



Teaching Radical Hope!



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Program and supervision information is maintained and accessible on the
UOTeach Current Student Blog <https://uoteach.uoregon.edu/>

I. UOTeach Program Description

The University of Oregon Master's of Education (M.Ed.) degree in Curriculum and Teaching prepares teacher leaders to have a lasting impact on the learning and lives of youth. UOTeach is an approved Preliminary Teacher Licensure Preparation Program in the State of Oregon for the following general education programs:

Elementary Education Program

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

Middle-High School Education Program

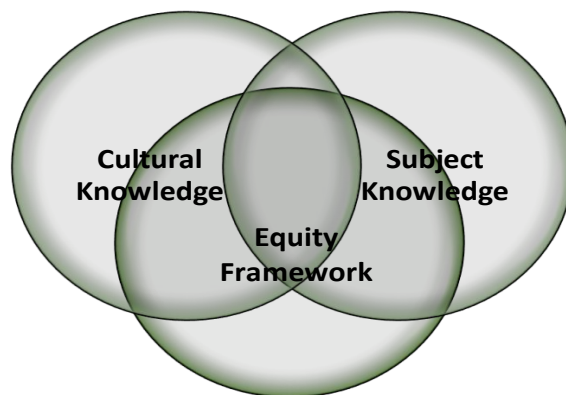
Subject Area Endorsements

- English Language Arts
- Mathematics (Middle School and Advanced)
- Social Sciences
- Science Education: Biology, Chemistry, Physics, and Integrated Science
- World Languages: French, German, Japanese, Mandarin Chinese, or Spanish

English for Speakers of Other Languages Program (ESOL)

Equity and Subject Expertise:

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



A. Core Initiatives: All are welcome!

Equity Framework for Anti-Oppressive and Culturally Sustaining Education

We believe that each teacher plays a pivotal role in the lives of children and the success of learning communities to help students make connections between the sociocultural context of their lives and the thinkers, learners, and doers they can become.

WE ENVISION schools

- where no student lives on the margins.
- where teachers, administrators, and staff members thoughtfully and consistently work towards social justice, knowing that such work is never easy, never uncomplicated, and never finished.
- oriented toward the public good rather than corporate models of efficiency.
- that are transcultural rather than assimilationist.
- where students and educators collaborate to challenge the brutalizing impacts of homophobia, sexism, racism, nationalism, classism, ableism, and ecological exploitation.
- that foster hope.

We are holding ourselves as collectively accountable for the Education Debt

WE ASPIRE to create a community and culture of critical compliance, which we understand to require simultaneously examining carefully the mandates that govern educational spaces—standards, curricula, assessments, accountability measures—and supporting students in the successful completion of those mandates.

We are making a commitment to improve the educational experiences of diverse Oregonians

WE SEEK opportunities for thoughtful resistance, openings for forwarding alternative visions of teaching and teaching practices, of assessment and accountability, and of schools and schooling.

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

II. Who's Who of UOTeach

1. Governing Bodies

A. Kalapuya Illahee

We acknowledge that we are here on Kalapuya Illahee--the traditional Indigenous homeland of Kalapuya peoples, who were dispossessed of their Indigenous homeland by the U.S. Government over several years, but most notably in Treaties between 1851 and 1855.

Kalapuya people were forcibly removed to what are now the Grand Ronde and Siletz reservations, and are now members of Confederated Tribes of the Grand Ronde Community of Oregon and the Confederated Tribes of Siletz Indians. We share this information out of humility and respect for this Indigenous homeland, and for the peoples who continue live and thrive in what is now called the State of Oregon.

B. State of Oregon - Oregon Teacher Standards and Practices Commission

In Oregon, **Teacher Standards and Practices Commission (TSPC)** accredits the UOTeach program of study and field requirements for Oregon Teaching Licensing. The TSPC is responsible for issuance, renewal, and oversight of Oregon teacher licenses.

