and for entry to student teaching
Learning Segments and Strategies Commentary EDU 318	Once (retakes may be approved with instructor approval)	18, but no more than 1 score of 1	Used in screening for entry to student teaching Used for making improvements in programs Document candidate development with CoE, state, professional, and national standards
Dyslexia Screening Assignment EDU 320	Once (retakes may be approved with instructor approval)	Indicator 1 – At least 3 Indicator 2 – At least 3 Indicator 3 – At least 2	Used in screening for entry to student teaching Used for making improvements in programs Document candidate development with CoE, state, professional, and national standards
NES ESOL Exam	Attempted by: Senior year – January 30th	N/A	Used in screening for entry to student teaching Used for making improvements in programs Document candidate development with CoE, state, professional, and national standards
Elementary Only: Content Area Test (ORELA) Elementary Subtest I	Until meeting minimum threshold of achievement	220	Used in screening for entry to student teaching Used for making improvements in programs Document candidate development with CoE, state, professional, and national standards

TRANSITION POINT 3: EXIT FROM INITIAL TEACHER PREPARATION PROGRAM			
Assessment	**Frequency**	***Minimum Threshold of Achievement**	**Use of Results**
Teacher Performance Assessment *Completed during student teaching	Once For Licensure – Until passed	TBD	Used in screening for exit from program and licensure recommendation Used to make improvements in programs Document development with CoE, state, professional, and national standards
Observations	4 times during student teaching (1 winter, 3 spring)	#1 – minimum of 15 pts #2 – minimum of 16 pts #3 – minimum of 17 pts #4 – minimum of 18 pts	Used in screening for exit from program and licensure recommendation Used to make improvements in programs Document development with CoE, state, professional, and national standards
CPAST	2 times during student teaching (end of winter term – midterm, and of spring term – final)	Winter – minimum of 35 pts Spring - minimum of 38 pts	Used in screening for exit from program and licensure recommendation Used to make improvements in programs Document development with CoE, state, professional, and national standards

Clinical Experiences (Field Experiences and Student Teaching) are often the most meaningful and rewarding experiences in teacher education. The expectations of the field experience and student teaching experiences represent the developmental knowledge, skill, and dispositions collectively represent a bridge between the knowledge, skills, and dispositions developed through program course work and the practical application of those professional attributes as a Teacher Candidate and, subsequently, as a classroom teacher.

Field Experiences are a series of supervised observational and interactive experiences in a school placement that provide for and emphasize the practical application of theory in the field while the teacher candidate completes coursework in the School of Education. Teacher Candidates are matched with a Mentor Teacher in a partnering school. The primary role of the Mentor Teacher is to supervise and guide teacher candidate throughout their time in the classroom.

Student Teaching is the culminating experience for pre-service candidates. During this time, Teacher Candidates work as full-time teaching non-paid interns, assuming assigned responsibilities and duties of the Mentor Teacher under the direction of a University Supervisor. The Student Teaching experience allows the opportunity for an intensive, long-term experience to further develop the Teacher Candidates knowledge, skills, and dispositions.

TPSC has determined that teacher candidates "(6) must complete at least 15 weeks of student teaching. (a) The student teaching must be at least nine consecutive full-time weeks in a school setting, during which the candidate assumes the full range of responsibilities of a classroom teacher for the purpose of developing and demonstrating the competencies required for initial licensure. (b) During the remaining six weeks, the student teaching may be full-time or the equivalent part-time experience. (c) The assignment of responsibilities may be incremental in keeping with the objectives of the experience. (d) The student teaching must be supervised by a cooperating teacher (584-400-0140). **EOU has determined that teacher candidates must demonstrate full control of the classroom for a minimum of three weeks during the student teaching experience.**

The progression of Field Experiences and Student Teaching experiences generally begins with understanding of the school community and planned observations, followed by varying degrees of participation in the classroom and then in the broader school community. These experiences are primarily intended to develop the Teacher Candidate but are also considered mutually beneficial to all participants.

The College of Education faculty believes in the value of meaningful clinical experiences, and the faculty values the partnership that it has with local schools, school administrators, and teachers. The collaboration among the Student Teacher, the Cooperating Teacher, the University Supervisor, the faculty, and the College of Education is at the heart of a successful field experience.

GENERAL PROCEDURES AND POLICIES FOR FIELD EXPERIENCES AND STUDENT TEACHING

IDENTIFICATION BADGES

Schools are secure environments, and access to schools is controlled. In recognition of the schools' efforts to ensure the safety and security of their students and staff, EOU Teacher Candidates are required to wear an identification badge when in the schools for Field Experiences and Student Teaching visits. Candidates working on restricted licenses are exempt from this expectation.

PLACEMENT PROCEDURES

School placements rely on the ongoing, positive, and collaborative relationships between the College of Education and partnering schools. The partnerships that the College of Education enjoys with local education agencies result from many years of successful teacher candidate placements, a shared expectation of excellence, and a common educational mission. When EOU students are placed in the schools for Field Experiences and Student Teaching, they become part of this long-standing partnership and are expected to be positive contributors.

Field Experiences and student teaching are conducted in a school with experienced teachers licensed in the candidate's desired licensure content area. The Placement Coordinator makes them in close collaboration with the school principal or district. Candidates are not permitted to contact schools or districts to arrange a placement. *Any candidate who attempts to contact schools or districts to arrange a placement will be referred to the ARD committee for possible suspension or dismissal from the program.*

Field Experiences and Student Teaching are made primarily within a 50-mile radius of campus. Teacher candidates should expect to incur travel time and associated expenses; the College of Education cannot supplement these expenses.

PROCESS FOR SECURING PLACEMENTS:

- The EOU Placement Coordinator reaches out to the district superintendent. The District Superintendent communicates with the EOU Placement Coordinator if EOU should work directly with the principal or District Placement Coordinator (HR) to secure placements.
- The Placement Coordinator reaches out to the Principal or District Placement Coordinator (HR), outlining the expectations of the experiences. Upon request of the principal or district Placement Coordinator, EOU may send the candidate's resume (as submitted as part of the application packet) and set up an interview with the candidate and the potential mentor teacher. If an interview is required, the candidate must inform the EOU Placement Coordinator that the interview was conducted/completed.
- The candidate should not have any additional contact with the district until the EOU Placement Coordinator has sent the candidate confirmation of placement.
- The EOU Placement Coordinator, in collaboration with the principal or the District Placement Coordinator (HR), partners the Teacher Candidate with the Mentor Teacher.
- The EOU Placement Coordinator will send a placement confirmation email to the Teacher Candidate, the Mentor Teacher, the course instructor or University Supervisor, the Principal, and/or the District Placement Coordinator.
- **Upon receiving the placement confirmation email, the candidate must to reach out to the Mentor Teacher within 48 hours. Not reaching out to the Mentor Teacher within this timeframe will result in an ARD referral for professional concerns. *In addition, candidates must schedule and meet with the Mentor Teacher before the first day in placement.***

QUALIFICATIONS OF MENTOR TEACHERS

Field Experiences:

Per EOU Mentor Teacher qualifications (in alignment with TSPC 548-400-0145), Mentor Teachers must:

- Hold a qualified license
  - Preliminary Teaching License; Professional Teaching License; Teacher Leader License; Legacy Teaching License; Basic Teaching License; Standard Teaching License; Initial I Teaching License; Initial II Teaching License; Continuing Teaching License; Distinguished Teaching License;

Preliminary CTE Teaching License (May only supervise candidates pursuing CTE endorsements); Professional CTE Teaching License (May only supervise candidates pursuing CTE endorsements); and American Indian Language Teaching License (May only supervise candidates pursuing American Indian Language Teaching License and endorsement)

- Hold the same endorsement that the teacher candidate is preparing for during the Commission-required student teaching,
- Have three full years of teaching experience; and no longer be in probationary contract status,
- Be co-selected with a partnering school district (EOU and school district MOU), and
- Completes the EOU Mentor Teacher Training

*EOU may waive the three-year requirement and allow a teacher with two years of teaching experience to serve as a Mentor Teacher with principal or district approval.

Student teaching:

Per Teacher Standards and Practices Commission (548-400-0145), Mentor Teacher must:

- Hold a qualified license
  - Preliminary Teaching License; Professional Teaching License; Teacher Leader License; Legacy Teaching License; Basic Teaching License; Standard Teaching License; Initial I Teaching License; Initial II Teaching License; Continuing Teaching License; Distinguished Teaching License; Preliminary CTE Teaching License (May only supervise candidates pursuing CTE endorsements); Professional CTE Teaching License (May only supervise candidates pursuing CTE endorsements); and American Indian Language Teaching License (May only supervise candidates pursuing American Indian Language Teaching License and endorsement)
- Hold the same endorsement that the teacher candidate is preparing for during the Commission-required student teaching,
- Have three full years of teaching experience; and no longer be in probationary contract status,
- Be co-selected with a partnering school district (EOU and school district MOU), and
- Completes the EOU Mentor Teacher Training

OTHER INFORMATION REGARDING PLACEMENTS

- The Placement Coordinator will not consider placement for candidates where they may come into contact with their immediate relatives.
- The Placement Coordinator will place candidates in multiple regional districts over the two-years. Placements may require travel within a reasonable commuting distance (approximately 50 miles).
- **Candidates will receive their placement confirmation email four weeks before to the placement start date.**

Although highly uncommon, circumstances sometimes necessitate consideration of a change in placement for a Teacher Candidate. In such situations, the Teacher Candidate, faculty, Mentor Teacher, University Supervisor, or school administrator concerned about a student placement should contact the Placement Coordinator. Since a change in placement can represent a significant disruption in a teacher candidate's program and the continuity of a PreK-12 classroom, requests for changes are carefully considered. In most cases, other appropriate solutions are considered first to resolve any issues that may interfere with a placement's success. Suppose the Placement Coordinator, in collaboration with the Admissions, Retention, and Dismissal Committee determines that a change placement is warranted. In that case, every effort will be made to secure a new placement for the Teacher Candidate in a manner that is fair and minimally disruptive to everyone involved. However, since the schools ultimately control placement in the schools, the College of Education cannot guarantee the availability of a new placement.

