

HANDBOOK
for the
GRADUATE TEACHER EDUCATION PROGRAM
(GTEP)

PROGRAM and FIELD EXPERIENCE INFORMATION

for
CANDIDATES, COOPERATING SCHOOLS, and
UNIVERSITY SUPERVISORS

Department of Curriculum and Instruction
Graduate School of Education
Portland State University

February 2009
For Summer 2009 cohorts

Field placement information and form available at:
http://www.pdx.edu/education/field_placement.html

GRADUATE TEACHER EDUCATION PROGRAM

Mission

Preparing professionals to meet our diverse communities' lifelong needs

Graduate School of Education Conceptual Framework

Diversity and Inclusiveness

- Candidates work in diverse settings
- Candidates create inclusive and therapeutic environments

Research Based Practices and Professional Standards

- Candidates critically analyze and implement research-based practices
- Candidates demonstrate appropriate professional knowledge, skills, and dispositions

Impacting Learning and Development

- Candidates ensure all learners and clients succeed
- Candidates use technology to enhance learning
- Candidates influence policy and provide leadership for organizations

Evidence-Informed Decision-Making

- Candidates use evidence to address problems of practice and make educational and therapeutic decisions

Welcome to the Graduate Teacher Education Program! Whether you are a student, a supervisor, a cooperating teacher, or a principal, we are hopeful that the information in this handbook will be helpful to you. In it, we have compiled the policies and program information that you will need to participate in the program.

The Graduate Teacher Education Program (GTEP) Program at Portland State University is a part of the Department of Curriculum and Instruction in the Graduate School of Education. The GTEP offers a combination of rigorous graduate-level coursework in theory and practice, as well as field experiences working with students in public pre-K to high school settings. Working collaboratively with several academic departments at Portland State University and with some 20 school districts in the metropolitan Portland area, the GTEP is highly recognized for its leadership role in graduate teacher education and research.

Using a cohort model, students commence and complete the program as a group. Each cohort, led by faculty Cohort Leaders, is designed to fulfill the academic and field experience requirements for initial licensure in the state of Oregon, through a program approved by the Teachers Standards and Practices Commission (TSPC). Students admitted into GTEP also have the opportunity to obtain a master's degree (M.Ed.) upon successful completion of additional coursework. Faculty who teach and supervise in the program include tenured and tenure-track professors, as well as adjunct faculty who bring extensive experience in public school education. Cooperating Teachers who serve during the student teaching phase of the program are master educators who are vital to providing valuable clinical experiences for student teachers.

I encourage you to review the Handbook carefully. If you have questions related to GTEP, please contact your faculty Cohort Leaders. The GTEP Coordinator, Emily de la Cruz (delacre@pdx.edu, 503.725.4588) and GTEP Secretary, Diane Brunkow, (diane@pdx.edu, 503.725.4753) are also available to assist you with program information and questions, as I am as Curriculum and Instruction Department Chair.

I wish you a most stimulating, challenging, and rewarding experience in the Graduate Teacher Education Program at Portland State University.

Sincerely,
Christine Chaille, Ph.D.
Chair and Professor
Dept. of Curriculum and Instruction
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1. GRADUATE TEACHER EDUCATION PROGRAM: GOALS AND STRUCTURE

PROGRAM GOALS:

To prepare teachers who are...

- **Knowledgeable about content and pedagogy.**

Graduates of our program will be prepared through courses in teaching foundations and methodology, as well as background in the content areas they teach. They will leave the program confident about their knowledge of the subjects they will teach and of teaching practices that are effective when working with diverse populations of students.

- **Reflective Practitioners.**

Graduates of our program will stay up to date as educators and continually examine their own practice. They will take responsibility for their own professional development and work to integrate theory and practice.

- **Able to teach students of diverse backgrounds.**

Graduates of our program will be prepared to deal effectively with students from diverse social, cultural, and economic backgrounds, and are informed about issues of race, class, and gender. They will be prepared to challenge racism, sexism, and inequality in their professional roles and will work to educate all students to live in an increasingly diverse society.

- **Able to teach students of diverse abilities.**

Graduates of our program will be prepared to work effectively and sensitively with students with varying academic capacities and backgrounds. They will be committed to provide an appropriate education for all students and will plan their curriculum and instruction with this goal in mind.

- **Able to meet or exceed standards set by Oregon's Teaching Standards and Practices Commission (TSPC) and the National Council for Accreditation of Teacher Education (NCATE).**

The Graduate Teacher Education Program has been approved by TSPC for the preparation of teachers in Oregon and is accredited by NCATE. We will continually review our programs to ensure that we not only are in compliance, but also reflect current best practice.

COHORT STRUCTURE

The Graduate Teacher Education Program is organized around cohorts, groups of about 30 teacher candidates, who go through the program together, starting in summer term. Cohorts are led by one or more faculty members and usually have a theme that provides a framework for learning. Cohort leaders also serve as the candidates' academic advisors.

GTEP is a comprehensive teacher preparation program, regardless of theme. Full-time cohorts complete the program in four consecutive terms, including the summer over one calendar year. Part-time cohorts complete the program in eight terms over two years. Program quality, including rigorous coursework and opportunity to meet student teaching requirements, is ensured in both types of program formats.