Tier 1

Preliminary Teaching License: valid for 3 years, continuously renewable

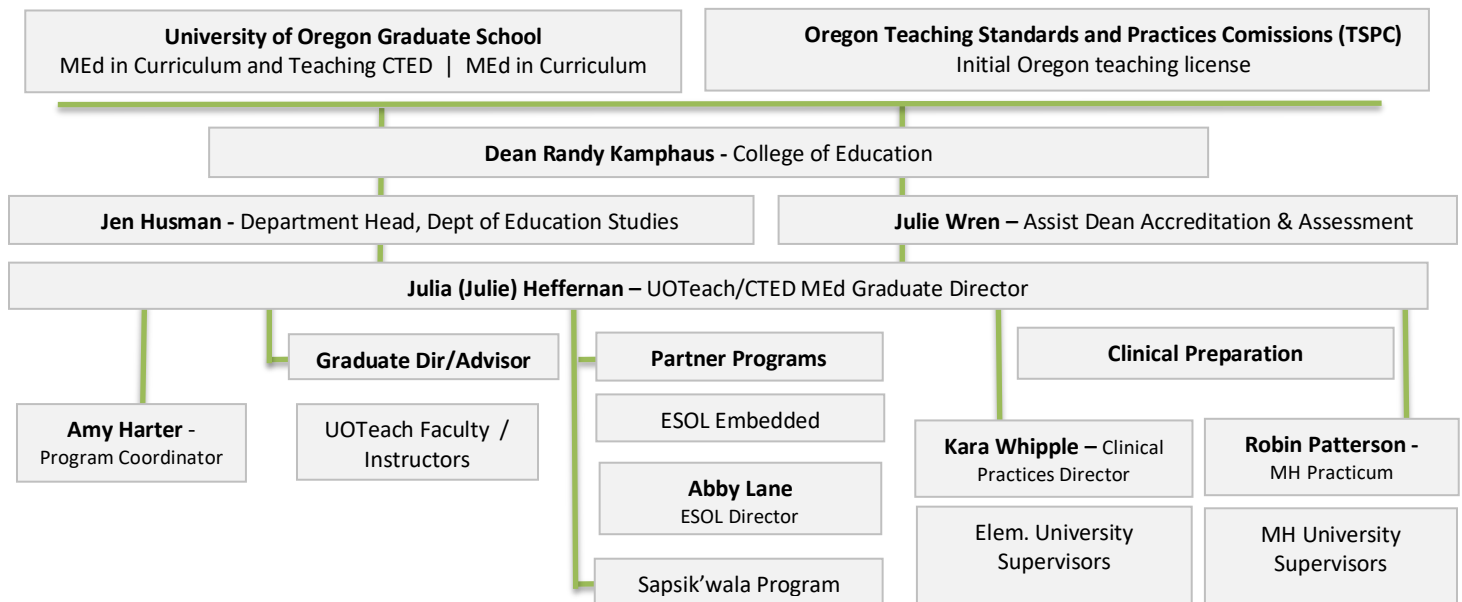
Tier 2

Professional Teaching License: apply after four years of successful teaching, plus your MEd.
Transitioning requires advanced competencies or coursework

Tier 3

Teacher Leader License (5 years)

C. University of Oregon Graduate School, the COE, and the Oregon Teaching Standards and Practices Commission



2. Key UOTeach Contacts:

Department Head / Interim UOTeach Dir	Jenefer Husman	jhusman@uoregon.edu	(541) 346-9564
Master's Degree Director	Julia Heffernan	jheffern@uoregon.edu	(541) 346-2490
edTPA Coordinator	Julia Heffernan	jheffern@uoregon.edu	(541) 346-2490
Clinical Practices Dir. /Placement Coordinator Elementary	Kara Whipple	kwhipple@uoregon.edu	(541) 346-8034
Placement Coordinator M/H	Robin Patterson	rpatters@uoregon.edu	(541) 346-8038
ESOL Program	Abby Lane	abby@uoregon.edu	(541) 346-2645
Program Coordinator	Amy Harter	uoteach@uoregon.edu	(541) 346-1360

A. Department of Educational Studies | UOTeach Faculty Instructors & Support Team

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

Faculty Instructors See COE Directory

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

B. University Supervisors -

	Ann Burgess Elementary MEd		Barb Harris Secondary Advanced Math MEd		Becky Casado Elementary MEd
	David Gault Secondary Biology & Physics MEd		Dee Dee Pflum Secondary History & PE MEd		Marty Greydanus Secondary Science MEd
	Melissa Harman Int'l Educator MS		Michelle Crisman Secondary ELA MEd		Sue Ann Hinman Elementary MEd
	Tiffany Palaniuk Secondary ELA MEd		Tom Di Liberto Secondary Spanish & ELA MEd		Zehra Greenleaf Elementary & ELL MEd

3. Community Communications

University policy is that all student and faculty/staff communications are conducted via **UO email address**. The program relies heavily on email and Canvas communications, and requests that student and faculty/staff check UO email daily.

Program and Community Networks

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

1. uoteach11@lists.uoregon.edu - all cohort #11 UOTeach students & program staff
2. uoteach11elem@lists.uoregon.edu - Elementary Multiple Subjects students & program staff
3. uoteach11mh@lists.uoregon.edu - Middle/High Ed students & program staff

The major focus of these lists is to provide opportunity for the exchange of ideas and information relating to cohort activities, education, research and teaching. The lists are closed and unmoderated. As with most listservs, communication should be friendly, courteous, professional, and supportive. Please remember that social cues available in face-to-face conversations are not available in email.

**Program & supervision information is maintained and accessible on the
UOTeach Current Student Blog <https://uoteach.uoregon.edu/>**

III. UOTeach Program of Study Overview

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

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

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

Elementary Study Plan

Summer Term Courses (16 credits, 8-weeks)	Time Commitment Overview
1. EDST 612 Foundations of Teaching & Learning (3cr)* 2. EDST 616 Language, Power, and Education (4cr) 3. LT 629 Foundations in Language Theory (4cr) 4. EDST 620 Understanding Curricular Controversies (4cr) September Experience (4-weeks) 5. EDST 627 Mgmt: Intro/ Supp Learning Communities (1cr)	Summer Courses / Sept Experience: <ul style="list-style-type: none"> • 8-hour program orientation • 8-weeks of full-time coursework (Mon – Fri) • Class schedule: between 8:00am - 5:20pm • Short Break EDST 627: weekly class + ≥ 15 hours/week for 4-weeks. Engaged observation in assigned school placement with a cooperating teacher (CT)
Progress Check / No course incompletes:	
Fall Term Courses (15 credits, 11-weeks)	Time Commitment Overview
1. SPED 511 Foundations of Disability (3cr)* 2. EDST 640 Methods: Construct Mean Thr Literacy (4cr) 3. EDST 642 Methods: Pedagogical Humanities (4cr) 4. EDST 643 Methods: Teach Math: Facts & Inquiry (4cr)	Field Experience: <ul style="list-style-type: none"> • ≥10 hours/week of active observation in assigned school placement with CT • Provide instructional assistance • Participation in wider school activities Fall Methods Courses: 3 - 4 credit hrs, evenings & Friday
Progress Check / No course incompletes:	
Winter Term Courses (15 credits, 11-weeks)	Time Commitment Overview
1. EDST628 Mgmt: Creat Supp Clsrm Communities (3cr) 3. EDST 645 Method: Teach Science: Detail/Discovery (4cr) 4. EDST 646 Method ESOL: English Language Learner Pedagogy for Elementary Classrooms (4cr) 5. EDST609 Practicum (4cr)	Field Experience: <ul style="list-style-type: none"> • ≥20 hours of practicum student teaching, planning and delivering lessons in assigned school placement with CT. • Bi-weekly meetings with university supervisor. • Participation in deeper student engagement. Winter Methods Courses: <ul style="list-style-type: none"> • 1- 4 credit hour evening courses
Progress Check / No course incompletes:	
Spring Term Courses (16 credits, 11-weeks)	Time Commitment Overview
1. EDST 614 Cultural Context of Education (4)* 2. EDST 607 Student Teaching Seminar (2) 3. EDST 609 Student Teaching (10)	Field Experience: <ul style="list-style-type: none"> • Fulltime student teaching responsibilities in assigned school placement with a CT. • Bi-weekly meetings with university supervisor. Spring Course & Seminar: <ul style="list-style-type: none"> • Two evening courses
Program of study credits completed (16 courses / 62 credits) (max ≤5 year period), GPA ≥ 3.00 Completion Check / No course incompletes:	