REQUIRED CLOCK HOURS

Attendance in the schools during Field Experiences and Student Teaching is governed by TSPC Educator Preparation Program requirements. The College of Education emphasizes the quality of clinical experiences rather than the number of hours, and our program requirements exceed the minimum state requirements (584-400-0020). Teacher candidates are expected to meet the College of Education Program requirements for purposes of program/degree completion and recommendation for licensure.

TIMESHEET

Candidates must submit timesheets documenting the absence and reason for missing placement.

Timesheets are shared with the Mentor Teacher during the first week of placement. Students are responsible for documenting any days missed on the timesheet, obtaining the mentor teacher signature, and submitting the form in the appropriate course by the due date. Students are responsible for the accuracy of the timesheet.   Course instructors will verify the timesheet with reported absences and share any discrepancies with ARD.

COLLEGE OF EDUCATION FIELD EXPERIENCE AND STUDENT TEACHER COMPETENCIES

The Student Teacher Competencies represent the knowledge, skills, and dispositions that teacher candidates are expected to develop and demonstrate through courses and Field Experiences in their professional preparation, culminating in the Student Teaching experience. The program is designed to provide teacher candidates with increasingly complex experiences in clinical settings that will prepare them to be effective professionals in diverse classroom settings. Field Experiences are supervised by the Mentor Teacher, Course Instructors, and the Placement Coordinator.

Expectations of the experiences are developmental and align with coursework expectations. Below you will see the expectations for each placement. The student teacher is a pre-professional non-paid intern for the school in which he or she is placed. Therefore, participation in all aspects of the school life (e.g., departmental and faculty meetings, curriculum planning, extra-curricular activities, professional association concerns, SOL training) is extremely important.
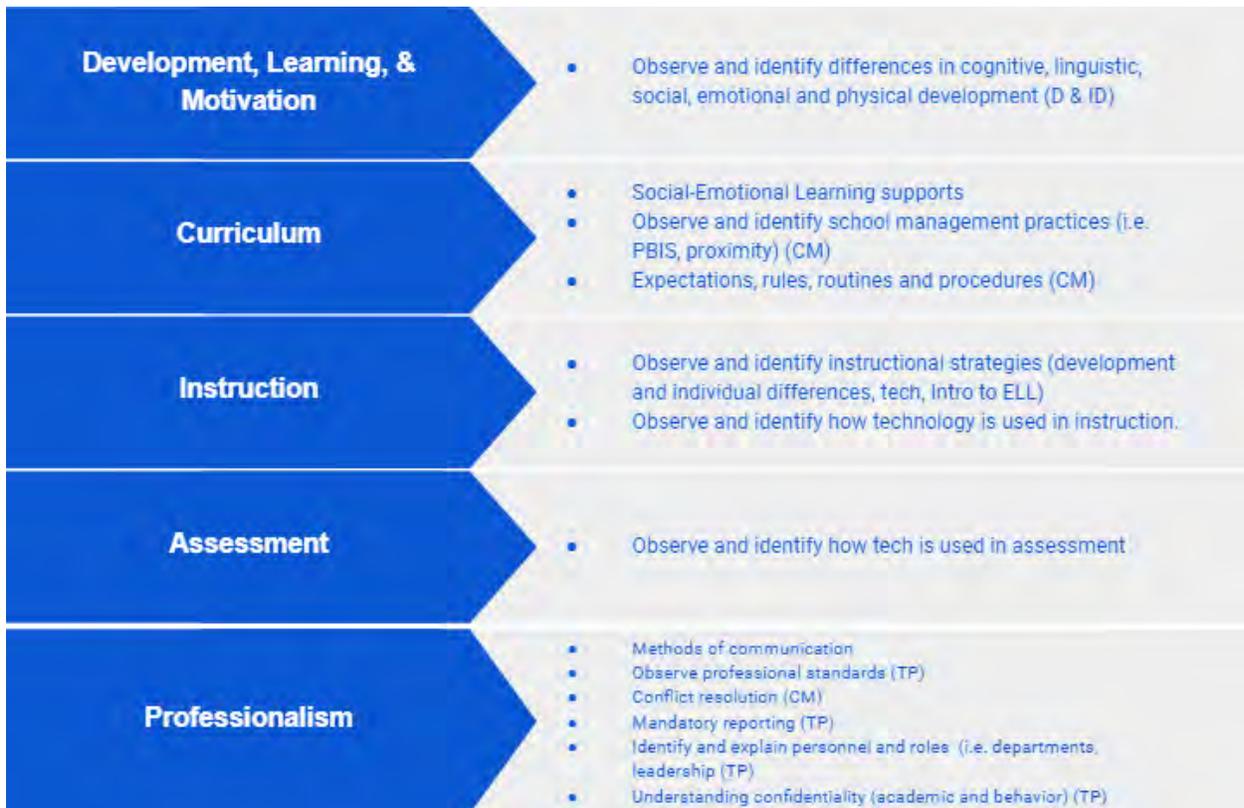
No two Field Experiences are the same. Teacher Candidates experience differences in schools, classrooms, colleagues, students, curricula, and more, so it is difficult to address all of the experiences that a student teacher may encounter in the classroom. Provided are the expectations for each Field Experience during your program.

309A & B: First Year Fall

Hybrid: This 15-day Field Experience gives the Teacher Candidate the opportunity to observe and assist the Mentor Teacher with the preparation of the classroom prior to student arrival. Once students arrive, the candidate should observe the establishment of routines and instruction.

All programs: This fall term Field Experience is designed to give Teacher Candidates the opportunity to begin implementing theory covered in concurrent courses to practice in Field Experience placements. Juniors will be in practicum Tuesday and Thursdays

- **Hybrid:** Candidates will be in placement at *minimum 7 hours a day, totaling 14 hours per week*. However, it is highly recommended that Teacher Candidates follow the Mentor Teacher contact hours.
- **Gresham & La Grande:** Candidates will be in placement from the start of the teacher contract day to 1:00 pm.

Development, Learning, & Motivation	• Observe and identify differences in cognitive, linguistic, social, emotional and physical development (D & ID)
Curriculum	• Social-Emotional Learning supports • Observe and identify school management practices (i.e. PBIS, proximity) (CM) • Expectations, rules, routines and procedures (CM)
Instruction	• Observe and identify instructional strategies (development and individual differences, tech, Intro to ELL) • Observe and identify how technology is used in instruction.
Assessment	• Observe and identify how tech is used in assessment
Professionalism	• Methods of communication • Observe professional standards (TP) • Conflict resolution (CM) • Mandatory reporting (TP) • Identify and explain personnel and roles (i.e. departments, leadership (TP) • Understanding confidentiality (academic and behavior) (TP)

Mainstream teachers, together with ESOL professionals, parents, and administrators are working to see that K-12 ESOL students acquire the academic English necessary to succeed in school. This seminar course is designed to assist the preservice and practicing teacher in development and practice of research-based strategies for meeting the needs of second language learners in the mainstream classroom. Effective methods of teaching both the English language and regular curriculum objectives will be the main focus of the course, with a special emphasis on learning to read, write, and speak English in the mainstream classroom. Candidates will complete 30 hours in a classroom.

Development, Learning, & Motivation	• Observe and identify differences in linguistic , social, emotional and physical development pertaining to language acquisition and production.
Curriculum	• Observe and identify ESOL strategies and theories as they apply to practice. • Observe strategies and application of teaching language through the content areas.
Instruction	• Observe and identify instructional strategies related to language and cognition • Observe building background knowledge, scaffolding, modeling, wait time and differentiated instruction
Assessment	• Connection language objectives to assessment strategies • Identify a variety of of assessment strategies in the classroom and for language proficiency
Professionalism	• Methods of communication • Professional dress • Confidentiality and Mandatory Reporting • Interaction with a variety of staff, parents, and students • Respond and apply constructive criticism and feedback • Reflective Practice

YEAR 1: SPRING – EASTERN OREGON READING CLINIC (EDU 309 C)

This structured practicum experience provides the venue for implementing theory into practice, specifically in early reading instruction, that is covered in the previous and concurrent courses in the elementary education program. Students will gain experience in teaching phonological/phonemic awareness, and phonics through structured literacy techniques.

Development, Learning, & Motivation	• Apply knowledge of literacy development to plan and deliver foundational skills literacy lessons • Apply behavior management strategies to optimize learning opportunities in small group, one-on-one, and virtual settings
Curriculum	• Follow a scope & sequence of foundational literacy skills • Utilize lesson protocols to maximize student engagement and learning
Instruction	• Use explicit instruction principles to deliver effective foundational literacy skills instruction • Use engagement strategies to maximize instructional opportunities
Assessment	• Administer foundational skills literacy assessments • Use assessment data to plan and modify instruction as needed
Professionalism	• Be prompt and present for all reading practicum sessions • Use self-reflection to improve instruction • Receive feedback professionally and implement suggestions to improve instruction and student outcomes

YEAR 2: SUMMER/FALL – ESOL PRACTICUM (EDU 479)

(Summer La Grande/Fall Hybrid & Gresham)

The purpose of this (English for Speakers of Other Languages) ESOL field experience is to provide opportunities for pre-service and practicing teachers to become familiar with the complex world of students from diverse linguistic and cultural backgrounds. Consequently, course participants are assigned to work with students in linguistically diverse educational settings, in close contact with teachers and/or staff who are certified as ESOL instructors. At the same time, efforts are made to accommodate participants' preferences for specific grade levels. Candidates complete 60 hours of experience.