AUTHORIZATION LEVELS IN OREGON TEACHING LICENSURE

Based on rules established by the Oregon Teacher Standards and Practices Commission, GTEP offers four levels of authorization for teaching licenses:

- Early Childhood (age 3 through grade 4)
- Elementary (grades 3-8)
- Middle Level (grades 5-9)
- High school (grades 7-12)

*(See Oregon Administrative Rules, 584-060-0051**)*

GTEP candidates have the opportunity to earn any two consecutive levels of authorization. The level receiving more emphasis is referred to as the "1st level authorization." If the candidate chooses to meet the requirements for an additional authorization, it is referred to as the "2nd level authorization."

Elementary cohorts prepare candidates to teach children in early childhood, elementary, and some middle school settings. Secondary cohorts prepare candidates to teach young people in middle school and high schools settings. All cohorts include coursework on general topics such as classroom management and multicultural education.

Additional authorizations (at another level) or endorsements (in a specific subject area) can be added later and require further coursework, standardized tests, and/or field experience. Since state requirements change from time to time, the student should seek out current information about licensing.

**Oregon Administrative Rules (OARs) regarding teacher licensure are online at http://arcweb.sos.state.or.us/rules/OARS_500/OAR_584/584_060.html.

2. PROGRAM COMPONENTS

ELEMENTARY/MULTIPLE SUBJECT PROGRAM COURSES

Early Childhood, Elementary, and Multiple Subject Middle Level Settings

Course	Title	Credits
CI 510	Literacy in ECE and/or Elementary	2
CI 511	Classroom Management	3
CI 512	Teaching and Learning	3
CI 513	Classroom Instruction and Technology	5
CI 514	Multicultural and Urban Education	3
CI 515	Reflective Practitioner	3
CI 516	Integrated Methods I (Reading/Language Arts)	3
CI 517	Integrated Methods II (Health, Science, Social Studies)	5
CI 518	Integrated Methods III (Art, Math, Music, PE)	5
SPEd 518	Survey of Exceptional Learners	3
CI 550/552	Student Teaching I	6
CI 551/553	Student Teaching II	15
	Total credits	56/58

SECONDARY/SINGLE SUBJECT PROGRAM COURSES

Single Subject Middle Level and High School Settings

Course	Title	Credits
CI 509	Initial Field Experience	3
CI 510	Engaging Middle Level Learners and/or Engaging High School Learners (Departmental Course for Art Endorsement)	3/6
CI 511	Classroom Management	3
CI 512	Teaching and Learning	3
CI 513	Classroom Instruction and Technology	5
CI 514	Multicultural and Urban Education	3
CI 515	Reflective Practice	3
CI 519	Special Secondary Methods	3
CI 521	Reading and Composition in the content areas	3
CI 548	Advanced Secondary Methods	3
SPEd 518	Survey of Exceptional Learners	3
CI 554/556	Student Teaching I	6
CI 555/557	Student Teaching II	15
	Total credits	56/59

GTEP COMPLETION AND RECOMMENDATION FOR LICENSURE

GTEP completion and subsequent recommendation for licensure are based on successful work in GTEP courses and demonstrated competence in student teaching. Upon GTEP completion and with associated documentation, the Graduate School of Education recommends candidates to the Teacher Standards and Practices Commission for an Initial Teaching License authorization level(s) and endorsement(s) specific to each candidate.

THE M.ED. DEGREE

Following completion of GTEP, candidates may earn a Master of Education degree (M.Ed.) by completing additional credits of graduate-level coursework, including one required course, CI 563 Teacher as Researcher. Student teaching credits do not apply towards the Master degree. The M.Ed. University graduate degree policies apply; see Enrollment Policies and Credit Regulations in the PSU Bulletin. After completion of GTEP, candidates can pursue specialty endorsements in education, reading, ESL, and library media through the Graduate School of Education and Continuing Education.

CI 563 Teacher As Researcher - 4 credits

Teachers will improve their ability to expand their practice through systematic study. This course involves the development and use of teacher networks; the refining of skills to locate, evaluate, and use current educational research; and the participation of K-12 students in an action research project. The course will include an introduction to action research as a tool for instructional improvement and professional development. Teacher work samples provide a basis for expanded inquiry and instructional planning.

M.Ed. Elective Coursework

- Taken for a grade at the graduate level (500 level or above)
- Supports performance, growth, or perspective as a teacher
- Approved by advisor (Cohort Leader or M.Ed. Advisor)
- May include a limited number of credits transferred from another accredited institution (Requires approval of the GO-21 Proposed Pre-Admission and Transfer Credit form.)
- All courses must be completed within a seven-year time frame, i.e., candidates who begin GTEP in Summer 2009, must complete all Master degree requirements and graduate no later than Summer 2016.

Culminating Project - The work sample completed for Student Teaching II will serve as the culminating project for the M.Ed.

Summary of M.Ed. Credit Requirements

GTEP- academic	xx credits (excludes Student Teaching)
CI 563 "Teacher As Researcher"	4 credits
Electives	<u>xx credits</u>
TOTAL	45 credits

Information about Office of Graduate Studies **deadlines** and **on-line forms** are available at

<http://www.gsr.pdx.edu/ogs.php>

3. INITIAL FIELD EXPERIENCE AND STUDENT TEACHING

OVERVIEW

The Graduate Teacher Education Program includes one term of Initial Field Experience and two terms of Student Teaching for purposes of instruction, integration of fieldwork, campus-based learning, and assessment of candidate competencies.

