College of Education

Double Degree Handbook

AY 2019-2022

General Contact Information

- For students enrolled in the program with needs regarding placements, student teaching, program assessment and progress contact the Program Lead. **Sara Wright, Program Lead,** sara.wright@oregonstate.edu
- Advising: Niki Weight niki.weight@oregonstate.edu
- askcoed@oregonstate.edu for general questions.

Website

https://education.oregonstate.edu/education-double-degree

Academic and Support Resources

OSU offers a wide array of academic and support resources designed to meet graduate student needs. Some of the more commonly used resources are included below. For a more complete list, please visit the Graduate School's Student Resources web page. Note that some services are campus-specific. See also OSU Cascades Campus Life and Ecampus Student Services for services specifically provided to graduate students pursuing degrees or certificates via those specific venues.

Campus Safety – Emergency phone numbers, university alerts
Career Development Center – Resume/CV, networking, job search strategies
Childcare and Family Resources – University child care centers, child care assistance
Counseling and Psychological Services (CAPS) – Individual and group counseling
Cultural Resource Centers – Cultural based community centers, social support
Disability Access Services (DAS) – Academic accommodations
Equal Opportunity and Access (EOA) – Employment accommodations, discrimination or bias response
Financing your education – Funding options and information, graduate awards
Health Insurance – Plans for graduate students and graduate employees
Human Services Resource Center (HSRC) – Food pantry, housing and food stamp assistance
Institutional Review Board (IRB) – Review for human subjects research
Office of International Services (OIS) – Visa and immigration advising
Ombuds Conflict Management Services – Informal, impartial conflict resolution advising
Recreational Sports – Dixon Recreation Center, intramural sports
Statistics Consulting Service – Graduate student research statistical advising

Student Health Services (SHS) – Clinic and pharmacy
Student Multimedia Services (SMS) – Poster printing, equipment and laptop loans
Transportation Services – Parking permits, bike, bus, SafeRide
Valley Library – Reference and research assistance, study spaces, research tools

Program Information and Policies

FERPA

Upon entering the program students are called Teacher Candidates. Teacher Candidates, cooperating teachers and supervisors all agree to FERPA requirements as outlined by OSU policy. Teacher Candidates sign an agreement to allow cooperating teachers, faculty and supervisors to discuss their progress across the program which includes classroom grades, dispositions (see retention policy) and student teaching. See link for further details. https://registrar.oregonstate.edu/FERPA

See Appendix C for specifics

Overview of Program

Become a teacher and an educational leader

Earn two degrees concurrently – education and a content area with a teaching license.

This program uses a collaborative cohort approach that allows you to build rapport and professional relationships with fellow pre-service educators.

The Education Double Degree program enables students to earn two undergraduate degrees concurrently – one in their chosen field and one in education (see endorsements and options below). Our nation's communities, schools, and organizations will demand a minimum of 2.2 million new teachers and educational leaders over the next decade and these educators must be prepared to meet today's educational challenges.

Endorsements and options

The Double Degree program is qualified to recommend a license for teacher candidates in the following endorsements.

- Advanced Math
- Biology
- Chemistry

- Elementary Education
- Foundational Math
- Family and Consumer Sciences
- Health
- Language Arts
- Physics
- Social Studies

Learning Outcomes

Outcome One: The learner and learning

The Teacher Candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performance Indicators

1.1 The candidate designs developmentally appropriate and challenging learning experiences that support students' cognitive, linguistic, social, emotional, and physical development.

InTASC Alignment: 1(a), 1(b), 1(h), 2(l)

2.1 The candidate modifies instruction to address each student's diverse learning strengths, needs, and language development.

InTASC Alignment: 1(b), 2(a), 2(e), 1(h), 2(l), 1.4 CAEP Diversity

2.2 The candidate incorporates multiple perspectives into learning experiences including students' personal, family, cultural, and community experiences.

InTASC Alignment: 2(d), 2(m), 2(n), 1.4 CAEP Diversity

3.1 The candidate collaborates with students and colleagues to create a positive learning environment that fosters respect for all members of the school community taking into account different experiences and perspectives, and family and cultural backgrounds.

InTASC Alignment: 3(a), 3(f), 3(q), 1.4 CAEP Diversity

3.2 The candidate manages the learning environment to actively and equitably engage learners in self-directed and collaborative learning.

InTASC Alignment: 3(b), 3(c), 3(d)

Key Assessments

- ORELA test
- Team Evaluation Section Two
- EdTPA Task One
- Observations (rubrics on language function and classroom management)

Outcome Two: Content Knowledge

The Teacher Candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Performance Indicators

4.1 The candidate uses multiple representations and explanations of concepts and practices to guide students through learning progressions and promote each student's achievement of content standards.

InTASC Alignment: 4(a), 8(e)

4.2 The candidate engages students in understanding, questioning, and analyzing ideas from diverse perspectives to master the content of the discipline.

InTASC Alignment: 4(b)

4.3 The candidate stimulates student reflection on prior content knowledge and practices, links new concepts to familiar knowledge and practices, and makes connections to learners' experiences.

InTASC Alignment: 4(d), 1.4 CAEP Diversity

4.4 The candidate creates opportunities for students to learn, practice, and master academic language in the discipline.

InTASC Alignment: 4(h), 1.4 CAEP Diversity

5.1 The candidate engages students in critical thinking, creativity, and collaborative problem solving using perspectives from varied disciplines.