Development, Learning, & Motivation	• Subject knowledge (language and content) • Build rapport • Differentiates lessons for learners • Applies linguistic proficiency adaptations and accommodations
Curriculum	• Use a variety of resources to plan • Use Oregon CCSS and ELP Standards to develop lessons • Links the purpose of the lessons to larger curriculum • Builds background knowledge and scaffolds learning • Student background, language level, and experiences are considered in planning
Instruction	• Plan in collaboration with the mentor teacher • Practices (through planning and teaching) engagement strategies • Uses a variety of teaching strategies (for language and content) • Initiative to follow and guide classroom routines and transitions • Candidate works to enhance language development, vocabulary and higher level thinking and questioning skills • Uses a variety of resources including effective instructional technology
Assessment	• Uses assessments alongside the mentor teacher • Reviews assessment with the mentor teacher to understand instructional decisions • Evaluate (some) students individually, gathers and analyzes data • Assessments are fully integrated into instruction • Feedback is provided and is accurate and specific • Demonstrates growth over time and candidate impact on student learning
Professionalism	• Methods of communication • Professional dress • Confidentiality and Mandatory Reporting • Interaction with a variety of staff, parents, and students • Respond and apply constructive criticism and feedback • Reflective Practice

409A: This 15-day Field Experience gives the Teacher Candidate the opportunity to observe and assist the Mentor Teacher with the preparation of the classroom prior to student arrival and an intentional focus on classroom management at the beginning of the school year. Teacher Candidates will be present in the classroom *all day* for the first 15-days of the K-12 academic calendar, following the mentor teacher contract hours.

409B: This fall term Field Experience is designed to build on prior Field Experiences and give Teacher Candidates the opportunity to connect theory learned in concurrent courses to observations and implementation to practice in Field Experience placements.

Development, Learning, & Motivation	• Subject knowledge • Build rapport • Differentiate lessons for learners
Curriculum	• Use a variety of resources to plan • Use Oregon CCSS to develop lessons
Instruction	• Plan in collaboration with the mentor teacher • Practices (through planning and teaching) engagement strategies • Uses a variety of teaching strategies
Assessment	• Uses assessments alongside the mentor teacher • Reviews assessment with the mentor teacher to understand instructional decisions • Evaluate (some) students individually e.g. reading and math
Professionalism	• Professional demeanor and ethical behavior • Communicates and collaborates effectively • Reflective practice

First five Weeks of Winter term: This 5-week winter term Field Experience is designed to build on prior Field Experiences and give Teacher Candidates the opportunity to connect theory learned in concurrent courses to observations and implementation to practice in Field Experience placements. Teacher Candidates will be present in the classroom *all day* on Mondays and Wednesdays, at *minimum 7 hours a day, totaling 14 hours per week*; however, it is highly recommended that Teacher Candidates follow the Mentor Teacher contact hours.

Second Five Weeks of Winter Term and full Spring Term – Student Teaching: The 5-week winter term Field Experience is designed to allow the Teacher Candidate to create respectful relationships, build on prior Field Experiences and successfully transition the Teacher Candidate to student teaching. Student teaching provides the venue for implementing theory into practice and requires collaboration with Mentor Teacher, and includes gradual taking over responsibility of the learning environment. Teacher candidates will be present in the classroom full time, following the Mentor Teacher contract days and hours.

Student teaching provides the venue for implementing theory into practice and requires collaboration with a Mentor Teacher and includes gradually assuming responsibility of the learning environment.

Development, Learning, & Motivation	• Subject knowledge • Build rapport • Differentiates lessons for learners • Take an active role in guiding student behavior and use preventative strategies to guide student behavior
Curriculum	• Use a variety of resources to plan • Use Oregon CCSS to develop lessons • Links the purpose of the lessons to larger curriculum • Student interests are considered in planning
Instruction	• Plan in collaboration with the mentor teacher • Practices (through planning and teaching) engagement strategies • Uses a variety of teaching strategies • Initiative to follow and guide classroom routines and transitions are • Student teacher works to enhance literacy skills, vocabulary and higher level thinking and questioning skills
Assessment	• Uses assessments alongside the mentor teacher • Reviews assessment with the mentor teacher to understand instructional decisions • Evaluate (some) students individually e.g. reading and math • Assessments are fully integrated into instruction • Feedback is provided and is accurate and specific
Professionalism	• Professional demeanor and ethical behavior • Communicates and collaborates effectively • Reflective practice

TPSC has determined that teacher candidates "(6) must complete at least 15 weeks of student teaching. (a) The student teaching must be at least nine consecutive full-time weeks in a school setting, during which the candidate assumes the full range of responsibilities of a classroom teacher for the purpose of developing and demonstrating the competencies required for initial licensure. (b) During the remaining six weeks, the student teaching may be full-time or the equivalent part-time experience. (c) The assignment of responsibilities may be incremental in

keeping with the objectives of the experience. (d) The student teaching must be supervised by a cooperating teacher (584-400-0140).

The College of Education expects Student Teachers to carry the full load of teaching responsibilities for at least three weeks. Student teachers are permitted and strongly encouraged to carry the full load for more than three weeks if agreed to by the cooperating teacher and university supervisor. Plans should be collaboratively made to handle the gradual transition of classes back to the cooperating teacher during the final weeks of the student teaching experience. The student teacher should continue teaching some portion of the cooperating teacher's load into the final week of the experience.

APPEARANCE AND DEMEANOR

Every school has norms and expectations regarding the appearance and demeanor of its faculty and staff. As teacher candidates participating in clinical experiences in the schools, W&M students are expected to meet or exceed the schools' expectations of appearance and behavior. Teacher candidates should dress professionally at all times in the schools, typified by slacks, skirts, collared shirts, ties, and the like. It is the teacher candidate's responsibility to become familiar with the school's expectations for faculty appearance and dress immediately upon beginning the first practicum experience

Unkempt clothing, shorts, flip-flops, mini-skirts, bare midriffs, t-shirts, and bare shoulders, are some examples of clothing and appearance that are often unacceptable for school teachers.

OUT OF AREA FEE

All out of area placements will be assessed a $650 out of area placement fee. This fee will be assessed in the student teaching terms.

In Area counties include:

Oregon: Baker, Clackamas, Gilliam, Grant, Harney, Hood River, Malheur, Morrow, Multnomah, Sherman, Umatilla, Union, Wasco, Wallowa, and Wheeler.

Washington: Klickitat and Walla Walla

Idaho: Washington and Payette

MINIMUM THRESHOLD OF ACHIEVEMENT

Teacher candidates must meet the minimum achievement threshold on all key assessments within the program. The minimum threshold of achievement scores for all key assessments are found in the Transition Points document in this handbook. Failure to meet a minimum achievement threshold may lead to resubmission of the assessment, additional observations, a referral to ARD, and/or dismissal from the program. The minimum threshold of achievement scores can be found on the Transition Point tables.

CONTENT AREA TEST

Teacher Candidates must submit evidence of meeting the required content knowledge and pedagogy skills as determined by TSPC (584-220-0015). Students must achieve passing scores on commission-adopted subject matter licensure tests. Candidates will not be eligible for licensure until successfully meeting the cut score.

You may obtain information concerning how to take and study for the ORELA exams by going to the ORELA website.

In cases where candidates cannot pass the content area tests (content test must be attempted once), EOU will utilize the TSPC-approved Multiple Measures Approach to Demonstrating Content Knowledge. Regarding the multiple measures process, please reach out to your program advisor.

EASTERN OREGON UNIVERSITY ORTPA

In 2021, House Bill (HB) 3354 eliminated the requirement for teacher candidates to take and pass the edTPA before applying for teacher licensure.

EOU is in the process of developing the EOU ORTPA. EOU will be submitting the draft of the EOU ORTPA for approval to the Teacher Standards and Practices Commission to pilot during the 2022-23 academic year.   The EOU ORTPA will be shared with faculty and the College of Education Advisory Council during the fall term. Validation of the assessment will be worked on during the fall term.

Once the tool is approved for use and validated, and a cut score has been determined, the assessment, rubrics, and additional documents will be shared with Teacher Candidates in the Teacher Performance Seminar course.

OBSERVATIONS

Observations are used to provide EOU with feedback on the development and growth of candidates during the program. Observations are completed by Mentor Teachers, course instructors (Field Experiences), or University Supervisors (Student Teaching).

The EOU College of Education has adopted the Danielson Framework for Teaching for observations by Course instructors and University Supervisors. Mentor Teachers will complete an observation form created by the College of Education. The observation forms for course instructors/University Supervisors and Mentor Teachers are provided in the appendix. The observation schedule for Mentor teachers and course instructors/University Supervisors is located in the Schedule of Triangle Meetings, Observations, and Evaluations. A copy of the observation is found in Appendix B.

Teacher Candidates are required to submit a formal EOU lesson plan for formal observations to the University Supervisor at a minimum of 48 hours before conducting the pre-observation meeting

EVALUATIONS

EOU uses the Candidate Preservice Assessment of Student Teaching (CPAST). The Teacher Candidate is evaluated twice during the student teaching experience (Midterm - end of winter term and Final - end of spring term). The CPAST rubrics are provided in the appendix. The evaluation schedule for Mentor teachers and course instructors/University Supervisors is located in the Schedule of Triangle Meetings, Observations, and Evaluations. A copy of the evaluation is found in Appendix C.