Candidates complete an Initial Field Experience during Summer and Fall terms. The structure of the initial field experience may vary depending on the goals, theme, and schedule of the particular cohort. In some cases, this will be an opportunity to get to know the classroom and teacher in which student teaching will take place. In other cases, candidates will be expected to become familiar with a school as a whole and perhaps visit multiple classrooms. GTEP candidates are encouraged to begin their field experiences when the public school year begins, typically in late August or early September. During the time before the fall term begins, candidates participate in planning and preparation, establish relationships, and learn about the school's environment and culture.

Candidates complete Student Teaching (I & II) during the last two terms of the program (winter and spring). The minimum requirements for student teaching are set by the Teaching Standards and Practices Commission (TSPC) and published in the Oregon Administrative Rules (OAR). The TSPC minimum requirements are listed below. **(GTEP requirements exceed these minimums.)**

OARs-584-017-0180: Practica and Student Teaching

- (3) Student teaching is at least 15 weeks in length.
 - (a) At least nine weeks are full-time in schools, during which the student teacher 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 six-week requirement may be met either through full-time or the equivalent part-time experience.
 - (c) The assignment of responsibilities may be incremental in keeping with the objectives of the experience.

In GTEP, Student Teaching I is a half-time experience (20 hours per week or its equivalent) for one quarter, and Student Teaching II is a full-time experience for one quarter.

GTEP candidates may pursue one or two levels of authorization. Requirements for two levels of authorization include methods courses, and successfully planning, teaching, and assessing a work sample at each authorization level. Those seeking a 2nd level authorization typically complete the requirements during Student Teaching I. See chart on next page.

TYPICAL SCHEDULE OF FIELD EXPERIENCE AND STUDENT TEACHING

Full-Time GTEP	Summer 2009 Begins July 20, 2009	Fall 2009 (Begins when teachers start)	Winter 2010	Spring 2010
	Course work + Initial Field Experience (late August through beginning of Fall Term)	Initial Field Experience 1 st Level + Coursework	Student Teaching I (Half-time) 1 st Level and/or 2 nd Level (for candidates seeking 2 authorization levels) + Coursework	Student Teaching II (Full-time) 1 st Level + regularly scheduled Student Teaching Seminar

Part-Time GTEP	Summer 2009 Begins Week of July 20, 2009	Fall 2009	Winter 2010	Spring 2010
Year One	Course work	Coursework	Coursework + 30-hour Practicum	Coursework + 30-hour Practicum
Year Two	Coursework	Coursework 30 or 60 hour Practicum (determined in consultation with advisor)	Student Teaching I (Half-time) 1 st Level and/or 2 nd Level (for candidates seeking 2 authorization levels) + Coursework	Student Teaching II (Full-time) 1 st Level + regularly scheduled Student Teaching Seminar

SUMMARY OF EXPECTATIONS FOR STUDENT TEACHING

	Student Teaching I	Student Teaching II
Time at school site	One term half-time. Participate in a range of responsibilities of a classroom teacher, balanced with PSU schedule. Assume full responsibility for the classroom for a period of two weeks.	One term full-time. Participate in a range of responsibilities of a classroom teacher. Assume full responsibility for the classroom for a period of five weeks.
Visits by University Supervisor	At <u>least</u> 3 supportive / evaluative visits during student teaching. Activities include reviewing lesson plans, observing instruction, and post-observation conferences.	At <u>least</u> 3 supportive / evaluative visits during student teaching. Activities include reviewing lesson plans, observing instruction, and post-observation conferences.
Observation by Cooperating Teacher	The cooperating teacher observes and gives verbal and written feedback on a regular basis.	The cooperating teacher observes and gives verbal and written feedback on a regular basis.
Three-way conferences	At least 2 three-way conferences are conducted with the student teacher, cooperating teacher, and university supervisor. Student teaching evaluation forms are discussed at these conferences. Print copies are signed and distributed to the cooperating teacher, teacher candidate, and the University supervisor. The University supervisor uploads the evaluation data to TK20.	At least 2 three-way conferences are conducted with the student teacher, cooperating teacher, and university supervisor. Student teaching evaluation forms are discussed at these conferences. Print copies are signed and distributed to the cooperating teacher, teacher candidate, and the University supervisor. The University supervisor uploads the evaluation data to TK20.
Work Samples	A work sample is planned, taught, and assessed. A work sample is required at each authorization level and endorsement. A work sample evaluation form is completed by the University supervisor and discussed with the teacher candidate. The University supervisor uploads the evaluation data to TK20.	A work sample is planned, taught, and assessed. A work sample is required at each authorization level and endorsement. A work sample evaluation form is completed by the University supervisor and discussed with the teacher candidate. The University supervisor uploads the evaluation data to TK20.

PROCEDURAL MATTERS REGARDING FIELD EXPERIENCE AND STUDENT TEACHING

Attendance

Except for required GTEP activities, during STII, candidates are required to assume the contracted hours as required of teachers in the building. Candidates are encouraged to take advantage of activities such as professional conferences and visiting other schools (with the approval of the cohort leader, university supervisor, and cooperating teacher). If you are absent due to illness or an emergency, you must contact the school/cooperating teacher and the University supervisor before the school day begins or as soon as possible.