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

Mid-High Study Plan

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

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

IV. Term & Course Schedule

In addition to their field placement, students are enrolled in up to 15 academic course credits. Please be aware that outside of the hours they are scheduled to be in your school/classroom, their graduate schoolwork must be their priority.

Winter Term		Spring Term	
Jan 6	Winter term and part-time practicum begins	Mar 21-29	Spring Break
Jan 20	Martin Luther King Jr. Day holiday	March 30	Spring term and full-time practicum begins
Feb 17	EDST 628 UO Many Nations Longhouse	April 7	Portland Educator Job Fair
Feb 28	Practice Job Interviews , Ford Alumni Center	May 25	Memorial Day
Mar 20	COE Educator Teacher Job Fair	June 5	Last day of practicum
Mar 13	Last day for practicum, upload time log to Tk20		

Winter 2020 EDST Practicum Seminar

Level	Day	Room	Time
Elementary Cohort	Wednesday	Lokey Ed 116	Seminar 4:00–4:50
Mid/High Cohort	Thursday	189 PLC	Seminar 4:00- 4:50
	Thursday	189 PLC	Seminar 5:00- 5:50

2020 Winter! UOTeach Methods Schedule (revised 10/28/19)											
Winter Term Courses	Monday		Tuesday		Wednesday			Thursday		Friday	
	Mid-High	Elementary	Mid-High	Elementary	Mid-High		Elementary	Mid-High	Elementary	Mid-High	Elementary
8:00am	EDST 609 Practicum UOTeach (minimum 20 hours / week of structured field observation in assigned placement, Jan - Mar)										
8:30											
9:00am											
9:30											
10:00am											
10:30											
11:00am											
11:30											
12:00pm											
12:30											
1:00pm											
1:30											
2:00pm											
2:30											
3:00pm											
3:30											
4:00pm				EDST 645 Mthds: Sci Detail & Discv Sec 1 4:00-7:50 144 Hed Stapleton S			EDST609: Practicum Sem - Elementary 4:00-4:50 Whipple K	EDST609: Practicum Sem - MH 4:00-4:50 Patterson R	EDST 646 Mthds ESOL: ELL Pedagogy A Lane 4:00-7:50		
4:30											
5:00pm	EDST 628 Mgmt: Cr Sp Learn Comms Sec 1 5:00-7:50 Heffernan		EDST 622 Mthds: Math Prob-Solv Curric 5:00-8:50 146 Hed Ruef		EDST624 Mthd: Sci Prob-Solv Curric 5:00-8:50 Stapleton S	EDST628 Mgmt: Cr Sp Learn Comms Sec 2 5:00-7:50 Heffernan	EDST 628 Creat Sprrt Learn Communities 5:00-7:50 Schmich T	EDST609: Practicum Sem - MH 5:00-5:50			
5:30											
6:00pm											
6:30	EDST 632 Mthd: Engaging Student Writing 5:00-8:50 MrGreen				EDST 634 Mthd: Sec-Lang Com/Comp 5:00-8:50 TBA			EDST 636 Mthd: SOC Inquiry Schmitke A 5:00-8:50			
7:00pm											
7:30											

Spring 2020 EDST Practicum Seminar

Level	Day	Room	Time
Elementary Cohort	Thursday	TBD	Seminar 4:00–5:50
Mid/High Cohort	Tuesday	TBD	Seminar 5:00- 5:50

2020 SPRING UOTeach Schedule (revised 11/20/19)					
TIME	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 4:00PM	EDST 609: Full time Student Teaching				
4:00-4:50				EDST 607: Practicum Seminar (Elementary), ED 276, 4:00-5:50 WHIPPLE	
5:00-5:50		EDST 607: Practicum Seminar 5:00-6:50 (Patterson)	EDST 614: Cultural Context 5:00-7:50, 142 Hed, GOODE		
6:00-6:50				EDST 610 - Sapsikwala Indgen Tch	
7:00-7:50					

V. Field Experience: Goals & Requirements

Goals for Field Experiences

The goals of the practicum field experiences are to provide carefully supervised learning activities in which the TC can:

1. Demonstrate the ability to do daily, weekly, and long-range instructional planning, including the ability to identify and provide for individual differences among students.
2. Demonstrate the ability to provide a physical and social environment suitable for learning.
3. Demonstrate the ability to achieve desired learning outcomes with pupils through the application of a variety of instructional techniques.
4. Demonstrate the ability to evaluate student progress in relation to stated objectives of instruction.
5. Demonstrate the ability to interact with members of the profession in a manner appropriate for a teacher.

A) Assessment

The formal field placement assessment tools are the Framework for Equitable and Excellent Teaching, and the edTPA Portfolio assessment. These assessment tools will be used during practicum term and student teaching term.