SCHEDULE OF TRIANGLE MEETINGS, OBSERVATIONS AND EVALUATIONS

Placement	Course(s)	Term	Mentor Teacher Responsibilities	Course Instructors or University Supervisor Responsibilities
1	309A & B	Summer & Fall	o No formal observations required o Dispositions completed during triangle meeting with course instructor and teacher candidate – Due Friday of 5th week of EOU Fall Term	o Review and Confirm Placement Confirmation Form o Dispositions completed during triangle meeting with course instructor and teacher candidate - Due Friday of 5th week of EOU Fall Term o Drop-ins
2	421L	Winter	o Sign-off on time sheet – Due by the end of the EOU Winter Term	o N/A
3	309C	Spring	o No formal observations required o Dispositions completed during triangle meeting with course instructor and teacher candidate – Due Friday of 5th week of EOU spring Term	o Dispositions completed during triangle meeting with course instructor and teacher candidate - Due Friday of 5th week of EOU spring Term o Drop-ins
4	479	Summer or Fall	o Observation #1 o Observation #2 o Evaluation	o Observation #1 o Observation #2 o Evaluation
5	409A & B	Summer & Fall	o Dispositions completed during triangle meeting with course instructor and teacher candidate – Due Friday of 5th week of EOU Fall Term o Observation #1 – Due Friday of 9th week of fall term	o Dispositions completed during triangle meeting with course instructor and teacher candidate – Due Friday of 5th week of EOU Fall Term o Observation #1 – Due Friday of 9th week of fall term o Drop-ins
6	409C & 417A	Winter	First Five weeks of Winter placement: o Triangle Meeting Second five weeks (student teaching begins): o Observation #1 –Due Friday of 9th week of winter term o End of Winter Triangle Meeting – Complete evaluation	First Five weeks of placement: o Triangle Meeting o Drop-ins Second five weeks (student teaching begins): o Observation #1 & Technology Rubric- Due Friday of 9th week of winter term o End of Winter Triangle Meeting – Complete evaluation
	417B	Spring	o Observation #2 - Due Friday of 3th week of spring term o Observation #3 - Due Friday of 6th week of spring term o Observation #4 - Due Friday of 9th week of spring term o Final triangle meeting – complete evaluation	o Observation #2 - Due Friday of 3th week of spring term o Observation #3 & Technology - Due Friday of 6th week of spring term o Observation #4 - Due Friday of 9th week of spring term o Final triangle meeting – complete evaluation o *Drop-ins as appropriate

TRIANGLE MEETINGS

All triangle meetings include the Teacher Candidate, Mentor Teacher, and Course Instructor or University Supervisor.

Initially, during Field Experiences, triangle meetings are an opportunity for the Teacher Candidate, Mentor Teacher, and course instructor to meet and discuss expectations of the experience and growth during the experience.

During Student Teaching, triangle meetings are opportunities for the Teacher Candidate, Mentor Teacher, and University Supervisor to meet and discuss expectations of the experience, growth during the experience, and complete dispositions. In addition, evaluations (CPAST) will be completed at the end of the winter term and the end of spring terms.

OBSERVATIONS

MENTOR TEACHERS

FIRST YEAR – Mentor Teachers are asked to continually provide feedback throughout the experience. No formal observations are required to be completed during the first year.

SECOND YEAR - Mentor Teachers are required to complete observations as identified in the Schedule of Triangle Meetings, Observations, and Evaluations.

> **Observations** – Observations will be conducted throughout the second-year experiences. TSPC has defined an observation as the following:
>
>> **An observation conducted by a Mentor Teacher must include a pre-lesson meeting with the candidate, a documented observation of the candidate's lesson, and a post-lesson meeting with the candidate.** The purpose of the pre-meeting is to discuss the plan for the observed lesson. The purpose of the post-lesson meeting is to provide feedback to the candidate relevant to the observed lesson. The Mentor Teacher may present their feedback to the candidate in oral or written form. The Mentor Teacher or EPP must record the date(s) and time(s) of the pre-meeting, lesson observation, and the post-meeting that constitute the formal observation in the candidate's clinical practices records or documentation (584-400-0140).
>
> Mentor Teachers are emailed with the observation form. The observation form is submitted to the University Supervisor for their review and if necessary, to meet with the candidate. The University Supervisor will submit the observation form to the Placement Coordinator.

COURSE INSTRUCTOR OR UNIVERSITY SUPERVISORS

During Field Experiences, Teacher Candidates will be assigned a course instructor to monitor learning. A University Supervisor will be assigned for Student Teaching. Observations, both drop-in and formal, are critical in candidate

professional development. In consultation with the Teacher Candidate, each University Supervisor determines their observation schedule. The observations are recorded and used to ensure Teacher Candidates are meeting program minimum expectations and anticipated development. The Observation Tool used for observations is the Danielson Framework.

FIRST YEAR – Field Experience course Instructors are asked to continually provide feedback throughout the experience. No formal observations are required to be completed during the first year.

> **Drop-ins** – A drop-in observation is an observation that is informal, both unannounced and not set for a specific amount of time. A University Supervisor may drop into a classroom at any time to gather information on specifics, such as pacing, student engagement, lesson development, assessment, and identification of next steps in candidate development. No documentation of this observation is required.

SECOND YEAR – Course instructors and University Supervisors are required to complete formal observations as determined in the Schedule of Triangle Meetings, Observations, and Evaluations table.

> **Drop-ins** – A drop-in observation is an observation that is informal, both unannounced and not set for a specific amount of time. A University Supervisor may drop into a classroom at any time to gather information on specifics, such as pacing, student engagement, lesson development, assessment, and identification of next steps in candidate development. No documentation of this observation is required.

> **Formal Observation** – Formal observations are conducted throughout the experiences and are recorded and monitored to ensure candidate development.

> EOU uses the Danielson Framework for teaching as the observation tool. Observations follow the POP cycle (pre-observation meeting, observation, post-observation meeting). **Teacher Candidates are required to submit a formal EOU lesson plan for this observation to the University Supervisor at a minimum of 48 hours before conducting the pre-observation meeting; the University Supervisor may require more than the minimum of 48 hours.** The University Supervisor will submit the observation to Campus Labs. Additional feedback may be provided to the teacher candidate but not recorded.

EVALUATIONS

EOU uses the Candidate Preservice Assessment of Student Teaching (CPAST). The Teacher Candidate is evaluated twice during the student teaching placement. The CPAST rubrics are provided in the appendix. The evaluation schedule for Mentor teachers and course instructors/University Supervisors is located in the Schedule of Triangle Meetings, Dispositions, Observations, and Evaluations.

> **CPAST** – Two CPAST evaluations are conducted during the student teaching experience: during the end of winter and final triangle meetings. Teacher Candidate, Mentor Teacher, and University Supervisor each review the Pre-CPAST rubric and determine an independent score. During the triangle-meeting, the scores for each rubric are discussed, and a consensus score is determined.

ADDRESSING CONCERNS ABOUT CANDIATES' PROGRESS

ADMISSIONS, RETENTION, AND DISMISSAL POLICY

The Admission, Retention, and Dismissal (ARD) committee oversees the admission process and policies, monitors teacher candidate progress of program expectations and standards toward program completion, and deliberates on retention and dismissal decisions.

The ARD Policy Handbook is found on the EOU College of Education website (College of Education>Resources for Current Students>Admission, Retention, and Dismissal Policy (ARD) Handbook).

EOU STUDENT ATHLETES, CLUBS, AND RESIDENCE LIFE

The College of Education is committed to working with student-athletes, those participating in clubs, and those participating in residence life. Candidates participating in athletics, clubs, or residence life for EOU must have a written agreement with the College of Education. Details for completing the agreement are provided below.

Completing the EOU Athlete, Club, and Residence Life Agreement:

- A College of Education (CoE) representative will reach out to candidates to schedule a meeting.
- The Teacher Candidate(s) will meet with the CoE representative to discuss expectations of the candidate(s) participating in athletics, clubs, or residence life while in the initial teacher preparation program.
- The Teacher Candidate will provide the schedule of days the candidate will be absent.
- The Teacher Candidate will share the College of Education expectations with the coach or advisor.
- The Coach or advisor will sign the agreement.
- The signed agreement and schedule of events will be provided to the Director of Teacher Preparation.
- The signed agreement will remain in the candidate's file.
- A copy of the absences schedule will be provided by the candidate to course instructors, University Supervisors, and mentor teachers.

SUBSTITUTE TEACHING WHILE IN PROGRAM

EOU College of Education approves of candidates substitute teaching:

- Must follow district policy for sub license. The district will be responsible for helping candidates obtain emergency sub licenses if that is needed by the district.

- Subbing during days and times outside of class/practicum/student teaching obligations: they can sub in any school/district that offers them a job. This is "off the clock" with EOU, so they can choose what jobs/work they want to take.

- Subbing during practicum/student teaching hours: Only allowed to sub during practicum/student teaching hours within their MT's classroom. Cannot sub in other classes in the school/district during required practicum/student teaching hours.

- Subbing will not be allowed during any EOU class times. Any sub jobs taken must be concluded in time to attend EOU classes. Tardiness or absence from EOU classes will not be accommodated.

PURCHASING OF BOOKS

You can access the books needed for courses from the EOU Bookstore on campus and online. This is the most current place to find books. It is mandatory that you have all books before the start of each new term.

*Books for the entire term (first and second 5-week courses) must be purchased at the start of the academic term. Unpurchased books for the term are returned to the warehouse during the 3rd or 4th week of the term. Once books have been returned, they can no longer be ordered by the bookstore for that term.

LIABILITY

As a Teacher Candidate, you may encounter situations that may involve legal actions, in which you may be held personally liable for damages, or you may sustain an injury or damage to your personal property. Eastern Oregon University has an insurance policy that covers liability for candidates enrolled in supervised Clinical Experiences. However, candidates are strongly urged to consider purchasing professional liability insurance coverage through a professional educator association or private insurance carrier.