School policies

Early in your placement, ask for a copy of any school handbooks and other policy documents that are used in relationship to teachers and to your students. Become familiar with school policies regarding the reporting of suspected abuse, emergency plans, and other serious matters involving students.

Substitute Teaching

Since you are not licensed, you may not serve as a substitute teacher. This rule is intended to protect the cooperating school, school personnel and pupils, and you.

Playground/Lunchroom/Hall Duties

You may carry out these duties without direct supervision if the cooperating teacher agrees to this arrangement and if the cooperating teacher (or his or her designee) is on school premises. The principal or appropriate administrator of each school should be consulted as to school policy on such assignments.

Work Stoppage

In the event of a teachers' strike in a district where you are assigned, you are advised not to report to the school. You should contact your university supervisor immediately. If a teachers' strike is prolonged, GTEP will make an effort to reassign you to another district.

Emergency Procedures

You are responsible for insuring that written emergency information is on file in the school office.

Conflict Resolution

Each participant (student teacher, university supervisor, and cooperating teacher) is responsible for addressing real or potential conflicts as soon as possible. Ideally, the concerns should first be taken to the person most directly involved. In any case, each participant should insure that communication is as open and constructive as possible. If necessary the cohort leader and an appropriate building administrator should be contacted. Read and understand the contents of this Handbook and the Student Code of Conduct.

NEA Student Program

The National Education Association (NEA) has a student program that provides professional growth opportunities for student members and involves students at both the state and national levels in political and legislative activities. NEA also provides benefits, services, and liability insurance coverage, assures candidates a voice in matters that affect them, and provides leadership training to student members. Information about membership is available from the Oregon Education Association. Candidates do not qualify for liability insurance from PSU. Liability coverage for student teachers can be obtained through the NEA Student Program described above.

4. WORK SAMPLES

WHAT IS A WORK SAMPLE?

A work sample includes a set of unit goals and objectives, lessons, assessments, analysis, reflection, and related material organized as a unit of study. Its purpose is to help the candidate develop strategies for providing effective instruction. It also documents the candidate's ability to plan and teach a unit of study, to assess student learning, and to analyze the implications of the results for further instruction. It provides evidence of teaching skills and knowledge. Work samples must be completed and evaluated before the candidate can receive a passing grade for student teaching. Successful completion of two work samples is a requirement for initial licensure.

Cohort leaders and other GTEP faculty give candidates specific information for meeting the OAR requirements. Work samples receive written assessment and feedback from either the university supervisor or the cooperating teacher and in some cases from both; this responsibility is assigned early in the candidate's placement. Work samples are evaluated using the Work Sample Evaluation Form found in the appendices of this Handbook.

HOW MANY WORK SAMPLES ARE REQUIRED?

Two work samples are required. Candidates seeking licensure for two authorization levels must complete a work sample at each level. Candidates seeking multiple subject area endorsements must complete a work sample in each endorsement area.

WHAT COMPONENTS ARE REQUIRED IN A WORK SAMPLE?

GTEP expectations for work samples include the following requirements set by the Teaching Standards and Practices Commission (TSPC) and stated in the Oregon Administrative Rules (OAR) **Evidence of Effectiveness*** (OAR 584-017-0185):

(1) Each student teacher preparing for an Initial Teaching License assembles and analyzes two work samples to document the candidate's ability to demonstrate knowledge, skills, and competencies as designated in OAR 584-017-0100. If a candidate is seeking more than one authorization level, one work sample must be completed for each authorization.

Work samples include:

(a) Context of the school and classroom is explained, learners with special needs, TAG learners, ESOL learners and learners from diverse cultural and social backgrounds are described, adaptations for their learning needs are discussed, and prerequisite skills required for the unit are considered.

(b) Goals for the unit of study, which is generally two to five weeks in length, that vary in kind and complexity, but that include concept attainment and application of knowledge and skills;

(c) Instructional plans to accomplish the learning goals of the group(s) of students that include differentiation of instruction for all students listed in (a);

(d) Data on learning gains resulting from instruction, analyzed for each student, and summarized in relation to students' level of knowledge prior to instruction;

(e) Interpretation and explanation of the learning gains, or lack thereof; and

(f) A description of the uses to be made of the data on learning gains in planning subsequent instruction and in reporting student progress to the students and their parents.

(g) Purposeful attention to literacy instruction based upon content requirements, appropriate authorization level and student needs in at least one subject.

*Oregon Administrative Rules (OARs) regarding Evidence of Effectiveness are online at: http://arcweb.sos.state.or.us/rules/OARS_500/OAR_584/584_017.html

Additional GTEP expectations for work samples will be outlined by cohort leaders and are included in the Work Sample Evaluation Form found in the appendices of this Handbook.

In addition to creating a hard copy work sample, candidates will be expected to upload work sample components into TK20, the Graduate School of Education's comprehensive data system.

5. THE ROLE OF THE UNIVERSITY SUPERVISOR

The university supervisor serves as the major link between the candidate's field placement and PSU during Initial Field Experience (late Summer and Fall 2009 for full-time candidates, and Fall 2010 for part-time candidates), Student Teaching I and Student Teaching II. University supervisors are PSU faculty members or other experienced educational professionals.

University supervisors are responsible for the following:

- Attending meetings and orientations for university supervisors
- Establishing contact with cooperating teachers and principals at the beginning of the Initial Field Experience, explaining the structure and expectations of the program, and responding to questions from the field
- Making at least three supportive/evaluative visits to each candidate each term. These visits will usually include observation of a lesson or activity, then meeting with the teacher candidate to provide feedback. If a candidate is having problems, the supervisor should be prepared to visit more often and/or at greater length
- Conducting at least two evaluative conferences with the teacher candidate and cooperating teacher each term to complete the evaluation forms
- Submitting the appropriate Student Teaching Evaluation forms into TK20, the Graduate School of Education's comprehensive data system
- Assist the teacher candidate in planning and developing the work samples
- Assessing the teacher candidate's work samples
- Submitting the Work Sample Evaluation forms into TK20, the Graduate School of Education's comprehensive data system
- Responding to any concerns related to the field placement raised by the candidate or by school personnel and sharing those concerns with the cohort leader
- If requested, writing a letter of recommendation for the teacher candidate.

6. THE ROLE OF THE COOPERATING TEACHER

The cooperating teacher is a crucial contributor to the teacher candidate's growth and development as a beginning teacher. Cooperating teachers model effective teaching practices; provide guidance; and assure that the teacher candidate receives extensive experience in planning instruction, teaching, assessment, communicating with colleagues, administrators and parents, and so on. They provide regular, targeted feedback and help assess whether the teacher candidate should be recommended for licensure.

WHO BECOMES A COOPERATING TEACHER?

The Graduate School of Education's Field Placement Office, in cooperation with school districts and cohort leaders, arranges placements for GTEP teacher candidates. Oregon requires (OAR 584-17-0055) that cooperating teachers "have had two years" experience in early childhood, elementary, middle level, or high school immediately prior to supervision and/or instruction and hold a valid license for current assignments.

EXPECTATIONS FOR COOPERATING TEACHERS

The relationship between the cooperating teacher and the teacher candidate is a complex one that takes different forms depending on the individuals and schools involved. Typically, cooperating teachers are responsible for:

- Making the teacher candidate feel welcome through introductions to pre-K - 12 pupils and colleagues, providing a desk or other personal space, providing information about procedures and policies, and learning about the school's culture
- Providing teacher candidate with varied opportunities to work with students as early as possible, beginning with routine activities and work with individuals and small groups, and gradually increasing their responsibilities
- Providing opportunities for the teacher candidate to carry out activities (lessons, interviews, and so on) required for their PSU classes and for professional growth
- On a regular basis, observing teacher candidate in a range of teaching contexts, providing written feedback, and allowing time for post-observation conversations
- Planning regular times to meet with the teacher candidate for planning and feedback
- Being available to meet with the teacher candidate's university supervisor for scheduled conferences and occasional informal conversations
- Guiding the teacher candidate in planning and teaching the work sample.
- Completing Student Teaching Evaluation forms prior to 3-way evaluative conferences
- Communicating any concerns to the university supervisor, cohort leader, or both.
- If requested, writing a letter recommendation for the teacher candidate

CURRICULUM PLANNING AND THE WORK SAMPLE

Curriculum planning is an important part of becoming a teacher and is essential for the development of the work sample. Although teacher candidates are expected to follow the teacher's, school's, and district's curriculum plan, the Graduate Teacher Education Program expects that teacher candidates will have an opportunity to do original planning. Each work sample is meant to demonstrate the teacher candidate's ability to plan, instruct, assess, and reflect on a unit of study. Cooperating teachers need to provide some flexibility in the topic and content of the curriculum that the teacher candidate is responsible for developing. For example, the cooperating teacher might feel that students need a lesson on some aspect of punctuation and allow the teacher candidate latitude in *how* to achieve this goal. The work sample in particular is often an opportunity for the teacher candidate to work in depth on a topic of interest and expertise.

REDUCED ENROLLMENT FEE PRIVILEGE

In partial compensation for their work, cooperating teachers may take advantage of the Reduced Enrollment Fee Privilege for classes at any institution in the Oregon University System (e.g. Portland State University). School districts have developed their own policies to distribute the reduced enrollment privilege. Districts are encouraged to make these privileges available to the cooperating teachers who supervised student teachers. Additional information about compensation will be given to the cooperating teacher after the placement is made.

7. THE ROLE OF THE SCHOOL ADMINISTRATOR

Although principals and other administrators have less contact with teacher candidates than the classroom teacher, they can play a pivotal role in candidates' successes. In addition to their liaison role in the initial placement of teacher candidates, they can serve as an important source of support and advising. We hope that principals and other administrators will:

3. Provide an orientation for beginning teacher candidates, focusing on expectations, policies, school culture, and offer relevant written material such as school handbooks and district curriculum guides
4. Be available to meet with teacher candidates occasionally to share information or to address concerns
5. Observe and give feedback to each teacher candidate in his or her building at some point during his or her student teaching experience
6. Look for opportunities to involve teacher candidates in extracurricular activities, parent and/or community programs
7. Meet the university supervisor at the beginning of the student teaching experience and contact the supervisor or cohort leader with any concerns
8. When warranted, write a letter of recommendation for the teacher candidate

8. EXPECTATIONS, POLICIES, AND PROCEDURES

This section addresses candidate rights and responsibilities. Teacher candidates are to maintain high standards of academic and professional performance, including adherence to the policies and guidelines detailed in PSU's Bulletin. GTEP provides standards for treating candidates with fairness and respect.

GENERAL EXPECTATIONS AND STANDARDS

Commitment to GTEP

GTEP is a demanding program. Candidates in full-time cohorts who are employed beyond a minimal level may jeopardize their success in the program. All candidates should make every effort to insure adequate time and energy to meet program responsibilities and expectations. Candidates who encounter situations that seriously interfere with GTEP responsibilities should consult with their cohort leaders as soon as possible.

Leave of Absence

To take a leave of absence after starting GTEP, candidates must meet with their cohort leader(s) to complete the Petition for Leave of Absence Form (see Appendices in this handbook) and submit to the GTEP Coordinator for their consideration. A written request must include a clear explanation of reasons for the request, a specific proposed timetable, and conditions for continuation.

Program Withdrawal

Candidates who wish to withdraw from GTEP must file a Withdrawal From GTEP Form (see Appendices in this handbook) with the GTEP Program Assistant to avoid possible negative consequences regarding their PSU records.

Grades and GPA

Grades in GTEP courses are A-F except Initial Field Experience, Student Teaching I & II, which are graded Pass/No Pass. Candidates must maintain a 3.0 GPA each term they are enrolled in GTEP to document satisfactory progress in GTEP and to meet the PSU Office of Graduate Studies requirements. Refer to the "Enrollment Policies and Credit Regulations" section in the PSU Bulletin/General Catalog Issue for policies about incomplete grades.

There are certain conditions when a candidate may not continue enrollment in GTEP. The candidate receives:

- a No Pass for Initial Field Experience, Student Teaching I, or Student Teaching II
- a grade of C+, C, or C- in four or more credits of coursework
- a grade of D or F in any course, regardless of the number of credits.

Candidates who are not allowed to continue in GTEP because of low grades can apply for re-admission based on a detailed letter addressing the reasons for termination and remedies the candidate feels are appropriate. The Department Chair will appoint a committee of three GTEP faculty members to review the request for re-admission and determine a course of action.

Academic Honesty

University policies addressing academic honesty, plagiarism and cheating apply to GTEP candidates. Refer to the Graduate Studies section of the PSU Bulletin/General Catalog Issue. Any violation of academic honesty and integrity is grounds for academic action. In addition, a student found in violation of this policy may be subjected to disciplinary sanction as provided in the University Student Conduct Code.

Professionalism and Dispositions

Candidates are expected to display professional demeanor and appearance. Students need to become familiar with the conduct codes of the Graduate School of Education, Portland State University, and the districts in which they are placed. It is the candidate's responsibility to familiarize themselves with these documents. Students are required to sign and return the "Student's Letter of Understanding" before the program begins (form located in the Appendices of this Handbook).

The following websites are provided for the teacher candidate's reference:

- Graduate School of Education Student Conduct Code
http://www.pdx.edu/education/gse_students.html
- Portland State University Student Conduct Code
<http://www.pdx.edu/dos/conduct.html>

Conditional Admit

All of the outstanding conditions associated with a teacher candidate's admission to GTEP must be rectified in order to be eligible to begin the program. Passing test scores (a copy or email printout of test score reports) and transcripts (unofficial PSU transcripts and official transcripts from every other institution attended) showing evidence of successful completion of prerequisite courses and posting of an undergraduate degree must be in the candidate's GTEP file by June 30, 2009 in order to begin the program in July, 2009.

Fingerprint Documentation

Fingerprints need to be completed as soon as possible. The fingerprint packet and a check for \$62 (subject to change) should be mailed directly to: Teacher Standards and Practices Commission (TSPC), 465 Commercial St. NE, Salem, OR 97301.

Fingerprints can take up to 6 weeks to be processed, so do not delay.

To check and see if your fingerprints have been received and cleared by TSPC, go to TSPC's website (www.tspc.state.or.us), click on license inquiry, and enter the requested information. Make sure to note that you need to enter your name exactly as indicated on your paperwork to TSPC. This is how your name will appear on your license. If you do not remember (say you forgot if you put your middle name, or just the initial) you can enter the last name only, then search. All licensed teachers with the same last name will appear. You can then select your name from the list. If it does not appear, TSPC is not processing any paperwork for you at this time.

If you are in TSPC's database, the next screen will indicate on which date your fingerprints were cleared by OSP (Oregon State Police) and the FBI.

Once you see this clearance, please print off and provide this information to the Field Placement Office (fax: 503.725.8475) for entry into the database. At this point you

are eligible for student teaching.

Tuition

Tuition is subject to change. Some specific courses may also include course material fees. Additional credits are required when students choose to add a second authorization level or complete requirements for the M.Ed. degree. Current tuition costs can be obtained by going to the web link

<http://www.pdx.edu/registration/tuition.html>

Financial Aid Information

Financial Aid Office <http://www.pdx.edu/finaid>

800.547.8887 or 503.725.3461

Students are strongly encouraged to contact the PSU financial aid office and apply for financial aid as soon as possible, as processing can take 6 to 9 months. Portland State recommends that the student begin the financial aid application process in January to receive financial aid by fall term. Please check with the financial aid office regarding summer financial aid and other funding opportunities. The Free Application for

Federal Student Aid can be found at <http://www.fafsa.ed.gov>

Initial Field Experience and Student Teaching

Successful, documented Initial Field Experience is required for participation in Student Teaching. Lack of satisfactory progress in an Initial Field Experience placement may result in discontinuation from GTEP.

Student Teaching I and II are graded Pass/No Pass. "Pass" indicates demonstrated ability to plan instruction, implement instruction, evaluate student progress, maintain a positive learning environment, and meet expectations of professional behavior. See Teacher Standards and Practices Commission "Teaching Standards" in the Reference Section of the Appendices. A "Pass" grade also requires satisfactory completion of the work sample(s).

Observed classroom performance and relationships with students, teachers, other professionals, and parents form the basis for evaluation by the university supervisor and the cooperating teacher. Teacher candidates will be informed of areas of strength and areas for further development.

A candidate who has not met minimum standards, who has violated school policies, or who has raised concerns about his or her professionalism may be removed from an Initial Field Experience or Student Teaching placement by either the building administrator or the university supervisor.

Program Completion and Licensure

The process of licensure is separate from the Graduate Teacher Education Program. The State of Oregon's Teaching Standards and Practices Commission (TSPC) is the agency authorized to approve teacher education programs and to issue teaching licenses. To be recommended for an initial license, GTEP teacher candidates must have successfully completed the program as approved by TSPC, including course work, student teaching and two work samples. Candidates must document passing scores on specific standardized tests.

Both the candidate's cooperating teacher and the university supervisor must agree that the candidate has met the TSPC and GTEP requirements of demonstrating ability

to plan instruction, implement instruction, evaluate student growth, and maintain a positive learning atmosphere in the classroom. This determination, based on professional judgment, is made by the end of student teaching, and is recorded on a Student Teacher Evaluation form that is completed by both evaluators. Without this documentation, GTEP faculty cannot recommend a candidate for licensure.

In a case in which the university supervisor and the cooperating teacher do not agree that the candidate has demonstrated competence required for successful completion of student teaching, the cohort leader will attempt to arrive at a mutually agreeable outcome. If that is unsuccessful, the cohort leader will determine whether the candidate will be recommended for licensure. If the cohort leader is the university supervisor, the Department Chair or a designee appointed by the Chair will assume that role.

Note: Licensure by Teaching Standards and Practices Commission is not automatic upon completion of the program, and must be initiated by the candidate. This is a complex process; cohort leaders provide opportunities to learn about the licensing process, but candidates are responsible for insuring its completion.

INSURING FAIR TREATMENT OF CANDIDATES

Non Discrimination Policy

The GTEP adheres to Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, national origin, or religion. In addition, students with disabilities will be provided reasonable accommodations or other types of assistance, as needed, to complete the program. Please contact the Disability Resource Center for further information.

Appeal Process Regarding Academic Evaluation

The university provides a process for appealing "prejudiced or capricious academic evaluation." Details are in the "Appeals and Grievances" section of the PSU Bulletin. Appeals beyond the levels of the course instructor and Department Chair must be in writing. Upon receipt of the written appeal, the Associate Dean appoints a Graduate School of Education (GSE) hearing committee consisting of three faculty members. The committee reviews the appeal and may request additional information. Then, the committee reports its findings to the Associate Dean. A candidate who is not satisfied with the resolution may take the appeal to the University's Academic Appeals Board. This process applies to both graded courses and P/NP courses.

Appeal Process Regarding Recommendation for Licensure

If a candidate is discontinued in the program because of low grades, and therefore is not eligible for a recommendation for licensure, he or she can reapply to the program, or can use the appeal process for academic evaluation described in the previous section.

If a candidate does not receive recommendation for licensure for reasons other than grades, he or she can use the following appeal process:

1. The candidate may file a written appeal with the Department Chair who will appoint a GSE hearing committee consisting of three faculty members.
2. The GSE hearing committee will request written documentation from individuals they believe have information relevant to the candidate's appeal. The candidate

may also request written documentation from individuals with relevant information

3. All parties are invited to present information in person.
4. The hearing committee makes a decision to either recommend or not recommend the student teacher for licensure.

Procedures For Addressing Candidate Concerns

Candidates should first contact the cohort leader regarding concerns about unfair or unprofessional treatment. If the concern is unresolved, a candidate may contact (usually in this order), the Chair of the Curriculum and Instruction Department, the Associate Dean of the Graduate School of Education, and the Dean. PSU's Office of Student Affairs and Ombuds Office are also available. When a candidate has concerns about unfair or unprofessional treatment from a university supervisor, instructor, cooperating teacher, or other professional associate with GTEP, they are best addressed to that individual first. The Graduate School of Education especially encourages candidates to report concerns about racism, sexism, homophobia, or sexual harassment to appropriate University officials.

10. APPENDICES

REFERENCE

TSPC TEACHING STANDARDS

INTASC Standards for Beginning Teacher Licensure

**Teaching Standards
584-017-0100
Objectives for Initial Teacher License**

The unit assures that candidates for an Initial Teaching License demonstrate knowledge, skills, and competencies in each of the five (5) teacher functions.

(1) Candidates plan instruction that supports student progress in learning and is appropriate for the developmental level and demonstrate they are able to:

- (a) Select or write learning goals for units of instruction that are consistent with the school's long-term curriculum goals, State content standards and district standards, research findings on how students learn, and the physical and mental maturity of one's students;
- (b) Determine the current performance level of one's students with respect to the learning goals established for a unit of instruction;
- (c) Establish objectives within the unit of instruction that will be useful in formulating daily lessons and in evaluating the progress of students toward the attainment of unit goals;
- (d) Determine content, skills, and processes that will assist students in accomplishing desired unit outcomes, and design learning activities that lead to their mastery;
- (e) Select and organize materials, equipment and technologies needed to teach a unit of instruction;
- (f) Design and adapt unit and lesson plans for all learners and exceptional learners, including but not limited to students with varying cultural, social, socio-economic and linguistic backgrounds; and
- (g) Estimate the time required within a unit for teacher-directed instruction, student-managed learning and practice, student evaluation/reporting and reteaching/problem solving.

(2) Candidates establish a classroom climate conducive to learning and demonstrate they are able to:

- (a) Affirm the dignity and worth of all students and provide the positive support students need to be effective learners;
- (b) Establish, communicate, and maintain rules, procedures and behavioral expectations that provide a safe and orderly environment for learning, are appropriate to the level of development of students, and are consistent with laws governing student rights and responsibilities;
- (c) Employ equitable practices that are just and that support a least restrictive environment for all students;
- (d) Model and reinforce classroom social behavior that supports student learning and development;
- (e) Use knowledge of the influence of the physical, social, and emotional climates of students' homes and the community to optimize motivation, learning, and behavior;
- (f) Monitor student conduct, and take appropriate action when misbehavior occurs;
- (g) Interact thoughtfully and courteously with all students and their families and seek to resolve conflicts in a professional manner, respecting familial and community cultural contexts;
- (h) Use classroom time effectively to provide maximum time for learning;
- (i) Manage instructional transitions decisively and without loss of instructional time;
- (j) Arrange and set up instructional materials and equipment in advance of class to facilitate their effective and efficient use during lessons; and
- (k) Coordinate the use of instructional assistants, parent volunteers, student assistants, and other support personnel to achieve instructional objectives, if these resources are available in the school setting.

(3) Candidates engage students in planned learning activities and demonstrate they are able to:

- (a) Choose organizational structures appropriate for the objectives of instruction;
- (b) Communicate learning outcomes to be achieved and focus student interest on tasks to be accomplished;
- (c) Implement instructional plans that employ knowledge of subject matter and basic skills;
- (d) Use a variety of research-based educational practices that promote student learning and are sensitive to individual differences and diverse cultures;
- (e) Emphasize instructional techniques that promote critical thinking and problem solving, and that encourage divergent as well as convergent thinking; and
- (f) Monitor the engagement of students in learning activities, and the progress they are making, to determine if the pace or content of instruction needs to be modified to assure that all students accomplish lesson and unit objectives.

(4) Candidates evaluate, act upon, and report student progress in learning and demonstrate they are able to:

- (a) Select or develop non-biased, valid and reliable tests, performance measures, observations student interviews, or other formal or informal assessment procedures to determine the progress of all students;
- (b) Document student progress in accomplishing State-adopted content standards and district standards, prepare data summaries that show this progress to others, and inform students, supervisors, and parents about progress in learning;
- (c) Refine plans for instruction, establish alternative goals or environments, or make referrals when appropriate; and
- (d) Assemble, reflect upon, interpret, and communicate evidence of one's own effectiveness as a teacher including evidence of success in fostering student progress in learning and use evidence of effectiveness in planning further intervention.

(5) Candidates exhibit professional behaviors, ethics, and values and demonstrate they are able to:

- (a) Be dependable, conscientious, and punctual;
- (b) Meet work schedule demands;
- (c) Be aware of the importance of dressing appropriately;
- (d) Be aware of, and act in accordance with, school policies and practices;
- (e) Understand the organizational culture and expectations that operate within a school and that impact students and student learning;
- (f) Interact constructively and respectfully with students, colleagues, administrators, supervisors, school staff, families, and members of the community;
- (g) Collaborate with parents, colleagues, and members of the community to provide internal and external assistance to students and their families to promote student learning;
- (h) Perform advisory functions for students in formal and informal settings;
- (i) Function as a member of an interdisciplinary team to achieve long-term curriculum goals, and State content standards and district standards;
- (j) Exhibit energy, drive and determination to make one's school and classroom the best possible environment for teaching and learning; and
- (k) Exhibit energy, drive and determination to become a professional educator.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, 342.147 & 342.165

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 6-2002, f. & cert. ef. 10-23-02; TSPC 9-2006, f. & cert. ef. 6-15-06

INTASC* Standards for Beginning Teacher Licensure

Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

* Interstate New Teacher Assessment and Support Consortium.

http://www.ccsso.org/Projects/interstate_new_teacher_assessment_and_support_consortium/