Framework for Equitable and Excellent Teaching: The supervisor evaluates professional behaviors and dispositions twice per term via the FEET evaluation tool.

edTPA Portfolio: edTPA™ is a summative assessment of student teaching that requires TCs to demonstrate they have the skills to help all students learn. The Oregon Teacher Standards and Practices Commission (TSPC) has adopted the edTPA as the exiting assessment for all TCs receiving an Oregon teaching license. TCs will submit the edTPA to an external evaluation process, during Winter term. This is used for TSPC licensure requirements, but not University program completion.

B) Absences

1. Teacher Candidates (TC)s are expected to be at their school sites at scheduled times. Should illness or unexpected emergencies arise that preclude being on-site as required, candidates must contact their Cooperating Teacher (CT) and University supervisor.
2. If candidates have instructional responsibilities that need to be fulfilled during the absence, they must make arrangements for these responsibilities to be met this can include leaving lesson plans for your CT.
3. Hours missed due to an absence of any kind must be made up.
4. Unexcused absences, such as going on vacation or long weekends, may result in a no-pass grade for the practicum.

C) 34-Week Breakdown

Term Timeline	Academic Year	Pre-Fall	Fall Term	Winter Term	Spring Term
Requirement/ Specific Area	ESOL	September Experience	Field Observations	Clinical Practicum	Clinical Student Teaching
Hours/Weeks	15 hours	4-5 weeks 15 hrs/wk (50 hrs min)	10 hrs/wk (100 hr min)	Part-time	Full-time
Responsibilities	Observe/Assist teacher	Observe/Assist teacher	Observe/Assist teacher	Part-time teaching	Gradual transition to full-time teaching
Supervision	N/A	N/A	N/A	Yes (4 observations)	Yes (4 observations)
Assessment	ESOL class	In Learning Communities class	Structured around methods class	edTPA	edTPA
TK20 Time Logs	15-hour min / required	50-hour min / required	100-hour min / required	200-hour min / required	Full time

VI. Clinical Practicum: Roles & Responsibilities

A. Teacher Candidate: Roles and Responsibilities

1. **Part-time Practicum** (typically, Winter Term)

FOCUS of Practicum: give candidate the opportunity to initiate instructional practice and to gradually take over to preparing, instructing, and assessing a single course. Should a student not complete or pass course and/or field placement requirements, student will be required to repeat this portion before moving on with the practicum sequence.

Focus	Elementary	Mid-High
Teacher candidate to be on-site for a minimum of 20 hours a week for ten weeks (at least 200 hours, may include ESOL hours)	X	X
Candidates completes required evidence and teaches a minimum of one standard class/subject area for at least:	6 Weeks	7 Weeks
Where possible, spend time observing and/or assisting in an English Language Development (ELD) classroom in order to meet ESOL endorsement requirements	X	X
Candidates maintains Time Log in online TK20 system and submits them to CT for sign off by end of term.	X	X

Student Expectations

Expectations regarding student contact time and negotiating a classroom schedule will be determined at the initial triad meeting and recorded on the Common Agreements form.

- If there is an observed holiday or the school is closed for other reasons, the candidate may count that day as part of the total.
- Candidates will be allowed no more than two personal/professional days to be used during the term for illness, appointments, and/or job search/interviews.
- Candidates should leave lessons plans and arrange for the CT or a sub to teach classes if an absence is unavoidable.

Cooperating Teacher Observation Expectations

- Cooperating teachers are strongly encouraged to give regular feedback to the candidates.
- CTs **formally observe** and provide feedback (written or oral) for teacher candidates, **at least twice during the term**, as well as feedback on lesson planning.
- University supervisor will be collecting information on these observations and feedback.

University Supervisor Observation and Required Evidence

TCs will be observed at least four times by their University Supervisors, with two being formally scored on UO observation rubric. Each observation should include:

- A formal written lesson plan written by the candidate; submit in advance of lesson. Two of these are to be scored on UO Lesson Plan Rubric.
- A pre-observation meeting with teacher candidate and supervisor will discuss observational objectives for the lesson ("Look Fors").
- A post-observation meeting will include discussion of data taken during the observation and any targeted support determined by University Supervisor. Candidates are encouraged to share these observations with the CT.

Small Group Meetings

Candidates continue to meet regularly in a seminar with supervisors to discuss issues that occur in student teaching, program information, and job preparation skills.

2. Student Teaching (typically Spring Term)

FOCUS of **Student Teaching**: gives candidate the opportunity to gradually take over the lead in preparation, instruction, and assessment for their classroom with Cooperating Teacher support and mentoring.

Focus	Elementary	Mid-High
Teacher candidate (TC) to be on-site full time (40 hours a week for ten weeks)	10 weeks	10 weeks
TCs maintain schedule of full-time teacher	X	X
Candidates complete required evidence and teach 60% - 65% of full-time teaching class load for mid/high and full time for elementary	6 weeks	7 weeks
Where possible, spend time observing and/or assisting in an English Language Development (ELD) classroom in order to meet ESOL endorsement requirements	X	X
Candidates maintains Time Log in online TK20 system and submits them to CT for sign off by end of term.	X	X
Complete and submit TSPC required edtpa portfolio assessment	X	X

Student Expectations

Expectations regarding student contact time and negotiating a classroom schedule will be determined at the initial triad meeting and recorded on the Common Agreements form.

- If there is an observed holiday or the school is closed for other reasons, the candidate may count that day as part of the total.
- Candidates will be allowed no more than two personal/professional days to be used during the term for illness, appointments, and/or job search/interviews.
- Candidates should leave lessons plans and arrange for the CT or a sub to teach classes if an absence is unavoidable.
- TCs are also expected to participate in any extra-curricular activities expected of school staff – including, but not limited to: special programs, committee work and parent-teacher conferences.

Cooperating Teacher Observation Expectations

- Cooperating teachers are strongly encouraged to give regular feedback to the candidates.
- CTs **formally observe** and provide feedback (written or oral) for teacher candidates, **at least twice during the term**, as well as feedback on lesson planning.
- University supervisor will be collecting information on these observations and feedback.

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- A post-observation meeting will include discussion of data taken during the observation and any targeted support determined by University Supervisor. Candidates are encouraged to share these observations with the CT.

Small Group Meetings

Candidates continue to meet regularly in a seminar with supervisors to discuss issues that occur in student teaching, program information, and job preparation skills.

SPRING Term Attendance

If there is an observed holiday or the school is closed for other reasons, the candidate may count that day as part of the total. Candidates will be allowed to take off:

- 1) the one or two days for the Portland Job Fair in April; and
- 2) two personal/professional days to be used during the term for illness, appointments, and/or job search/interviews.

If the candidate misses school for more than these days, he or she will be required to make up these hours at the end of the term.

B. Cooperating Teacher's: Roles and Responsibilities

The Cooperating Teacher (CT) plays a crucial role in the Teacher Candidate's (TC) growth and development as a novice teacher. The CT acts as a mentor; models effective teaching practices; plans collaborative teaching activities with the TC; and ensures the TC receives experience with planning instruction, teaching, assessment, and communicating with colleagues, administrators and parents. The CT affords the TC an opportunity to develop their personal teaching style, and encourages questions as well as open discussion and dialogue.

Your willingness to open your classroom to our students is a testament to your commitment to the teaching profession. The learning-to-teach process is complex and demanding; deep learning on the part of student teachers depends on the rich opportunities you can provide them within your classroom to experiment, practice, apply, create, revise and question. Below are some suggestions, guidelines and basic information that we trust will support the important work you do with our students. We remain grateful for your time and energy.

Welcoming the student teacher to your classroom

All of us who are teachers, remember our own student teaching experiences and the many worries we had about our own authority, ability and place in the classroom. To make a successful transition into the field placement, TCs need support adjusting to the routines and norms of the classroom and school, developing relationships with students and colleagues, and establishing themselves as "real" teachers.

Talk to your students ahead of time about the second teacher who will be joining the class. Establish expectations for their behavior and interactions with this new teacher and answer questions they might have.

- Encourage your TC to learn the names and important background information of the students quickly.
- Be prepared to spend some time talking with your TC. Share your philosophy, talk about your teaching and working style, explain particular norms and conventions of practice that undergird your classroom but may be implicit and embedded, think aloud about the goals you have for your students that year. Encourage your TC to share in return their goals, fears, talents, previous experience, etc. Get to know one another.
- Introduce your TC to other faculty and personnel in the school.
- Provide a work area for your TC and a space for personal belongings
- Acquaint your TC with curriculum materials, instructional supplies, teaching aids, and available technology.
- Articulate the rules, regulations and practices of the school; share the school's mission, as well as the services and programs that are provided.
- Add the TC's name to the classroom door.
- Remember to emphasize confidentiality.

Gathering information and establishing channels of communication

- Exchange phone numbers and email addresses; discuss when and how you will communicate with one another outside of school hours.
- Schedule at least one time a week when you both can meet to plan together and talk about what has been and will be going on in the classroom.
- Meet with your TC's University Supervisor to plan ahead for triad meetings and observations.
- Go over program expectations and paperwork together.

Planning for your student teacher's growth and development over time

- Learning to teach is not only complex, should be deliberate and gradual. Think about how you will scaffold your TC's learning and development over time; gradually assuming more and more responsibility and independence.
- At the beginning of the experience, observation is particularly important so that TCs learn to see classrooms and learner with new and ever more informed eyes.
- Guide your TC to assume responsibilities in measured increments; beginning first by working one-on-one with students and then small groups, on to larger groups or the whole class, eventually moving on to the design and implementation of instructional sequences and unit plans and full or major responsibility for day-to-day teaching and long-term planning.

- Consider your own role and how you will guide and assess your TC's progress. Observe regularly and over feedback and suggestions designed to help your TC improve, reconsider and more deeply understand or revise their practice.
- Share your own pedagogical decision-making so your TC can benefit from your thinking aloud.
- Remain open to your TC's ideas and create spaces for trying out new possibilities and new ways of approaching student learning.

Inducting your student teacher into the teaching profession

- Think about knowledge, skills and experiences your TC will need to participate fully and productively in the school and the profession.
- Share assessment and record keeping techniques.
- Involve your TC in grade, department and school meetings. When appropriate, include them in student conferences with parents
- Encourage your TC to attend after-school activities or events
- Encourage your TC to become familiar with district policies, learning standards and specific guidelines surrounding the care and safety of students.

Assessing teaching readiness and fit

- Any concerns you have about your TC's teaching abilities and practice should always be shared with candor and care with both your student teacher and the University Supervisor.
- Timely intervention, specific feedback and additional support will help strengthen the TC's practice.

Guidelines for communicating with student teachers

- Focus feedback on behavior rather than the person.
- Focus feedback on observations rather than inferences.
- Focus feedback on description rather than judgment.
- Focus feedback on the sharing of ideas and information rather than on giving advice.
- Focus feedback on exploration of alternatives rather than the answers or solutions.

Triad conferences

- The University Supervisor will arrange a triad conference with the candidate at the beginning of Winter term, to review program requirements, goals and scheduling.
- In both Winter and Spring terms, two more evaluation conferences will occur: at midterm and at the end of the term. These conferences include the supervisor and the candidate. Framework for Equitable and Excellent Teaching (FEET) forms will be discussed at these meetings. CT should have time before these meetings to fill out their own FEET form.

Classroom Management

- Please help your TC practice classroom management procedures that are consistent with classroom policies.
- TCs begin their fieldwork at a time when procedures for dealing with classroom behavior are already established. Those procedures and the rationale for them should be discussed. If necessary, assist the candidate to adapt or modify existing procedures.