EMAIL ACCOUNT & CONTACT INFORMATION

Candidates are assigned an EOU email per University policy. Candidates are responsible for checking their EOU mail accounts regularly. All electronic communication will be sent to EOU email addresses, not personal accounts.

Candidates must keep their mailing address and contact telephone number(s) current with the program advisor. Any changes to contact information should be sent to the program advisor immediately.

PROFESSIONAL BEHAVIOR, ETHICS, AND VALUES

Professional behavior, ethics, and values are the candidate's responsibility and are signed at the beginning of the program and included in the candidate's assessment process of observations and midterms.

Confidentiality regarding the identity of students, University faculty and Supervisors, and Mentor Teachers must be maintained at all times. In all cases, the candidate must keep in mind that they are the guest of the school.

STUDENT CODE OF CONDUCT

Candidates are expected to meet the academic and behavior standards outlined in the EOU Student Handbook at http://www.eou.edu/sse/student-handbook/. Candidates will also follow professional guidelines expected of teachers in the school district where they are candidates. Candidates who violate the code of conduct will be referred to the ARD committee for possible retention or dismissal from the program.

BILINGUAL CANDIDATES

Candidates who are bilingual (or multilingual) can complete the requirements to have Bilingual Specialization(s) on their teaching license. The specialization is listed as Bilingual Specialization: [Language], such as Bilingual Specialization: Spanish. This specialization does not require a program. As a result, EOU does not submit program completion reports to recommend candidates. Instead, candidates work directly with TSPC to submit documentation of proficiency, fulfilled by completing the Commission-approved language proficiency exam, and candidates list the request to have the specialization(s) added on the licensure application. The exam information is in the Program Review and Standards Handbook in the Specializations section (on pp. 70-71 of the April 2019 revision of the handbook). This is not the same exam as the proficiency exams required for those seeking the World Language endorsement.

EOU FOUNDATION CRISIS FUND

A Crisis fund has been created for undergraduate and graduate students in the program. All questions about this fund need to be directed to the EOU foundation.

EOU Foundation
eoufoundation-scholarships@eou.edu
541-962-3740

APPLYING FOR GRADUATION

Teacher Candidates are responsible for completing the EOU Graduation Application. The deadline for graduation is due two terms before the anticipated graduation. Please monitor the deadline on the EOU Registrars page: https://www.eou.edu/registrar/grad-info/

DEFERING FROM PROGRAM

If a Teacher Candidate needs to delay their start in the program, the Teacher Candidate will need to contact the program advisor and complete the deferral form. Candidates can defer from the program for the remainder of the academic year they were enrolled. Teacher Candidates will need to meet all new standards and requirements for the program upon their return the next academic year. If a candidate decides not to return the following academic year, the candidate will need to complete the program application process. Any candidate wishing to defer should contact Kylie Evans, the Undergraduate Administrative Program Coordinator and Advisor (krevans@eou.edu).

INFORMATION FOR MENTOR TEACHERS

WITH GREAT APPRECIATION

Dear Mentor Teacher,

As a Mentor Teacher, you will play a valuable role in the development of high-quality educators for the students of tomorrow. We regard the Field Experience and student teaching as critical components of the Undergraduate Elementary Education program. We develop quality teacher candidates because of your mentorship, guidance, and support.

During your time together, you will guide the Teacher Candidate through the practice and expectations of being an educator. This includes introducing the Teacher Candidate as a member and teacher of the classroom, acclimating the Teacher Candidate into your school community, assisting you in daily tasks in the classroom, observing you and other educators in your building, working with students one-on-one and in small groups, and allowing the Teacher Candidate to assume partial teaching at a pace decided by you. You will mentor the Teacher Candidate by sharing your process of planning and developing lessons, creating differentiated lessons, developing your classroom management plan, strategies for communicating with parents, time management, lesson delivery, data-informed decision making, grading, etc.

To support you in your role as a Mentor Teacher, we have created this handbook to share information about the Field Experiences and Student Teaching in which you will soon be engaged. It should help you understand our expectations, policies, the structure of the experiences, and resources to help support you in the mentoring process.

We thank you for partnering with Eastern Oregon University to prepare the next generation of teachers. We hope you enjoy working with our Teacher Candidates and sharing your passions and commitment to the profession.

Thank you,

The College of Education

WELCOMING THE TEACHER CANDIDATE TO THE CLASSROOM

The Teacher candidate will reach out to the Mentor Teacher before the start of the placement to determine the official start date and time for the experience.

The Mentor Teacher will help the Teacher Candidate adjust to the school setting in the following ways:

1. Making introductions to faculty and other school personnel.
2. Providing the candidate with a work area and space for personal belongings.
3. Sharing and providing copies of texts, district curriculum guidelines, and if available.
4. Acquainting the candidate with instructional supplies, teaching aids, and available equipment.
5. Helping the candidate become acquainted with the unique culture of the school and community.
6. Familiarizing the candidate with school and district policies and procedures.

ENHANCING OBSERVATION AND PARTICIPATION

The Mentor Teacher will help candidates with effective observation and participation by:

1. Providing ideas for focused observations: lesson openers, lesson closure, formal & informal assessment during a lesson, strategies for maintaining student interest, instructional strategies, differentiation, cooperative learning strategies, etc.
2. Providing opportunities to observe and study classroom routines, procedures, and rules.
3. Introducing classroom management styles, procedures, and different ways to manage behaviors.
4. Encouraging involvement in preparation and discussion of daily and long-term planning, including assessment and record keeping.
5. Allowing the candidate to participate in school meetings and professional development opportunities.
6. Including candidates in formal and informal conferences with parents, including IEP and 504 Meetings.
7. Discussing and participating in record-keeping procedures and practices.
8. Providing opportunities to collect, analyze, and participate in data-driven decisions.

SUPERVISION & FEEDBACK

A significant component of mentoring Teacher Candidates is in the quality of supervision and feedback.

High-quality supervision and feedback include the following:

1. Observing frequently and in a variety of situations.
2. Providing feedback on the performance of professional responsibilities: lesson planning, implementation of the lesson, assessment, classroom interactions, etc.
3. Providing perception (both positive and negative) of candidate performance to inform the candidate of areas for improvement.
4. Help relate teaching theories and philosophies to teaching by explaining the rationale for the selecting particular instructional materials and methods in the classroom.
5. Encourage candidate preparation and organization by requiring all lesson plans to be taught by the candidate to be completed 24 hours in advance.

6. Discuss lesson plans and offer suggestions as appropriate, such as active engagement, opportunities for critical thinking, creativity, collaborative problem solving, monitoring of student learning, etc.
7. Withholding criticism during a lesson unless it is in the K-12 students' best interest.
8. Help in developing and maintaining classroom management techniques for candidates.
9. Supporting self-reflection opportunities, including post-lesson analyses.

Mentor Teachers are required to submit formal observations to EOU University Supervisor at the times indicated on the Schedule of Triangle Meetings, Observations, and Evaluations.

FIELD EXPERIENCE EXPECTATIONS

Expectations of the experiences are developmental and align with coursework expectations. Please refer to the College of Education Field Experience and Student Teacher Competencies section of this handbook.

MENTOR TEACHER TRAINING

Mentor Teacher trainings are provided by the Placement Coordinator. The tools are provided in an introductory email and available on the COE website. During the initial meeting with the University supervisor, the Mentor Teacher can be individually trained on any of the pieces needed, as determined by the Mentor Teacher.

BENEFITS FOR MENTOR TEACHERS

Field Experiences and Student Teaching is one of the most significant aspects of a teacher education program. The opportunity for a Teacher Candidate to work with an experienced professional for an entire term is critical. Mentor Teachers shape the next generation of classroom leaders.

The rewards for Mentor Teachers are both tangible and intangible. A long-term relationship with a Teacher Candidate can bring the intangible reward of knowing that one has contributed to the profession by nurturing and encouraging a new colleague, thereby influencing generations of future students.

Eastern Oregon University has a contract agreement with public schools in the state to provide small cash compensation, reduced university enrollment tuition benefits, and other professional development privileges to the partner school and Mentor Teacher as a general acknowledgment of the contributions made on behalf of the Teacher Candidate.

Following are details regarding compensation that is provided to <u>Mentor Teachers</u>:

Eastern Oregon University

Mentor Teacher Benefit

Program	Student's year one	Student's year two
Undergraduate Elementary Education	Fall: EDU 309A & B • 8 PDUs • 3 Credit Vouchers	Fall: EDU 409A & B • 10 PDUs • 3 Credit Vouchers
		Winter: EDU 417A (Student teaching 5 wks.) • 3 Credit Vouchers • 10 PDUs
		Spring: EDU 417B (Full time student teaching) • Stipend to School District • 5 Credit Vouchers • 20 PDUs

For Idaho Mentor Teachers, please contact Tara Gekas for credit options.

Program	A Placement	B Placement
Master of Art in Education (MAT)	Fall term: • Stipend to School District • 5 Credit Vouchers • 20 PDUs	Spring term: • Stipend to School District • 5 Credit Vouchers • 30 PDUs

Program	Practicum experience
ESOL Endorsement	ED 479 – 10 PDUs
	ED 547 – 15 PDU's
Reading Endorsement	ED 583 – 10 PDUs

Eastern Oregon University will pay the ***school district*** a small stipend for each student teaching placement. Payment will be made to the district after each Teacher Candidate's placement ends. Depending on local bargaining contracts, the school district may pay the entire amount to each Mentor Teacher for their work as a mentor.