InTASC Alignment: 5(a), 5(d), CAEP 1.4 College & Career-Readiness

5.2 The candidate engages students in applying content knowledge and practices of the discipline to real-world problems.

InTASC Alignment: 5(b)

Key Assessments

- Content Exam
- Overall Admit GPA
- EdTPA Task Two

Outcome Three: Instructional Practice

The Teacher Candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance Indicators

7.1 The candidate selects and creates relevant learning experiences that are aligned to curricular goals and content standards.

InTASC Alignment: 7(a)

7.2 The candidate develops sequential learning experiences and provides multiple ways for learners to demonstrate knowledge and practices of the discipline and cross-disciplinary skills.

InTASC Alignment: 2(a), 6(e), 7(c), 8(e), CAEP 1.4 College & Career-Readiness

7.3 The candidate plans instruction based on formative and summative assessments, prior learner knowledge and experiences, and student interest.

InTASC Alignment: 2(c), 7(d)

8.1 The candidate uses appropriate strategies and resources to modify instruction to meet the needs of individual learners and to develop deep understanding of content.

InTASC Alignment: 7(b), 8(a)

8.2 The candidate models and engages students in using a range of digital technologies to access, interpret, evaluate, and apply information to meet learning goals.

InTASC Alignment: 8(g), CAEP 1.5 Technology

8.3 The candidate uses a variety of instructional strategies to support students' reading, writing, speaking, listening, and language skills.

InTASC Alignment: 5(h), 8(h), CAEP 1.4 College & Career-Readiness

8.4 The candidate uses questioning strategies to stimulate discussion that serve different

purposes (e.g., probing for learner understanding, helping students articulate their ideas and thinking processes, stimulating curiosity, and helping learners to ask questions).

InTASC Alignment: 8(i), CAEP 1.4 College & Career-Readiness

Key Assessments

- EdTPA Task One and Two
- Team Evaluation Section One, Three
- Observations (Planning and Instruction Rubrics)

Outcome Four: Instructional Practice: Assessment of Learning

The Teacher Candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Performance Indicators

6.1 The candidate uses formative assessment to monitor student learning, engage students in assessing their progress, and modify instruction in response to students' needs.

InTASC Alignment: 6(a), 6(g), 8(b), CAEP 1.2 Research & Evidence

6.2 The candidate uses summative assessment to evaluate, verify, and document learning.

InTASC Alignment: 6(a), 6(g), CAEP 1.2 Research & Evidence

6.3 The candidate designs and uses multiple types of assessments that align with learning goals.

InTASC Alignment: 6(b)

6.4 The candidate provides students with descriptive feedback from assessments to guide and engage them towards learning goals.

InTASC Alignment: 6(d)

Key Assessments

- Team Evaluation Section Four
- EdTPA Task 3
- Observations (Assessment Rubrics)

Outcome Five: Professional Learning and Ethical Practice:

The Teacher Candidate practices ongoing reflection and uses evidence to continually evaluate their practice, particularly the effects of his/her choices and actions on others, and adapts his/her practice/choices accordingly. The teacher candidate will avail

professional resources and/or professional development beyond university coursework.

9.1 The candidate engages in learning opportunities aligned with his/her own needs and the needs of the students and school.

InTASC Alignment: 9(a), 9(b), 9(n)

9.2 The candidate uses research and evidence (e.g., student growth data, self-reflection tools, classroom observations, feedback from professionals) to reflect on and evaluate his/her teaching effectiveness.

InTASC Alignment: 9(c), 9(l), 9(n), OSU College of Education PTE Conceptual Framework, CAEP 1.2 Research & Evidence

9.3 The candidate demonstrates professional and ethical behavior in all interactions with students, families, other professionals, and the community.

InTASC Alignment: Standard 9, 9(o), OSU College of Education PTE Conceptual Framework

10.1 The candidate collaborates with other school professionals to plan and facilitate student learning.

InTASC Alignment: 10(b), 10(r), 10(q)

10.2 The candidate engages in school-wide efforts to build a shared vision and supportive culture and enhance knowledge of practice.

Alignment: 10(c), 10(f), 10(p)

Key Assessments

- Dispositions
- Observations
- Team Evaluation Section five

Process for measuring and communicating a review of satisfactory progress

The Double Degree Undergraduate Program in Education is a nine month program that runs from August to June. Students must complete 36 program credits in the degree and 15 prerequisite courses to complete the program. Student's progress is monitored at the end of each term to ensure program requirements are met (3.0 GPA and a passing score of a C in all classes). Because student teaching skills build from one term to the next, Teacher Candidates must earn a C or better in all course work and receive a satisfactory evaluation from their Cooperating Teacher and University Supervisor at the end of each

term. Without a satisfactory evaluation Teacher Candidates will not move on to the next term. Teacher Candidates cannot move on to the next term of student teaching with an Incomplete in a course. Teacher Candidates must pass ED 408 in order to move on to fall term ED 409 (fall student teaching), and then must pass SED 409 fall to move on to winter ED 407 (part-time student teaching). Teacher Candidates must past winter ED 407 to move on to spring term of student teaching. Teacher Candidates must pass ED 410 (spring term student teaching/assignments) in order to be recommended for a teaching license. **See appendix** for specific retention description.