Planning for Instruction

- Familiarize the candidate with the scope and sequence of the subjects that will be taught. Review the TC's lesson plans and unit plan to provide feedback about the appropriateness of the plans and suggest revisions and adjustments.
- Encouraged the use a variety of instructional procedures. Discuss any new procedures in advance, to make sure they are instructionally sound and suggest revisions and adjustments.

C. University Supervisor: Roles and Responsibilities

Supervisor's Role

Beginning in the practicum term of field placement, each TC is assigned a University Supervisor. The supervisor is a resource for the TC, as well as the CTs and serve as liaisons between the university and the field. Supervisors offer experienced and objective perspectives on overall classroom effectiveness, including classroom management and the student teacher's presence and instruction in the classroom. Additionally, supervisors work in concert with student teachers to identify specific areas of challenge or interest. In this way, student teachers are able to participate in their own learning and improve, analyze or re-think their practice.

In supporting the TC, the supervisor is a resource consultant who provides direction, ideas and materials during both practicum term and student teaching term. In the event a candidate experiences a problem during fieldwork, the supervisor should be contacted immediately and will be responsible for facilitating an acceptable resolution to the specific problem identified. University Supervisors communicate with the UOTeach Field Placement Coordinators regarding candidates who are evidencing placement problems.

Maintaining High Quality Supervision

Below are some guidelines for ensuring that the supervision you provide your student teachers is beneficial to their learning:

2. Attend Supervisor training meetings as scheduled.
3. Observe the student teacher on over time and in a variety of situations/subjects.
4. Provide specific and descriptive feedback on the student teacher's execution of professional responsibilities (lesson planning, implementation and assessment, classroom interaction, maintenance of records).
4. Help the student teacher relate teaching theory to classroom practice (e.g., discuss reasons for selecting materials and methods).
5. Encourage good planning and organization.
6. Encourage independent, creative thinking in planning, use of materials, motivation, and teaching and assessment approaches.
7. Help the student teacher develop consistent classroom management practices conducive to learning, which promote respect for others and for cultural and linguistic diversity.
8. Encourage the habit of constant self-assessment for improvement, including post-lesson analyses.
9. Maintain a professional working relationship with the student teacher and CT.
10. Encourage and support good rapport between the student teacher and her/his students.

Supervisor's Responsibilities

Observations

Each University Supervisor is required to visit the school site at least four times per term to observe for a full period of at least 30-50 minutes, provide feedback to the TC, communicate with the CT if needed, and assess candidate progress. At least two observations should occur prior to each FEET (Framework for Equitable and Excellent Teaching). For many candidates, it is expected that additional informal observations be done, especially during full-time student teaching. Each observation includes:

- **A pre-observation conference** to discuss the student teacher's lesson plan and any other details pertaining to the lesson. This discussion could take place at the school site or over phone/email one or two days beforehand. Review the TC's lesson plan prior to your discussion so you can offer feedback and suggestions from an informed perspective. (see appendix for suggested forms)
- The **observation of an actual lesson or teaching episode/interaction** where the student teacher is actively engaged with learners. Your observation should last the entire period, so you are able to gather assessment data from lesson initiation to closure.
- A **post-observation discussion** should follow the lesson. This meeting gives you and your student teacher the opportunity to review, reflect upon, and assess the lesson together. Through the use of careful questioning, you can help student teachers think about what they did and why, the decisions and pedagogical choices they made, and the consequences of their instruction on students' understanding.

Triad Conferences

Triad meetings with the CT and student teacher are vital to relationship building. A strong foundation in the beginning of the semester will lead to a strong sense of collaboration for the rest of the year.

Each supervisor will conduct the following five triad conferences (with the TC and CT):

1. An orientation meeting during the first week of field work when you will discuss:
 - Roles and responsibilities of each person
 - General overview of the term
 - Level of responsibilities student teacher will take on as semester progresses
 - Possible goals and objectives for the student teacher
 - Frequency and timeline of observations by supervisor to the classroom
2. A midterm conference each term (about Week 6) to discuss the midterm FEET, the candidate's progress towards goals, and any concerns; and
3. A final conference each term to review results of the final FEET.

Teacher Candidate Team Meetings

In addition to regular classroom observations, the University Supervisor will also conduct bi-monthly team meetings with all their TCs. These meetings will be scheduled to align with the program edTPA support sessions during the Practicum term. The purpose of the team meetings is for candidates to share insights about their teaching, and for the supervisor to assist candidates with planning lessons and developing work samples.

- Weekly check-ins with small group members
- Bimonthly small group meetings to discuss:
 - Site specific concerns
 - Group process of learning
 - Small group advising and instruction

Assessments of Practicum

1. *Framework for Equitable and Excellent Teaching (FEET)*: The supervisor evaluates professional behaviors and dispositions twice per term via the FEET evaluation tool.
2. *Lesson Plans*: **Two lesson plans** will be scored during the term using the lesson plan rubric (see appendix)
3. *Observations*: **Two observations** will be scored during the term using the observation rubric (see appendix)

Remediation / Plan of Assistance

Remediation or a plan of assistance is initiated when a student teacher is needing more support to meet the teaching performance standards. Remediation or a plan of assistance can be initiated by the university supervisor with input from various stakeholders and should include the placement coordinators and/or program director. The plan is to be a formative instrument for the student teaching placement. It will be designed as a contract, with specific goals and timeline.

Additionally, behavior/conduct in a field placement that falls outside the Oregon Teacher Standards and Practices Commission's Ethical Educator standards may be grounds for immediate dismissal from the UOTeach Oregon teacher licensure program.

VII. Conflict Resolution in Field Placement

Each participant in the field placement (i.e., Teacher Candidate, 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 each case, participants should ensure that communication is as open and constructive as possible.

Teacher Candidates should seek advice from their University Supervisor or UOTeach Placement Coordinator when unsure of how to proceed or if a concern arises that cannot be resolved with a particular individual.

It is the University Supervisor's responsibility to inform the Placement Coordinator and an appropriate building administrator about any real or potential conflict and its resolution. The Teacher Candidate should also stay in communication with the Placement Coordinator. If the problem cannot be resolved through discussion, UOTeach director will detail the steps to resolve the issue in accordance with UOTeach academic performance policies and the College of Education governing policies and procedures.

If a student has an issue related to their overall UOTeach experience, when possible, they should first attempt to work with UOTeach faculty and staff to address the issue. In the case that that is not satisfactory, students may go the College of Education or the Graduate School's support services.

Issues / Concerns	Contact	Location - 124 Lokey Education Bldg
Faculty / teaching	EDST Dept Head, Jenefer Husman	(541) 346-2983
Personal, peer, professional	UOTeach Program Dir, Julie Heffernan	(541) 346-6738
Admissions & administrative	Graduate Coordinator, Amy Harter	(541) 346-1360
Field placement, University Supervisor, licensure	Practicum Placement Coordinators <ul style="list-style-type: none">• Elementary – Kara Whipple• Mid/High – Robin Patterson	(541) 346-8034, kwhipple@uoregon.edu (541) 346-8038, rpatters@uoregon.edu
College of Education	TSPC Assistant Dean Accreditation and Assessment, Julie Wren	541-346-8249, jdwren@uoregon.edu
Graduate School	gradsch@uoregon.edu	(541) 346-5129 170 Susan Campbell Hall
UO Ombuds Program	https://ombuds.uoregon.edu/	

VIII. edTPA Portfolio Assessment

Authored and developed by a team of Stanford University researchers, edTPA is designed to be used as a portfolio-based assessment for pre-service TCs. The edTPA is intended as a multiple measure system to assess teacher quality. Students are required to submit 3-5 lesson plans, 1-2 video clips, and student work samples in addition to reflective evidence-based analytical commentaries for each task; Planning, Instruction and Assessment.

Instruction and support for this evaluation is provided in UOTeach Seminar classes. Any questions or concerns can be directed to the Practicum Placement Coordinator.

As a CT, your role will be the same as always—offering support for excellent teaching. TCs may need your input about the context and background of their students early in the process so that they can learn to plan instruction based on specific student strengths and needs. Also, you may find that candidates want to spend more time reflecting on their instruction and lessons in preparation for the written commentaries they must submit.

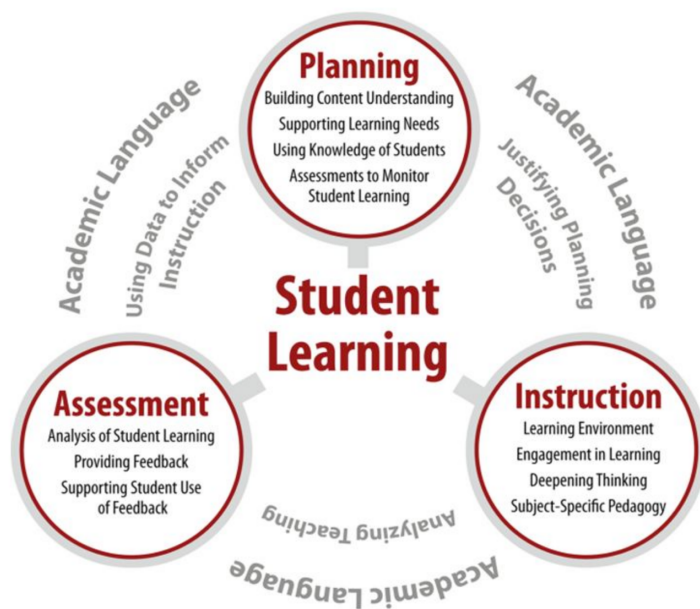
FERPA and District Compliance Requirement:

Video recording may be a new requirement for TCs and they are cautioned to protect privacy and confidentiality. The video clips will be submitted for scoring purposes only, unless additional permission is requested. The video submitted by each TC will not contain the candidate's name, the names of the CT, school or district, or the last names of the students. Each TC must agree in advance that the video cannot be shared, posted publicly, or used for any other purpose without additional permission.

TCs are expected to follow their cooperating school's policies and protocols for obtaining the necessary parental/guardian permission, or to place those students without permission off-camera. Sample release forms are provided for reference at <http://www.edtpa.com/Content/Docs/SampleReleaseForm.pdf> and reflect the type of notification and permissions that must be obtained prior to video recording. Additionally, TCs should consult their preparation program for other specific information that may be required to include in the release form.

Candidates' evidence is evaluated and scored on multiple measures within five dimensions of teaching.

- 1. Planning Instruction and Assessment** establishes the instructional and social context for student learning and includes lesson plans, instructional materials, student assignment/assessments. Candidates demonstrate how their plans are aligned with content standards, build upon student' prior learning and development to deepen subject matter knowledge, and how instruction is differentiated to address varied student needs.
- 2. Instructing and Engaging Students in Learning** includes one or two **unedited video clips** of 15-20 minutes from lessons taught in the learning segment. Candidates also demonstrate how they elicit and monitor student responses to develop deep subject matter understandings.
- 3. Assessing Student Learning** includes classroom-based assessment (evaluation criteria), student work samples, evidence of teacher feedback, and commentary analyzing patterns of student learning. Candidates summarize the performance of the whole class, analyze the specific strengths and needs of three focus students, explain how their feedback guides student learning, and how the assessment results inform teaching next steps for individuals and groups with varied learning needs.
- 4. Analysis of Teaching Effectiveness** includes a commentary explaining which aspects of the learning segment were effective, and what the candidate would change across the lessons to improve student learning.
- 5. Academic Language Development** is evaluated based on the candidate's ability to support students' use of language to deepen subject matter understanding.



Mapping edtpa

Teacher Candidates will be preparing a series of work sample documents as evidence of instructional proficiency in mathematics, literacy. TCs will develop and collect this work based on a series of **Tasks** within key instructional areas. These tasks are part of a national performance-based assessment of teacher preparation, the edTPA or education teacher performance assessment.

Elementary: 4 Tasks	Mid-High: 3 Tasks
The edTPA Elementary Education assessment is composed of four tasks: <ol style="list-style-type: none">1. Planning for Literacy Instruction and Assessment2. Instructing and Engaging Students in Literacy Learning3. Assessing Students' Literacy Learning4. Assessing Students' Mathematic Learning	The edTPA Mid-High Education assessment is composed of three tasks: <ol style="list-style-type: none">1. Planning for Instruction and Assessment2. Instructing and Engaging Students3. Assessing Students' Learning

DO's: Below are some possible ways CTs can assist student teachers with the edTPA process:

- Identify one class for edTPA learning segment
- Guide understanding of curriculum organization in your classroom/school/district
- Provide relevant information regarding students (IEP goals, modifications and accommodations, 504 supports)
- Co-planning a learning segment as long as the TC provides their own justification for planning decision and analyses of the teaching and student learning in the commentaries.
- Asking probing questions about candidates' draft without providing direct edits or specific answers to prompts.
- Assist student teacher in securing video permission forms and assist with video recording process
- Assist student teacher to understand assessment strategies

Don't Dos: The following are examples of unacceptable types of support for candidates within the edTPA process:

- Editing a candidate's official materials prior to submission
- Offering critique of candidate responses that provides alternative responses to prompts
- Telling candidates which video clips to select for submission
- Uploading candidate edTPA responses and videos on public access social media websites

IX. Professional Communication Protocols

A. Professional Communication Guidelines

As an educator, teacher candidates must understand and adhere to TSPC Standards for Competent and Ethical Performance of Oregon Educators https://education.uoregon.edu/sites/default/files/tspc_ethical_performance_standards_10.08.15.pdf

Below are some basic conduct issues discussed during orientation. Instances of misconduct, engaging in inappropriate dialogue about schools and/or students or posting pictures and videos of individuals engaging in inappropriate activity online can result in serious repercussion including termination from the licensure program. Guidelines for technology use of technology are as follows:

Cell Phone and Text Messages

1. Turn your cell phone off. If you need to have your cell phone on, set it to vibrate.
2. Let your cell phone calls go to voice mail.
3. Refrain from checking and responding to messages while at your practicum site.
4. Use of your cell phone should be reserved for important calls and messages only.

If needed to make a phone call, wait until a break and then find a private place to make the call.

Educational and Social Networks

1. If using an educational network at your site, find out what the district /school policies are and comply with them.
2. Do not post photos or videos of students without written parent or guardian permission.
3. Do not accept students as “friends” on personal social networking sites.
4. Decline any student-initiated “friend” request and discourage online “friendships” with students.
5. Remember, “friends” have the ability to download and share your information with others.
6. Never discuss students, teachers, or staff, or criticize school policies or personnel.
7. Post only what you want the world to see. Once you post something, it may be available after you have taken it down.

As an educator, you are expected to use appropriate language and demonstrate a professional demeanor in all written communication with classroom teachers, parents, and university supervisors. Assume you will be google searched during the hiring process. This includes all written (email and text messaging) and verbal communication, including phone conversations. Guidelines for the use of email, text messaging, and cell phones at your practicum site are as follows:

Email

1. Email should be used primarily to schedule meetings and for short updates. A telephone call or personal conversation can do wonders in resolving difficulties. Complicated issues should be discussed in a face-to-face meeting.
2. Always use correct grammar, spelling, punctuation, and paragraph structure. Careless spelling, grammar or punctuation conveys a poor impression on you. Use the spell feature that accompanies your email program.
3. Do not capitalize whole words that are not titles. Capitalizing is generally interpreted as SHOUTING to your reader.
4. Get your most important points across quickly. Use the descriptive subject line to identify the message content. Emails without a descriptive subject line may be deleted without reading.

X. APENDIX:

Suggested Winter Agenda Intro Meeting 2020

1. Meeting goals
 - a. Introductions- Meeting notes (designate notetaker)
 - b. Program Expectations
 - c. Common Agreements
2. Introductions
 - a. Exchange emails and phone numbers
 - b. Contact info for UOTeach Placement Coordinator
 - c. Determine future meeting dates (best guess)
3. Program Expectations
 - a. Share timeline outlined for winter practicum found in handbook
 - b. Discuss possible dates and deadlines for observations
 - c. Discuss program evidence requirements
4. Common agreements- form completion (TC will turn this into Kara or Robin)
 - a. Roles and responsibilities (who reviews lesson plans and expectations for and when and how to be turned in, CT versus supervisor)
 - b. CT- mentor
 - c. Supervisor- coach
 - d. Professional expectations
 - e. Absences
 - f. Timeliness
 - g. Procedure for concerns

UOTeach Student Practicum – Common Agreement

	Print Name	Email	Phone
Teacher Candidate			
Cooperating Teacher			
UOTeach Coordinator	Kara Whipple Robin Patterson	kwhipple@uoregon.edu rpatters@uoregon.edu	(541) 346-8034 (541) 346-8038
Key Building Contacts e.g. administration, office staff			

Professional Agreements

Communication – email, text, phone guidelines
Scheduling – When is TC expected to be on site (timeliness)?
Absences – process, communication to CT
Building Protocols and Information

Roles and Expectations

Cooperating Teacher (CT) Expectations	Teacher Candidate (TC) Expectations
Goals of Field Placement:	Goals of Field Placement (what do you hope to learn?):
Key Roles of the CT:	Key Roles and Duties of the TC:
Anything else?	

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Current Student / University Supervisor Blog: <https://uoteach.uoregon.edu>

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