Eastern Oregon University will provide the ***school district*** with five (5) credit vouchers toward ***reduced*** tuition for qualified University courses. The Mentor Teacher is named on the credit voucher; however, the voucher may be assigned to any professional educator within the same district.

Each Mentor Teacher will receive a certificate documenting that they have earned the equivalent of ten (10) professional development units for each field placement or student teaching term. Any questions regarding Mentor Teacher benefits, please contact:

> **Beth Upshaw**
> **Eastern Oregon University**
> **College of Education**
> **One University Blvd.**
> **La Grande, OR 97850**
> (541) 962-3816
> bupshaw@eou.edu

UNIVERSITY SUPERVISOR

WITH GREAT APPRECIATION

Dear University Supervisor,

Your role as a University Supervisor is critical in teacher education preparation. Along with the Mentor Teacher, the University Supervisor is responsible for mentoring and providing feedback to our Teacher Candidates.

We would be unable to develop future educators without your mentoring and support.

To support you in your role as a University Supervisor, we have created this handbook to share information about the Field Experience or Student Teaching experience in which you will soon be engaged. It should help you understand our expectations, policies, the structure of the experiences, and resources to help support you in the mentoring process.

We thank you for partnering with Eastern Oregon University to prepare the next generation of teachers.

We hope you enjoy working with our teacher candidates and sharing your passions and commitment to the profession.

Thank you,

The College of Education

ROLE OF THE UNIVERSITY SUPERVISOR

University Supervisors are either faculty within the College of Education or adjuncts hired specifically for mentoring teacher candidates. The role of the University Supervisor is to serve as a liaison between the Teacher Candidate, the Mentor Teacher, and Eastern Oregon University College of Education. Your role is to communicate with the Teacher Candidate and Mentor Teacher about the expectations and requirements of the experience. You will provide feedback and support during the Field Experiences and Student Teaching placements. You are also responsible for identifying and/or helping resolve any issues in the field.

WORKING RELATIONSHIPS

You are EOUs essential communication link to the schools. We need your input and insights regarding our candidates' success and field placement experiences. After each placement's initial visit with your candidate, please contact the Placement Coordinator if there is any discrepancy with the placement from the original agreement.

PARTNER SCHOOLS

As the College of Education's most visible representatives in the schools, the impression made by the University Supervisor is paramount. Upon arrival at a school site, remember to register in the school office before visiting the candidate's classroom. Please be visible to the faculty and principals – make an effort to meet the administrators and remain available to hear any concerns or suggestions. You will often receive inquiries regarding Eastern's teacher education program, and your responsibility is to provide accurate and timely information. If you cannot answer questions, please direct them to the College of Education Office (541-962-3772).

MENTOR TEACHERS

It is your responsibility to make sure that effective communication occurs regularly between the candidate and the teacher. ***Do not presume that open and effective communication is occurring.*** Provide your e-mail address and/or phone number and encourage the teacher to contact you *immediately* if any concerns or problems arise. Remain available to assist the Mentor Teacher with any paperwork, reporting requirements, and College of Education procedures. At least two formal three-way conferences are required during each placement; however, be sure to invite the Mentor Teacher to attend any post-observation conferences you hold with your candidate.

GETTING STARTED

At the beginning of the academic year, you will be provided with a list of teacher candidates and their mentor teachers. Communication between the Teacher Candidate, Mentor Teacher, and University Supervisor should be conducted in a timely fashion.

UNIVERSITY SUPERVISOR TRAINING

You will be required to attend a University Supervisor meeting during the fall to discuss requirements and expectations (including paperwork) for your role. Information about this meeting will be sent to your preferred email address. If you cannot attend this informational meeting, you will need to contact Tara Gekas to set up an alternative training opportunity.

UNIVERSITY SUPERVISOR QUALIFICATIONS

University Supervisors are assigned to Teacher Candidates by the Dean, following the TSPC criteria (584-400-0140):

- The University Supervisor must hold a license and endorsement in the candidate's license and endorsement areas;
- Demonstrate exceptional expertise in the candidate's license and endorsement area; or
- Demonstrate exceptional expertise in supervising licensed educators in the candidate's license area.

SUBMISSION OF ASSESSMENTS

US OBSERVATIONS AND EVALUATIONS - CAMPUS LABS

All forms are submitted electronically via Campus Labs. You will find all the required University Supervisor forms for the program in Campus Labs. All required assessments are monitored by the Placement Coordinator, the Director of Accreditation, and shared with the Quality Assurance Committee and/or the ARD Committee, College of Education, and the Advisory Committee. Due dates for the following requirements can be found in this handbook's Schedule of Triangle Meetings, Observations, and Evaluations table.

As the University Supervisor, you will be responsible for the following assessments in Campus Labs:

Observations: University Supervisors are expected to complete and submit the required observations as determined in the Schedule of Triangle Meetings, Dispositions, Observations, and Evaluations. The observations are recorded and used to ensure candidates meet minimum program expectations and document their development as a novice teacher. The Observation Tool used for observations is the Danielson Framework.

CPAST: Evaluation of the candidate is completed via a triangle meeting. Teacher Candidate, Mentor Teacher, and University Supervisor each review the Pre-CPAST or CPAST rubric and determine an independent score. During the triangle meeting, the scores for each rubric are discussed, and a consensus score is determined. The trio will develop 1-2 goals for the Teacher Candidate to focus on before the subsequent evaluation.

Any questions in regards to Campus Labs should be directed to the Chair of the College of Education.

SUBMISSION OF THE MENTOR TEACHER OBSERVATION

University Supervisors collect the Mentor Teacher Observations, review them, and, if necessary, discuss the observation with their Teacher Candidate. After review, the University Supervisor will submit the observations to the Placement Coordinator for review and filing.

The candidate's licensure process will be delayed if all required paperwork is not on file in the College of Education upon completion of the program.

NEW PARTNER TO EOU (NEVER HAD AN EOU EMAIL)

Follow the provided steps to become a Campus Partner. Please note, completing of this step will only take 5 minutes.

1. Copy or click the link to the EOU Campus Partner form: https://www.eou.edu/it/partners/

2. If you are a new partner (never had an EOU email), please indicate you are a *New Partner User*

3. Under Partner Type, from the choices provided, please select *EOU Campus Labs Access*. Once you have clicked on *EOU Campus Labs Access*, the title will move to the right side.

4.

5. Please complete the remaining identification information. Please note, all questions with * at the end are required entries. Under additional comments, you can indicate that you are a *CoE Mentor Teacher.*

6. After you have completed the page, please click *Next*.
7. You will then access the *User Agreement for Confidentiality and Data Security* information. Please complete the form and submit.
8. The final screen will thank you for your request. It will take approximately 24 hours for your to be provided access to Campus Labs.

Follow the provided steps to become a Campus Partner. Please note, completing of this step will only take 5 minutes.

1. Copy or click the link to the EOU Campus Partner form: https://www.eou.edu/it/partners/

2. If you are an existing partner (have previously had an EOU email as a student or for another reason), please indicate Add Partner Type to Existing User.

I would like to:
○ Enter New Partner User
◉ Add Partner Type to existing User
○ Remove Partner Type from existing User

3. Under Partner Type, from the choices provided, please select EOU Campus Labs Access. Once you have clicked on EOU Campus Labs Access, the title will move to the right side.

Partner Type:*
Select how you are associated with EOU.

Campus Emergency Notification		EOU Campus Labs Access
Community Faculty		
Credit Overlay Instructors		
DegreeWorks Access		
Department of Human Services	⇌	
EOU Campus Advocate		
EOU Volunteer with Background Check		
Eastern Promise Instructor		
Infoline		

4. Next, please provide either your EOU Email or EOU ID number (910 Number). complete the remaining identification information.

1. Under additional comments, you can indicate that you are a CoE Mentor Teacher.

Additional Comments:
Use this field for any other comments you may have to share with us to assist us in creating your new account.

COE Mentor Teacher

Next

6. After you have completed the page, please click Next.

7. You will then access the User Agreement for Confidentiality and Data Security information. Please complete the form and submit.

8. The final screen will thank you for your request. It will take approximately 24 hours for your to be provided access to Campus Labs.

All University Supervisors are responsible for the accuracy and timeliness of required paperwork.

Once all required paperwork has been submitted to Beth Upshaw in the College of Education, a request for payment will be made. An agreement will be sent to each University Supervisor indicating the number of candidates to be supervised and the amount of compensation to be paid.

A travel log form will be provided to each University Supervisor so reimbursement for travel expenses incurred when visiting school sites may be obtained. A completed travel log should be submitted *monthly* to the College of Education.

For more information regarding University Supervisor employment procedures, please contact:

Beth Upshaw, College Operations Manager
Colleges of Business & Education
Eastern Oregon University
La Grande, OR 97850
(541) 962-3816
bupshaw@eou.edu

Following are guidelines to assist you in determining the status of your employment.

NEW SUPERVISORS

If you have recently been hired by EOU to work as a University Supervisor, the following employment paperwork will be sent to you. All required paperwork **must** be completed and returned to Beth Upshaw in the College of Education:

- Employee's Withholding Allowance Certificate (W-4)
- Employment Eligibility Verification Form (I-9)
- Unclassified Resource Employee Information Sheet
- Current vita
- Direct Deposit Form

CURRENT SUPERVISORS

You will be asked to complete a new Unclassified Resource Employee Information Sheet in order to update your information.

PREVIOUS SUPERVISORS

If there has been a lapse in service of over twelve months, you will be asked to complete a new employee packet.