Registration

The OSU Schedule of Classes is available online and contains academic regulations and registration procedures that apply to all students in the university, as well as the final examination week schedule. The online catalog contains up-to-date changes for the current and immediately upcoming term. It is your responsibility to register for the appropriate number of credits that may be required for any funding eligibility and/or to meet the requirements of the continuous enrollment policy. Problems arising from registration procedures, such as late registration, adding or withdrawing from courses after deadlines are resolved through the petition for late change in registration. A late registration fee may be applied. Courses in the program cannot be taken as S/U.

Grievance Procedures

Students in the program who are discouraged or have a complaint should follow this process. See Appendix.

- Discuss the complaint/need/issue with the instructor, supervisor or CT to see if you can resolve this in a professional manner. Keep notes on your concern and how you approached the situation.
- If the issue is not resolved set up a meeting with the Program Lead to discuss the concern.
- If the issue is not resolved with the Program Lead the student would then meet with the Associate Dean of Educator Prep Programs, then Associate Dean of Academic Affairs.

Other resources from the University:
https://studentlife.oregonstate.edu/studentconduct/reporting

https://studentlife.oregonstate.edu/studentconduct/appeals

Incomplete Grades

An "I" (incomplete) grade is granted only at the discretion of the instructor. The incomplete that is filed by the instructor at the end of the term must include an

alternate/default grade to which the incomplete grade defaults to the end of the specified time period. The time allocated to complete the required tasks for the course may be extended by petition to the University Academic Requirements Committee. You can obtain the form from the Registrar's Office. It is the student's responsibility to see that "I" grades are removed within the allotted time.

Student Conduct and Community Standards

Students enrolled at Oregon State University are expected to conform to basic regulations and policies developed to govern the behavior of students as members of the university community. The Office of Student Conduct and Community Standards (SCCS) is the central coordinating office for student conduct-related matters at Oregon State University. Choosing to join the Oregon State University community obligates each member to a code of responsible behavior which is outlined in the Student Conduct Code. The assumption upon which this Code is based is that all persons must treat one another with dignity and respect in order for scholarship to thrive. Violations of the regulations subject a student to appropriate disciplinary action.

In addition students are also expected to comply with school district policies/mandates, TSPC Character Questions and College of Education standards of conduct (see Appendix).

Academic Dishonesty

Academic Dishonesty is defined as an act of deception in which a student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another. It includes:

- CHEATING — use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

- FABRICATION — falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

- ASSISTING — helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to

sell part or all of an educational assignment to another person (ORS 165.114).

- TAMPERING — altering or interfering with evaluation instruments or documents

- PLAGIARISM — representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Office of Equal Opportunity and Access

The OSU Office of Equal Opportunity and Access defines sexual harassment as the following:

- Unwelcome* sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:
- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education;
- Submission to or reject of such conduct by an individual is used as the basis for employment of education –related decisions affecting such an individual; or
- Such conduct is sufficiently severe or pervasive that is has the effect, intended or unintended, of unreasonably interfering with an individual's work or academic performance because it has created an intimidating, hostile, or offensive environment and would have such an effect on a reasonable person of that individual's status.

**Employee conduct directed towards a student – whether unwelcome or welcome – can constitute sexual harassment under OAR.*

There are two confidential resources to discuss reporting options: Center Against Rape and Domestic Violence (CARDV) provides 24/7 confidential crisis response at 541-754-0110 or 800-927-0197, and OSU Sexual Assault Support Services is available weekdays at 541-737-7604.

Student Records

Both federal and state laws permit Oregon State University staff to release directory information (e.g. name, address, degree program, birth date) to the general public without your consent. You can prohibit the release of directory information to the public by signing the Confidentiality Restriction form available from the Registrar's

Office. It will not prohibit the release of directory information to entities of Oregon State University that have a “need to know” to accomplish their required tasks. It further will not prohibit Oregon State University departments from including your name on mailing lists for distribution of materials that are essential to your enrollment at Oregon State University.

Appendix

What are teacher dispositions?

Professional dispositions are the values, commitments and professional ethics that influence behaviors towards students, families, colleagues, and communities that affect student learning, motivation, and development as well as the educator's own professional growth. [InTASC 2011: Model Core Teaching Standards] [TSPC: The Professional & Ethical Educator] The development of these dispositions is considered part of a teacher education program and is reflected in our Conceptual Framework's Core Values: Ethics and Professionalism, Reflective Practitioner, and Diversity and Equity.

Who does the assessment of a teacher candidate's dispositions?

Students must demonstrate professional behavior in order to be accepted into the Program and these dispositions will be reviewed at time of application. The Disposition Assessment **form** will be introduced and discussed in April prior to the cohort year. These dispositions will be part of the ongoing assessment during Program coursework and student teaching. Ratings will be done throughout the program by the Cooperating Teachers and faculty. The positive development of these dispositions will reflect directly on a teacher candidate's success in the Program.

What should each teacher candidate know?

It is the student's responsibility to ask clarifying questions as well as demonstrate the expected dispositional behaviors. It is important for teacher candidates to demonstrate the dispositions both in their college coursework and in their field placements.

Student teaching assessment plan

- Prior to cohort year: Student will learn about professional expectations during their advising appointments and presentations.

- Spring term before year one: students will review professional expectations during spring cohort meeting.

- September year one: Teacher Candidates will be introduced to the

Professional Dispositions form and will review them with their Cooperating Teachers.