STANDARDS FOR COMPETENT AND ETHICAL PERFORMANCE AND DISPOSITION EXPECTATIONS

EASTERN OREGON UNIVERSITY

Eastern Oregon University Initial Teacher Preparation

Standards for Competent and Ethical Performance and Disposition Expectations

As teacher candidates, you are beginning your path to a profession that serves Oregon K-12 students, school, and communities. As a teacher candidate, you aspire beyond complacency with competency, ethical performance, and dispositions. EOU Teacher candidates are committed to all aspects of professionalism and will conduct themselves in a way following ways:

Oregon Teacher Standard and Practices Commission has provided the following standards for Competent and Ethical Performance of Oregon educators:

The educator demonstrates a commitment to (584-020-0010):

1. Recognize the worth and dignity of all persons and respect for each individual;
2. Encourage scholarship;
3. Promote democratic and inclusive citizenship;
4. Raise educational standards;
5. Use professional judgment; and
6. Promote equitable learning opportunities.

Curriculum and Instruction (584-020-0015)

1. The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of goals as they are appropriate for each individual.
2. The competent teacher demonstrates:
   a. Use of state and district adopted curriculum and goals;
   b. Skill in setting instructional goals and objectives expressed as learning outcomes;
   c. Use of current subject matter appropriate to the individual needs of students;
   d. Use of students' growth and development patterns to adjust instruction to individual needs consistent with the number of students and amount of time available; and
   e. Skill in the selection and use of teaching techniques conducive to student learning.

Supervision and Evaluation (584-020-0020):

1. The competent educator is a student of human behavior and uses this knowledge to provide a climate that is conducive to learning and that respects the rights of all persons without discrimination. The competent educator assumes responsibility for the activities planned and conducted through the district's program, and assists colleagues to do the same. The competent educator gathers relevant information and uses it in the planning and evaluation of instructional activities.
2. The competent teacher demonstrates:
   a. Multiple ways to assess the academic progress of individual students;
   b. Skill in the application of assessment data to assist individual student growth;

c.   Procedures for evaluating curriculum and instructional goals and practices;
   d.   Skill in the supervision of students; and
   e.   Skill in differentiating instruction.
3.   The competent administrator demonstrates:
   a.   Skill in the application of assessment data to provide effective instructional programs;
   b.   Skill in the implementation of the district's student evaluation program;
   c.   Skill in providing equal opportunity for all students and staff; and
   d.   Skill in the use of employee and leadership techniques appropriate to the assignment and according to well established standards which ensure due process for the staff for which the administrator is responsible for evaluating.

Management Skills (584-020-0025):

1.   The competent educator is a person who understands students and is able to relate to them in constructive and culturally competent ways. The competent educator establishes and maintains good rapport. The competent educator maintains and uses records as required, and as needed to assist the growth of students.
2.   The competent teacher demonstrates skills in:
   a.   Establishing and maintaining classroom management that is conducive to learning;
   b.   Using and maintaining district property, equipment, and materials appropriately;
   c.   Using and maintaining student records as required by federal and state law and district policies and procedures;
   d.   Using district and school business and financial procedures; and
   e.   Using district lawful and reasonable rules and regulations.

Human Relations and Communications (584-020-0030):

1.   The competent educator works effectively with others -- Students, staff, parents, and patrons. The competent educator is aware of the ways the community identifies with the school, as well as community needs and ways the school program is designed to meet these needs. The competent educator can communicate with knowledge, clarity, and judgment about educational matters, the school, and the needs of students.
2.   The competent teacher demonstrates:
   a.   Willingness to be flexible in cooperatively working with others; and
   b.   Skill in communicating with administrators, students, staff, parents, and other patrons.

Oregon Teacher Standard and Practices Commission has provided the following in regards to the Ethical Educator (584-020-0035):

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

The ethical educator, in fulfilling obligations to the student, will:

1.   Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and the student's family;
2.   Refrain from exploiting professional relationships with any student for personal gain, or in support of persons or issues; and
3.   Maintain an appropriate professional student-teacher relationship by:
   a.   Not demonstrating or expressing professionally inappropriate interest in a student's personal life;

b. Not accepting or giving or exchanging romantic or overly personal gifts or notes with a student;
c. Reporting to the educator's supervisor if the educator has reason to believe a student is or may be becoming romantically attached to the educator; and
d. Honoring appropriate adult boundaries with students in conduct and conversations at all times.

The ethical educator, in fulfilling obligations to the district, will:

1. Apply for, accept, offer, or assign a position of responsibility only on the basis of professional qualifications, and will adhere to the conditions of a contract or the terms of the appointment;
2. Conduct professional business, including grievances, through established lawful and reasonable procedures;
3. Strive for continued improvement and professional growth;
4. Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and
5. Not use the district's or school's name, property, or resources for noneducational benefit or purposes without approval of the educator's supervisor or the appointing authority.

The ethical educator, in fulfilling obligations to the profession, will:

1. Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;
2. Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities; and
3. Respond to requests for evaluation of colleagues and keep such information confidential as appropriate.

EOU has provided the following in regards to the Disposition Expectations of Teacher Candidates:

1. Participates in professional development;
2. Demonstrate effective communication with parents or legal guardians;
3. Demonstrates punctuality;
4. Meets deadline and obligations;
5. Preparation;
6. Collaboration;
7. Advocacy to meet the needs of learners or for the teaching profession; and;
8. Responds positively to feedback and constructive criticism.

I understand the expectations of demonstrating the TSPC provided characteristics of a Competent Educator, an Ethical Educator, and the EOU disposition expectations and am committed to fulfilling each of these.

_____
Signature of Teacher Candidate

_____
Date

_____
Printed Signature

**RUBRICS FROM
THE FRAMEWORK FOR TEACHING**

EVALUATION INSTRUMENT

2013 EDITION

CHARLOTTE DANIELSON

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
2b: Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
2c: Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers or paraprofessionals have clearly defined tasks.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines and volunteers and paraprofessionals perform their duties.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines and volunteers and paraprofessionals contribute to the class.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.
2d: Managing Student Behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
3b: Using Questioning and Discussion Techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
3c: Engaging Students in Learning	The learning tasks/ activities, materials and, resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "down time."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
3d: Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment,.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work..	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.
3e: Demonstrating Flexibility and Responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.

Valid and Reliable Instruments for Educator Preparation Programs (VARI-EPP)
Candidate Preservice Assessment of Student Teaching (CPAST)
Rubric and assignments may not be shared without permission

- Pedagogy Evaluation
- Dispositions Evaluation
- Goals

Pedagogy	Alignment	Dispositions	Alignment
Planning for Instruction and Assessment		**Professional Commitment and Behaviors**	
A. Focus for Learning: Standards and Objectives/Targets	InTASC 7a	N. Participates in Professional Development	
B. Materials and Resources	InTASC 7b	O. Demonstrates Effective Communication with Parents or Legal Guardians	InTASC 10d
C. Assessment of P-12 Learning	InTASC 6b	P. Demonstrates Punctuality	InTASC 9o
D. Differentiated Methods	InTASC 2c	Q. Meets Deadlines and Obligations	InTASC 9o
		R. Preparation	InTASC 3d
Instructional Delivery		**Professional Relationships**	
E. Learning Target and Directions	InTASC 7c	S. Collaboration	InTASC 10b
F. Critical Thinking	InTASC 5d	T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	InTASC 10j
G. Checking for Understanding and Adjusting Instruction through Formative Assessment	InTASC 8b	**Critical Thinking and Reflective Practice**	
H. Digital Tools and Resources	CAEP 1.5	U. Responds Positively to Constructive Criticism	InTASC 9n
I. Safe and Respectful Learning Environment	InTASC 3d		
Assessment			
J. Data-Guided Instruction	CAEP 2.3		
K. Feedback to Learners	InTASC 6d		
L. Assessment Techniques	InTASC 7d		
Analysis of Teaching			
M. Connections to Research and Theory	CAEP 1.2		

Rubric and assignments may not be shared without permission

Name: _____   **Date:** _____   **Score:** _____

Rubric: Candidate Preservice Assessment of Student Teaching (CPAST-ITP)	0% **Does Not Meet Expectations**	33.3% **Emerging**	66.7% **Meets Expectations**	100% **Exceeds Expectations**
3pts **A. Focus for Learning: Standards and Objectives /Targets**	0pts Plans do not align to the appropriate P-12 state learning standards AND/OR Goals are absent or not measureable AND/OR Standards, objectives/targets, and learning asks are not aligned with each other AND/OR Does not articulate objectives/targets that are appropriate for learners	1pts Plans align to appropriate P-12 state learning standards AND/OR Some goals are measureable AND/OR standards, objectives/targets, and learning asks, are loosely or are not consistently aligned with each other AND/OR Articulates some objectives/targets that are appropriate for learners	2pts Plans align to appropriate P-12 state learning standards AND Goals are measureable AND Standards, objectives/ targets, and learning tasks are consistently aligned with each other AND Articulates objectives/targets that are appropriate for learners	3pts Plans align to appropriate P-12 state learning standards AND Goals are measureable AND Standards, objectives/targets, and learning tasks are consistently aligned with each other AND Articulates objectives/targets that are appropriate for learners and attend to appropriate developmental progressions relative to age and content-area
3pts **B. Materials and Resources**	0pts Materials and resources do not align with objectives/targets	1pts Uses materials and resources that align with some of the objectives/targets	2pts Uses a variety of materials and resources that 1. Align with all objectives/targets 2. Make content relevant to learners	3pts Uses a variety of materials and resources that 1. Align with all objectives/targets 2. Make content relevant to learners 3. Encourage individualization of learning
3pts **C. Assessment of P-12 Learning**	0pts Planned assessments 1. Are not included OR 2. Do not align with the appropriate P-12 state learning standards	1pts Planned assessments 1. Provide opportunities for some learners to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards	2pts Plans a variety of assessments that 1. Provide opportunities for learners to illustrate competence (whole class) 2. Align with the appropriate P- 12 state learning standards 3. Are culturally relevant and draw from Learners' funds of knowledge	3pts Plans a variety of assessments that 1. Provide opportunities for learners of varying abilities to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards 3. Are culturally relevant and draw from learners' funds of knowledge 4. Promote learner growth