- NOVEMBER/DECEMBER Cooperating Teachers and Supervisors will fill out a Dispositions Assessment for Teacher Candidates with whom they have worked fall term. Any concerns will be discussed with the Teacher Candidate and the University Supervisor. The Assessments by the Cooperating Teacher will be entered on Taskstream as the Fall Disposition Assessment.

    - Faculty will review the ratings for all Candidates and consider a course of action for any concerns. This assessment will be part of the consideration of the Candidate's readiness to move into part-time student teaching winter term. If a Plan of Assistance is deemed necessary, it will be written by the Program Lead, in collaboration with others who work with the Candidate and saved in the Candidate's file. The Plan will list specific measures to allay concerns. This Plan will be monitored winter term to confirm positive progress. Continued, serious dispositional concerns may result in the Candidate taking a leave of absence and delaying winter part-time student teaching for one year, or being dropped from the Program. Any decision on delaying student teaching or removal from the Program can be appealed to the Associate Dean of Educator Preparation Programs.

- MARCH: At the end of part-time student teaching, Cooperating Teachers will again fill out a Dispositions Assessment for the teacher candidates with whom they work. Any concerns will be shared with the University Supervisor and Program Lead.

    Faculty will review the ratings for all candidates and consider a course of action for any concerns. If a Plan of Assistance is necessary, it will be written by the Program Lead, in collaboration with others who work with the Candidate and saved in the Candidate's file. The Plan will list specific measures to determine progress toward eliminating concerns. The Plan will be monitored to make sure the Candidate is progressing and able to complete the program. The Program Lead will report on the Candidate's progress to the program faculty and talk about any remaining concerns. The faculty will determine if the Candidate is ready to proceed to full-

time student teaching spring term. If not, a course of action, including the possibility of being dropped from the Program, will be considered. Any decision on delaying full-time student teaching or removal from the Program can be appealed to the Associate Dean of Educator Preparation Programs.
https://education.oregonstate.edu/people/kristen-nielsen

Teacher Candidate Dispositions Statement

Dispositions are the habits of professional action and moral commitments that underlie a Teacher Candidate's performance (InTASC Model Core Teaching Standards, 2011; CAEP Accreditation Handbook, 2016). Along with content knowledge and pedagogical skills, dispositions are an essential component of effective teaching that increases student learning. As such, the development of professional teacher dispositions and the demonstration of those dispositions through observable behavior is an integral part of each program in the OSU College of Education teacher education programs.

The teacher education program faculty has defined a set of 20 disposition statements that directly align with the core values of the *Conceptual Framework*: Ethics and Professionalism, Diversity and Equity, Reflective Practice and Lifelong Learner. The dispositions also directly reflect the *Performance Indicators for Candidate Completers* which align with InTASC and Council for the Accreditation of Educator Preparation (CAEP) standards. The dispositions are stated as observable behaviors that Teacher Candidates are expected to demonstrate in all educational settings; therefore, Candidates will be evaluated using the *Dispositions Assessment* at these transition points: 1) pre-clinical practice, 2) first student teaching experience, and 3) second student teaching experience/exit from the program. Program faculty will review the results of each *Dispositions Assessment* and determine if a Plan of Assistance is needed to address any concerns.

Conceptual Framework Core Value: Ethics and Professionalism

Disposition	Definitions
1. Complies with laws and regulations	Candidate demonstrates an understanding of the legal aspects of their professional roles. Candidate fulfills codes of ethics, professional standards of practice, and relevant law and policy.
2. Complies with district, school, and university policies	Candidate consistently follows district, school, and university rules and policies.
3. Maintains confidentiality	Candidate demonstrates confidentiality in the use and maintenance of student records and upholds privacy concerning students and students' families.

4. Maintains professional appearance	Candidate is well-groomed and dresses to maintain a professional appearance; appearance is not distracting (e.g. extreme hair colors, excessive showing of skin).
5. Demonstrates regular attendance and punctuality for class and appointments	Candidate is reliable, attends class regularly, and makes prior arrangements when absence is necessary. Candidate is punctual arriving to class and appointments on time and when submitting assignments.
6. Is prepared to teach and learn	Candidate is responsible for advance preparation and readiness for teaching, e.g., lesson plans, materials, and technology are organized before class begins. Candidate is actively involved during in-class activities, contributes to class discussion, and work shows that adequate time and planning were allocated.
7. Demonstrates integrity and ethical behavior	Candidate demonstrates integrity, honesty, is trustworthy, and meets ethical expectations. Candidate complies with OSU Student Code of Conduct and is honest and ethical in his/her academic work; avoids cheating, plagiarism, fabrication, assisting, tampering.
8. Addresses issues and problems professionally	Candidate confronts problems as they arise and manages conflict in a professional manner. Candidate actively listens before making judgements.
9. Exhibits enthusiasm/passion for teaching and learning	Candidate demonstrates enthusiasm for working with children, and exhibits passion for teaching, learning, and the subject matter.

Conceptual Framework Core Value: Diversity and Equity

Dispositions	**Definitions**
10. Has high expectations for self and students	Candidate has high educational standards for self and the same high educational standards for all students. Candidate is committed to ensuring all children have the opportunity to achieve their potential.
11. Demonstrates commitment to meeting students' diverse needs	Candidate respects students' differing strengths and needs. Candidate promotes equitable learning opportunities and adapts instruction accordingly to further each student's development.
12. Respects the beliefs and perspectives of others	Candidate is open-minded, appreciates multiple perspectives, and respects all individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

13. Appreciates human diversity and cultural differences	Candidate appreciates and values human diversity by showing respect for and sensitivity to varied cultures, and adapts interactions accordingly. Candidate promotes democratic and inclusive citizenship in the classroom.
14. Develops positive and appropriate relationships	Candidate establishes rapport and credibility with students, colleagues, and families by treating others with dignity and respect. Candidate maintains appropriate student-teacher relationships.

Conceptual Framework Core Values: Reflective Practitioner/Lifelong Learner

15. Demonstrates responsiveness to feedback	Candidate is open and willing to receive feedback and evaluation of class work and teaching practice. Candidate is a thoughtful and responsive listener and observer.
16. Demonstrates commitment to reflective practice	Candidate demonstrates routine critical reflection of his/her work and teaching for professional growth. Candidate uses ongoing analysis and reflection to improve planning and practice.
17. Demonstrates commitment to lifelong learning and professional development	Candidate actively seeks professional growth opportunities, such as reading suggested works by those considered experts in an area of knowledge, attends provided workshops, talks with cohort members and clinical educators about their experiences.
18. Demonstrates commitment to collaborate with others	Candidate collaborates with colleagues in learning communities and other professional areas. Candidate demonstrates a willingness to be flexible in cooperatively working with others.
19. Engages in school-wide initiatives	Candidate willingly and with fidelity engages in school-wide efforts to build a shared vision and supportive culture, e.g. AVID instructional methods, reading initiatives, PBIS, etc.
20. Demonstrates appropriate written and oral communication	Candidate demonstrates clear, concise, and appropriate written and oral skills in communicating with administrators, staff, parents, and other members of the learning community. Candidate expresses ideas using correct grammar in oral and written communication appropriate for audience.

Performance Indicators for Candidate Completers

InTASC Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

1.1 The candidate designs, modifies, and implements developmentally appropriate and challenging learning experiences that support learners' cognitive, linguistic, social, emotional, and physical development.
InTASC Alignment: 1(a), 1(b)

InTASC Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- The candidate designs, modifies, and implements instruction to address each student's diverse learning strengths, needs, and language development.
InTASC Alignment: 1(b), 2(a), 2(e), CAEP Diversity

- The candidate incorporates multiple perspectives into learning experiences including learners' personal, family, cultural, and community experiences.
InTASC Alignment: 2(d), CAEP Diversity

InTASC Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

- The candidate collaborates with learners and colleagues to create a positive learning environment that fosters respect for all members of the school community taking into account different experiences and perspectives, and family and cultural backgrounds.
InTASC Alignment: 3(a), 3(f), CAEP Diversity

- The candidate manages the learning environment to actively and equitably engage

learners in self- directed and collaborative learning by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
InTASC Alignment: 3(b), 3(c), 3(d)

InTASC Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

- The candidate uses multiple representations and explanations of concepts and practices to guide learners through learning progressions and promote each learner's achievement of content standards. InTASC Alignment: 4(a), 8(e)

- The candidate engages learners in understanding, questioning, and analyzing ideas from diverse perspectives to master the content of the discipline.
InTASC Alignment: 4(b)

- The candidate stimulates learner reflection on prior content knowledge and practices, links new concepts to familiar knowledge and practices, and makes connections to learners' experiences. InTASC Alignment: 4(d), CAEP Diversity

- The candidate creates opportunities for students to learn, practice, and master academic language in the discipline.
InTASC Alignment: 4(h), CAEP Diversity

InTASC Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

- The candidate engages learners in critical thinking, creativity, and collaborative problem solving using perspectives from varied disciplines.
InTASC Alignment: 5(a), 5(d), CAEP 1.4 College & Career-Readiness

- The candidate engages learners in applying content knowledge and practices of the discipline to real- world problems.
InTASC Alignment: 5(b)

InTASC Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

- The candidate uses formative assessment to monitor student learning, engage learners in assessing their progress, and modify instruction in response to learners' needs.

InTASC Alignment: 6(a), 6(g), 8(b), CAEP 1.2 Research & Evidence

- The candidate uses summative assessment to evaluate, verify, and document learning. InTASC Alignment: 6(a), 6(g), CAEP 1.2 Research & Evidence

- The candidate designs and uses multiple types of assessments that align with learning goals. InTASC Alignment: 6(b)

- The candidate provides learners with descriptive feedback from assessments to guide and engage them towards learning goals.

InTASC Alignment: 6(d)

InTASC Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- The candidate selects and creates relevant learning experiences that are aligned to curricular goals and content standards.

InTASC Alignment: 7(a)

- The candidate develops sequential learning experiences and provides multiple ways for learners to demonstrate knowledge and practices of the discipline and cross-disciplinary skills.

InTASC Alignment: 2(a), 6(e), 7(c), 8(e), CAEP 1.4 College & Career-Readiness

- The candidate plans instruction based on formative and summative assessments, prior learner knowledge and experiences, and learner interest.

InTASC Alignment: 2(c), 7(d)

InTASC Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

- The candidate uses appropriate strategies and resources to modify instruction to meet the needs of individual learners and to develop deep understanding of content.
InTASC Alignment: 7(b), 8(a)

- The candidate models and engages learners in using a range of digital technologies to access, interpret, evaluate, and apply information to meet learning goals.
InTASC Alignment: 8(g), CAEP 1.5 Technology

- The candidate uses a variety of instructional strategies to support learners' reading, writing, speaking, listening, and language skills.
InTASC Alignment: 5(h), 8(h), CAEP 1.4 College & Career-Readiness

- The candidate uses questioning strategies to stimulate discussion that serve different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to ask questions).
InTASC Alignment: 8(i), CAEP 1.4 College & Career-Readiness

InTASC Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- The candidate engages in learning opportunities aligned with his/her own needs and the needs of the learners and school.
InTASC Alignment: 9(a), 9(b)

- The candidate uses research and evidence (e.g., student growth data, self-reflection tools, classroom observations, feedback from professionals) to reflect on and evaluate his/her teaching effectiveness. InTASC Alignment: 9(c), OSU College of Education Conceptual Framework, CAEP 1.2 Research & Evidence

- The candidate models safe and ethical use of information and technology. InTASC Alignment: 9(f), CAEP 1.5 Technology

- The candidate demonstrates professional and ethical behavior in all interactions with students, families, other professionals, and the community.
InTASC Alignment: Standard 9, OSU College of Education Conceptual Framework

- The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

InTASC Alignment: 9(e), CAEP Diversity

InTASC Standard #10: Leadership & Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

- The candidate collaborates with other school professionals to plan and facilitate studentlearning. InTASC Alignment: 10(b)

- The candidate engages in school-wide efforts to build a shared vision and supportive culture and enhance knowledge of practice.

InTASC Alignment: 10(c), 10(f)

Retention Policy

Student retention in the College of Education teacher prep programs, BS/BA Education, Double Degree and Master of Science, is based upon the academic and professional judgment of the university faculty responsible for the evaluation of students' academic, practicum, and student teaching performance. The faculty considers not only academic abilities and skill performance when making retention decisions about a student, but also such aspects as whether the student has appropriate levels of maturity, judgment, emotional stability, sensitivity to others, and whether or not the student exhibits appropriate professional conduct. The teacher education faculty has developed this Retention Policy based upon continuous evaluations of students in the teacher prep program by university faculty and staff and by public school cooperating teachers and administrators. Students are evaluated on the benchmarks from the Professional Dispositions and learning outcomes found in course syllabi including, the ability to successfully plan for instruction; establish a classroom climate conducive to learning; exhibit professional behaviors, ethics and values; evaluate student progress; and on their ability to engage students in planned learning activities. The following information and procedures are established to guide decisions regarding the retention of students in the program.

Throughout each term, faculty members, and Cooperating Teachers, and University Supervisors meet to evaluate each Teacher Candidate's progress and teaching effectiveness. Those Candidates assessed as having difficulty will receive feedback concerning their progress from the appropriate university faculty and/or the Program Lead. A Teacher Candidate who is struggling will be placed on a Plan of Assistance. This plan will be created by the Program Lead in cooperation with the University Supervisor and Candidate. Each plan will outline benchmarks and a timeline to be met and supports provided to the Candidate. Supports could include, but are not limited to: extra observations with feedback/suggestions, check-in meetings for additional reflection, additional materials, and flexible timelines.

1. Academic Standards

- Students must meet the academic standards required by the Graduate School and the MS program in order to continue from one term to the next.

  Full-time students who do not complete their classes in one term, will not move on to student teaching the following term. Candidates will need to take

a leave of absence and return the following year to retake the classes.

2. Professional-Ethical Standards

According to various accreditation organizations (CAEP, ACA, TSPC, Oregon OARs, Public Schools, NGOs, Non-Profits), all Teacher Candidates seeking licensure and graduating from the College of Education at Oregon State University must meet all professional standards of practice, evidence of proper dispositions within their chosen field, as well as complying with the University Student Conduct Regulations.

The candidate must demonstrate acceptable standards of professional behavior in five key areas:

I. Professional conduct toward students, clients, youth, and adult learners;
II. Professional practice;
III. Professional conduct toward professional colleagues, including university faculty, staff, and internship and field placement supervisors and administrators;
IV. Professional conduct toward the general community, including educators, parents, and other community members
V. Technology use that includes “netiquette,” ensuring copyright, not plagiarizing, not using computers inappropriately for pornography or personal gain.

Professional behavior includes respect, honor and integrity, altruism, responsibility and accountability, leadership, caring, compassion, and communication, and excellence of scholarship.

The College of Education at Oregon State University holds Candidates accountable in both academics and practice. It is necessary, but not sufficient to perform well academically. Teacher Candidates must also behave in ways that support the professional nature of the work. In other words, personal issues that negatively impact teaching performance are considered as significant as low academic performance on assignments.

The Professional Dispositions Statement is reviewed each year. A signed copy of the statement along with acceptance forms is kept in student files. These dispositions are posted on the College of Education website and are also provided in program handbooks.

Candidates who meet or exceed the standards of professional behavior will continue in their chosen field of study without interruption. Candidates who do not meet the standards must complete the following retention procedures.

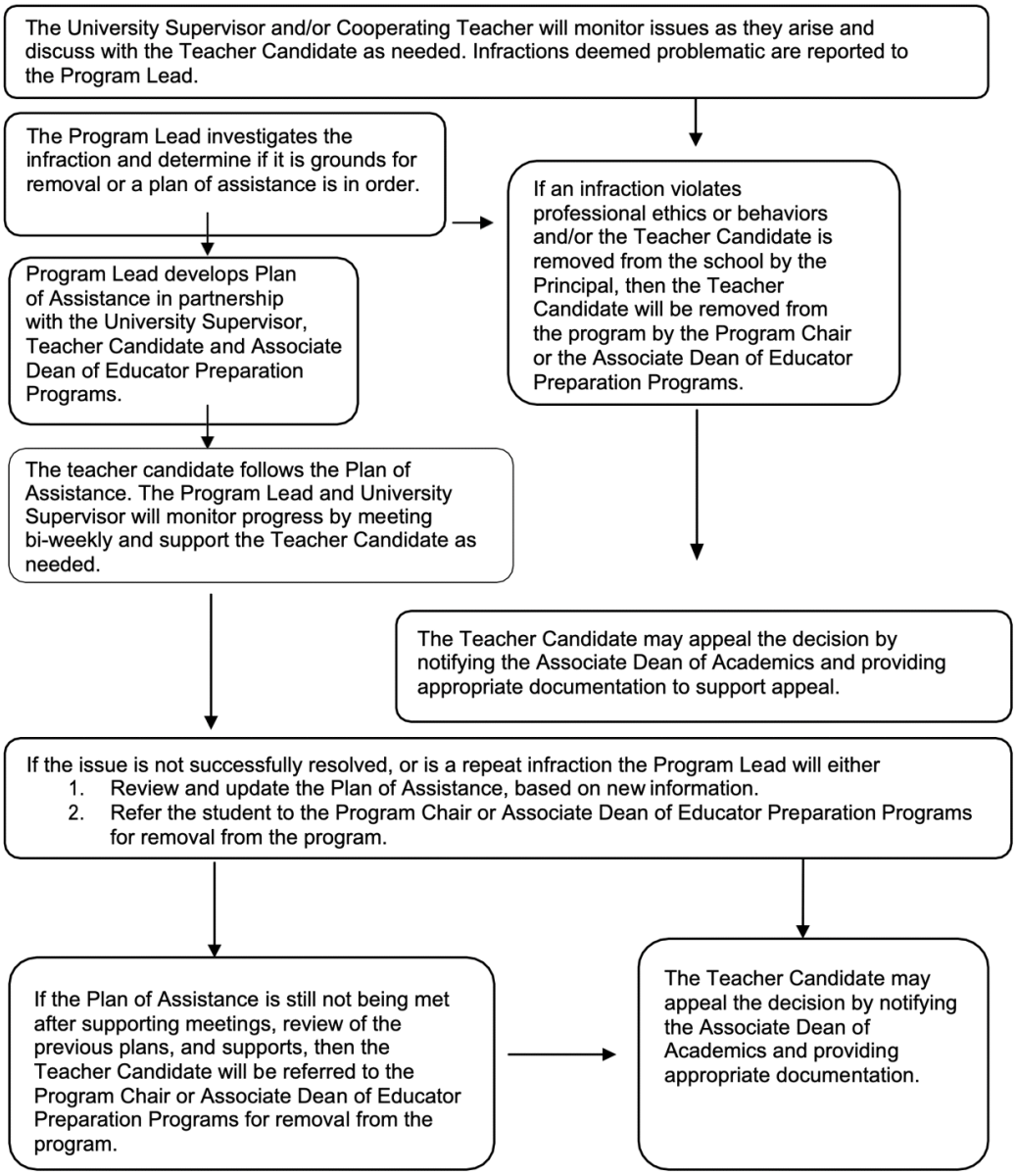
3. Retention Procedures

Candidates will be placed on a plan of assistance during which they will receive support from program faculty and the lead. This plan of assistance will stipulate benchmarks and a timeline for improving behaviors.

A Candidate may be removed from a practicum or student teaching site by the program if their performance does not meet benchmark requirements as stipulated in the Plan of Assistance or if performance is determined to be consistently inadequate, inappropriate, or unprofessional by the Program Chair or Associate Dean of Educator Preparation Programs.

A student may immediately be removed from the site school at the request of the school principal (or appropriate administrator).

The Plan of Assistance process identified in the steps below will be afforded the Candidate if it is felt that they are not making satisfactory progress as outlined in the benchmarks and/or course syllabi.


The University Supervisor and/or Cooperating Teacher will monitor issues as they arise and discuss with the Teacher Candidate as needed. Infractions deemed problematic are reported to the Program Lead.
The Program Lead investigates the infraction and determine if it is grounds for removal or a plan of assistance is in order.
If an infraction violates professional ethics or behaviors and/or the Teacher Candidate is removed from the school by the Principal, then the Teacher Candidate will be removed from the program by the Program Chair or the Associate Dean of Educator Preparation Programs.
Program Lead develops Plan of Assistance in partnership with the University Supervisor, Teacher Candidate and Associate Dean of Educator Preparation Programs.
The teacher candidate follows the Plan of Assistance. The Program Lead and University Supervisor will monitor progress by meeting bi-weekly and support the Teacher Candidate as needed.
The Teacher Candidate may appeal the decision by notifying the Associate Dean of Academics and providing appropriate documentation to support appeal.
If the issue is not successfully resolved, or is a repeat infraction the Program Lead will either
1. Review and update the Plan of Assistance, based on new information.
2. Refer the student to the Program Chair or Associate Dean of Educator Preparation Programs for removal from the program.
If the Plan of Assistance is still not being met after supporting meetings, review of the previous plans, and supports, then the Teacher Candidate will be referred to the Program Chair or Associate Dean of Educator Preparation Programs for removal from the program.
The Teacher Candidate may appeal the decision by notifying the Associate Dean of Academics and providing appropriate documentation.

College of Education Student Grievance & Escalation Guidance

Please note that the following grievance procedures are for matters that do not comply with the existing student grievance policy related to (a) academic decisions (i.e., grading) and (b) academic dishonesty. Please note that for these circumstances the OSU policy should be followed.

Undergraduate students in College of Education programs should first confer with the faculty member with whom they have a potential conflict to discuss their concerns and work toward a resolution of this conflict. Should the student be unable to address this issue with the faculty member in question or find the resolution of the issue with the faculty member to be unsatisfactory, the student should proceed in bringing the matter to the program chair for potential resolution. Should the issue still persist or not be addressed fully by the program chair, the student should then bring the concern to the Associate Dean for Academic Affairs. If the student is unable to address or resolve the issue through the assistance of the Associate Dean, the student can then bring the issue to the Dean of the College of Education. If none of these levels of recourse resolves the issue for the student, the student should then approach the Dean of Students of the campus. In addition, undergraduate and graduate students can also seek the counsel of the Office of Advocacy through ASOSU throughout this process.

Graduate students in College of Education programs should first confer with the faculty member with whom they have a potential conflict to discuss their concerns and work toward a resolution of this conflict. Should the student be unable to address this issue with the faculty member in question or find the resolution of the issue with the faculty member to be unsatisfactory, the student should proceed in bringing the matter to the program chair for potential resolution. Should the issue still persist or not be addressed fully by the program chair, the student should then bring the concern to the Associate Dean for Academic Affairs. If the student is unable to address or resolve the issue through the assistance of the Associate Dean, the student can then bring the issue to the Dean of the College of Education. If none of these levels of recourse resolves the issue for the student, the student should then approach the Associate Dean at the Graduate School. In addition, undergraduate and graduate students can also seek the counsel of the Office of Advocacy through ASOSU throughout this process.

Appendix C

FERPA Consent to Release Educational Records and Information

This release represents your written consent to permit Oregon State University College of Education to disclose educational records and any information contained therein to the specific individual(s) identified below. Please read this document carefully and fill in all blanks.

I,_____(print full name) am a candidate at Oregon State University Teacher Licensure Program and hereby give my voluntary consent to officials:

- To disclose the following records:
  - Records relating to any of my field-based experiences
  - Records relating to my performance in the field
  - Resume
  - Professional Goals Statement
- To the following person(s):
  - School districts or other agencies associated with field-based experiences
  - School-based/Agency-based administrators associated with field-based experiences
  - School-based/Agency-based cooperating teachers/mentors associated with field-based experiences
  - Oregon State University program faculty
  - Oregon State University representatives responsible for scholarships, grants, etc.
  - Prospective employer(s) from schools and/or district offices
- These records are being released for the purpose of:
  - Conversing and reviewing performance
  - Acquiring feedback
  - Procuring required signatures
  - Making field-based placements
  - Providing letters of recommendation/reference

I understand that under the Family Educational Rights and Privacy Act of 1974 ("FERPA" 20 USC 123g; 34 CFR 99; commonly known as the "Buckley Amendment) no disclosure of my records can be made without my written consent unless otherwise required or permitted by applicable law. I also understand that I may revoke this consent at any time (via written request to the teacher licensure program) except to the extent that action has already been taken upon this release. Further, I understand that if I refuse to sign this release or revoke my previously-provided consent that I may be unable to

fully participate in any field-based experiences, clinical teaching, student teaching, or internship, or that I may not be able to continue participating, given the requirements of the field-based experience partner.

Signature of Candidate Date

Curriculum

Elementary: Kindergarten-Grade 6	Secondary Grade 6-12
FALL TERM	FALL TERM
ED 408 Practicum/September Experience (2) [4 weeks in August-September]	ED 408 Practicum/September Experience (2) or [4 weeks in August-September]
ED 409 Practicum (3)	ED 409 Practicum (3)
ED 340 Supportive Diff Environments (3)	ED 340 Supportive Diff Environments (3)
ED 427 Alternative Assessment (2)	ED 412 Learning Styles & Needs in Adolescence (2)
ED 483 Developmental Reading (3)	ED 494 Content Standards & Curr Dev (3)
WINTER TERM	WINTER TERM
ED 410 Internship: Part-time student teaching (3)	ED 410 Internship: Part-time student teaching (3)
ED 407 Seminar (2)	ED 407 Seminar (2)
ED 457 Teaching Elem Math for Understanding (3)	ED 427 Alternative Assessment (2)
SED 459 Science and the Nature of Inquiry (3)	ED 425 Curr Implementation in Instr Strat (4)
ED 456 Strategies for Teaching Language Arts and Social Studies (3)	ED 493 Reading and literacy (2)
SPRING TERM (Ecampus)	SPRING TERM (Ecampus)
ED 410 Internship: Full-Time St Teaching (10)	ED 410 Internship: Full-Time St Teaching (10)

ED 424 Teacher as Reflective Practitioner (2)	ED 424 Teacher as Reflective Practitioner (2)