	3pts	0pts	1pts	2pts	3pts
D. Differentiated Methods		Lessons do not build on or connect to learners' prior knowledge AND/OR Explanations given are illogical or inaccurate as to how the content connects to previous and future learning AND/OR Differentiation of instruction is absent	Lessons make an attempt to build on, but are not completely successful at connecting to 1. Learners' prior knowledge, 2. Previous lessons, OR future learning AND Differentiation of instruction is minimal AND Organizes instruction to ensure content is comprehensible for learners	Lessons make clear and coherent connections to 1. Learners' prior knowledge 2. Previous lessons 3. Future learning AND Differentiation of instruction supports learner development AND Organizes instruction to ensure content is comprehensible and relevant for learners	Lessons make meaningful and culturally relevant connections to 1. Learners' prior knowledge 2. Previous lessons 3. Future learning 4. Other disciplines and real-world experiences AND Differentiation of instruction supports learner development AND Organizes instruction to ensure content is comprehensible, relevant, and challenging for learners
E. Learning Target and Directions		Does not articulate the learning target OR Does not articulate directions/ explanations	Articulates an inaccurate learning target AND/OR Articulates inaccurate directions/explanations	Articulates an accurate learning target AND Articulates accurate directions/ explanations AND Sequences learning experiences appropriately	Articulates accurate and coherent learning targets AND Articulates accurate directions/explanations throughout the lesson AND Sequences learning experiences appropriately
F. Critical Thinking		Does not introduce AND/OR model critical thinking that 1. Fosters problem solving 2. Encourages conceptual connections	Introduces AND/OR models critical thinking that 1. Fosters problem solving 2. Encourages conceptual connections	Engages learners in critical thinking that 1. Fosters problem solving 2. Encourages conceptual connections	Engages learners in critical thinking in local and/or global contexts that 1. Fosters problem solving 2. Encourages conceptual connections 3. Challenges assumptions

	3pts	0pts	1pts	2pts	3pts
G. Checking for Understanding and Adjusting Instruction through Formative Assessment		Does not check for understanding during lessons using formative assessment OR Does not make any adjustments based on learners' responses	Inconsistently checks for understanding during lessons using formative assessment AND Adjusts instruction accordingly, but adjustments may cause additional confusion	Checks for understanding (whole class/group) during lessons using formative assessment AND Differentiates through adjustments to instruction (whole class/group)	Checks for understanding (whole class/group AND individual learners) during lessons using formative assessment AND Differentiates through planned and responsive adjustments (whole class/group and individual learners)
H. Digital Tools and Resources		One of the following: A. Does not use technologies (digital tools and resources) to engage learners AND Technology is available in the setting OR B. Use of technologies is not relevant to the learning objectives/ targets of the lesson OR C. Does not discuss technologies AND Technology is not available in the setting	Discusses developmentally appropriate technologies (digital tools and resources) relevant to learning objectives/ targets of the lesson AND Technology is not available	Discusses AND uses developmentally appropriate technologies (digital tools and resources) that 1. Are relevant to learning objectives/ targets of the lesson 2. Engage learners in the demonstration of knowledge or skills	Discusses AND uses a variety of developmentally appropriate technologies (digital tools and resources) that 1. Are relevant to learning objectives/ targets of the lesson 2. Engage learners in the demonstration of knowledge or skills 3. Extend learners' understanding of concepts
I. Safe and Respectful Learning Environment		Does not manage a safe learning environment OR Does not establish constructive relationships to engage learners OR Does not use constructive strategies to maintain learners' attention (individual and whole group)	Attempts to manage a safe learning environment through the use of routines and transitions AND/OR Attempts to establish constructive relationships to engage learners AND/OR Attempts to use constructive strategies to maintain learners' attention (individual and whole group)	Manages a safe and respectful learning environment through the use of routines and transitions AND Establishes and promotes constructive relationships to equitably engage learners AND Uses research-based strategies to maintain learners' attention (individual and whole group)	Actively involves learners to create and manage a safe and respectful learning environment through the use of routines and transitions AND Establishes and promotes constructive relationships to equitably engage learners AND Uses research-based strategies to maintain learners' attention (individual and whole group)

	3pts	0pts	1pts	2pts	3pts
J. Data-Guided Instruction		Does not use data to design instruction and assessment	Uses minimal data to design instruction and assessment	Uses data-informed decisions to design instruction and assessment AND Uses contemporary tools for learner data record-keeping	Uses data-informed decisions (trends and patterns) to set short and long term goals for future instruction and assessment AND Uses contemporary tools for learner data record-keeping and analysis
K. Feedback to Learners		Does not provide feedback OR Feedback does not enable learners to recognize strengths OR areas for improvement OR Feedback is not provided in a timely fashion	Provides minimal feedback that 1. Enables learners to recognize strengths OR areas for improvement OR Feedback is provided in a somewhat timely fashion	Provides feedback that 1. Enables learners to recognize strengths OR areas for improvement 2. Is comprehensible 3. Is descriptive AND Provides timely feedback	Provides feedback that 1. Enables learners to recognize strengths AND areas for improvement 2. Is comprehensible 3. Is descriptive 4. Is individualized AND Provides timely feedback, guiding learners on how to use feedback to monitor their own progress
L. Assessment Techniques		Assessment techniques are 1. Developmentally inappropriate OR Not used	Assessment techniques are 1. Developmentally appropriate 2. Formative OR summative	Evaluates and supports learning through assessment techniques that are 1. Developmentally appropriate 2. Formative AND summative	Evaluates and supports learning through assessment techniques that are 1. Developmentally appropriate 2. Formative AND summative 3. Diagnostic 4. Varied
M. Connections to Research and Theory		No connections OR inaccurate connections to educational research and/or theory	Mentions connections to educational research and/or theory	Discusses and provides evidence of connections to educational research and/or theory	Discusses, provides evidence of, and justifies connections to educational research and/or theory AND Uses research and/or theory to explain their P-12 learners' progress

	3pts	0pts	1pts	2pts	3pts
N. Participates in Professional Development (PD)		Does not participate in any professional development opportunity (e.g. workshop, seminar, attending a professional conference)	Participates in at least one professional development opportunity (e.g. workshop, seminar, attending a professional conference)	Participates in at least one professional development opportunity (e.g. workshop, seminar, attending a professional conference) AND Provides evidence of an increased understanding of the teaching profession as a result of the PD	Participates in at least one professional development opportunity (e.g. workshops, seminars, attending a professional conference, joining a professional organization) AND Provides evidence of an increased understanding of the teaching profession as a result of the PD AND Reflects on own professional practice with evidence of application of the knowledge acquired from PD during student teaching
O. Demonstrates Effective Communication with Parents or Legal Guardians		Does not provide evidence of communication with parents or legal guardians	Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)	Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online) AND Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress	Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online) AND Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress AND Interacts with parents or legal guardians in ways that improve understanding and encourage progress (e.g. exchange of email, face-to-face discussion, etc.)

	3pts	0pts	1pts	2pts	3pts
P. Demonstrates Punctuality		Does not report on time for student teaching AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	Inconsistently reports on time for daily student teaching AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	Reports on time for daily student teaching AND Additional teacher engagements (e.g., IEPs, teacher committees)	Reports on time or early for daily student teaching AND Additional teacher engagements (e.g., IEPs, teacher committees)
Q. Meets Deadlines and Obligations		Frequently misses deadlines or obligations established by the cooperating teacher and/or supervisor AND/OR Does not inform stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND/OR Does not provide directions and lessons for substitutes/cooperating teacher	Most of the time meets deadlines and obligations established by the cooperating teacher and/or supervisor AND Informs some stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND Provides incomplete directions and lessons for substitutes/ cooperating teacher	Meets deadlines and obligations established by the cooperating teacher and/or supervisor AND Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND Provides clear and complete directions and lessons for substitutes/cooperating teacher	Meets deadlines and obligations established by the cooperating teacher and/or supervisor AND Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence AND Provides clear and complete directions and lessons for substitutes/cooperating teacher without reminders
R. Preparation		Not prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND/OR Materials are not organized NOR easily accessible	Not consistently prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND/OR Materials are easily accessible OR organized	Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND Materials are easily accessible AND organized	Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.) AND Materials are easily accessible AND organized AND Prepared for the unexpected and flexible

	3pts			
S. Collaboration	**0pts** Does not demonstrate collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	**1pts** Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	**2pts** Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND Attempts to work with and learn from colleagues in planning and implementing instruction	**3pts** Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND Works with and learns from colleagues in planning and implementing instruction to meet diverse needs of learners
T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	**3pts** **0pts** Does not recognize areas in need of advocacy, including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)	**1pts** Recognizes areas in need of advocacy, but cannot articulate the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)	**2pts** Recognizes and articulates specific areas in need of advocacy, including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)	**3pts** Recognizes and articulates specific areas in need of advocacy, including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices) AND Takes action(s) based upon identified needs, while following district protocols

	3pts	0pts	1pts	2pts	3pts
U. Responds Positively to Feedback and Constructive Criticism		Is not receptive to feedback, constructive criticism, and supervision AND/OR Does not incorporate feedback	Is receptive to feedback, constructive criticism, and supervision AND/OR Incorporates feedback inconsistently	Is receptive to feedback, constructive criticism, supervision, and responds professionally AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice	Is receptive to feedback, constructive criticism, supervision, and responds professionally AND Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice AND Proactively seeks opportunities for feedback from other professionals

General Comments: