Oregon State University

Institutional Report
of the
Professional Teacher and Counselor Education Unit

College of Agricultural Sciences
College of Education
College of Health and Human Sciences
College of Liberal Arts
College of Science
OSU Cascades Campus

Ethics and Professionalism
Reflective Practitioner
Life Long Learner
Diversity and Equity

For the
National Council for Accreditation of Teacher Education
and
Oregon Teachers Standards and Practices Commission

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5) mission: http://oregonstate.edu/mission/
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9) degrees awarded: http://oregonstate.edu/education/accreditation/docs/DegreesAwarded.xls
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20) Ecampus: http://ecampus.oregonstate.edu/online-degrees/programs.htm
21) OSU Cascades: http://www.osucascades.edu/academics/education
22) Immersion MAT Program: http://oregonstate.edu/education/programs/elementaryEd.html
23) 2-year Part-time: http://ecampus.oregonstate.edu/online-degrees/graduate/education/childhood-elem-ed/
24) ESOL: http://oregonstate.edu/education/programs/esolcourses.html
25) READ Oregon: http://oregonstate.edu/education/programs/osucreade.html
26) Fund for the Improvement of Postsecondary Education: http://www.ed.gov/about/offices/list/ope/fipse/index.html
27) Online Master of Education Program: http://ecampus.oregonstate.edu/online-degrees/graduate/education/masters-education-online-courses/default.htm
28) Online Science and Mathematics Education: http://ecampus.oregonstate.edu/online-degrees/graduate/science-math-education/school-based/


30) Continuing Teaching Licensure: (site no longer available)

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34) Student Services: http://oregonstate.edu/education/programs/k12advise.html

35) Immersion MAT: http://oregonstate.edu/education/programs/elementaryEd.html

36) ESOL/Bilingual endorsement: http://oregonstate.edu/education/programs/esol.html

37) Online Master of Education: http://ecampus.oregonstate.edu/online-degrees/graduate/masters-education-online-courses/default.htm

38) MAT program at the OSU Cascades: http://www.osucascades.edu/academics/education/

39) O-QAT: http://www.tr.wou.edu/?path=project_detail.cfm&PID=11&

40) OTRM: http://www.tr.wou.edu/otrm/

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4) TSPC-KSD: http://oregonstate.edu/education/accreditation/docs/CFalignment.doc

5) The PTCE assessment:
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6) Licensure Committee: http://oregonstate.edu/education/accreditation/minutes.html

7) TSPC Consortium: http://oregonstate.edu/education/accreditation/gminutes.html

Commitment to technology:

8) BlackBoard: http://my.oregonstate.edu/webapps/portal/frameset.jsp

9) syllabi: http://oregonstate.edu/education/accreditation/syllabi.html
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11) CACREP: http://www.cacrep.org/

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2) authorization: http://arcweb.sos.state.or.us/rules/OARS_500/OAR_584/584_005.html
3) endorsements: http://arcweb.sos.state.or.us/rules/OARS_500/OAR_584/584_005.html
4) state: http://www.ode.state.or.us/pubs/eii/academiccontentstandardsprimer.pdf
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10) Undergraduate Education Double Degree: http://oregonstate.edu/education/programs/dd.html
11) content mastery: http://oregonstate.edu/education/accreditation/ContentMastery.html
12) Corvallis: http://oregonstate.edu/education/programs/eeccourses.html
13) Cascade: http://www.osucascades.edu/academics/education/
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25) Science and Mathematics Education: http://ecampus.oregonstate.edu/online-degrees/graduate/science-math-education/school-based/
26) School and Counselor Education: http://oregonstate.edu/education/programs/aboutcoun.html
27) Council for Accreditation of Counseling and Related Educational Programs: http://www.cacrep.org/
28) Teacher Standards and Practices Commission: http://www.tspc.state.or.us/new/core/licensure.asp?op=10&id=0
29) Read Oregon: http://oregonstate.edu/education/programs/osucreade.html
30) ESOL/Bilingual program: http://oregonstate.edu/education/programs/esol.html
31) adaptive physical education: http://www.tspc.state.or.us/new/core/licensure.asp
32) ORELA: http://www.orela.nesinc.com/OR4_overview.asp
33) Content Standards: http://www.ode.state.or.us/pubs/eii/academiccontentstandardsprimer.pdf
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48) program data reports: http://oregonstate.edu/education/accreditation/programdata.html
49) Title II data: https://title2.ed.gov/Title2DR/CompleteReport.asp
50) content mastery: http://oregonstate.edu/education/accreditation/ContentMastery.html
51) Program of Study: http://oregonstate.edu/dept/grad_school/current/forms.html#program
52) Bates Family Study Center: http://www.hhs.oregonstate.edu/bates-family-study-center
53) Subject Matter Competency Form B: http://oregonstate.edu/education/accreditation/FormB.html
54) assessments: http://oregonstate.edu/education/accreditation/docs/assessment.doc
55) occupational experience: http://oregonstate.edu/education/accreditation/docs/OccupationalExp.doc
56) syllabi: http://oregonstate.edu/education/accreditation/syllabi.html
57) **Oregon Common Curriculum Goals:**
   http://www.ode.state.or.us/teachlearn/real/documents/Newspaperglossary.pdf

58) **Content Standards:**
   http://www.ode.state.or.us/pubs/eii/academiccontentstandardsprimer.pdf

59) **Student Handbooks:** http://oregonstate.edu/education/accreditation/handbooks.html

60) **work sample guidelines:**
    http://oregonstate.edu/education/accreditation/docs/WSguidelines.doc

61) **scoring rubrics:** http://oregonstate.edu/education/accreditation/wssg.html

62) **program data reports:** http://oregonstate.edu/education/accreditation/programdata.html

63) **work samples:** http://oregonstate.edu/education/accreditation/worksamples.html

64) **Online Master of Education:** http://ecampus.oregonstate.edu/online-degrees/graduate/education/masters-education-online-courses/program-outcomes.htm

65) **Read Oregon:** http://www.readoregon.org/rdgspecialist.htm

66) **ESOL/Bilingual:** http://oregonstate.edu/education/programs/aboutesol.html

67) **program data reports:** http://oregonstate.edu/education/accreditation/programdata.html

68) **graduate exit survey and summarized responses:**
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71) **AED 552, 553, 554, 556:** http://oregonstate.edu/education/accreditation/syllabi.html

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104) program data reports: http://oregonstate.edu/education/accreditation/programdata.html
105) work samples: http://oregonstate.edu/education/accreditation/worksamples.html
106) portfolio: http://oregonstate.edu/education/accreditation/PRequirements.html
107) capstone: http://oregonstate.edu/education/accreditation/docs/Capstones.doc
108) NBPTS five core propositions:
http://www.nbpts.org/the_standards/the_five_core_propositions
110) program outcomes: http://ecampus.oregonstate.edu/online-degrees/graduate/education/masters-education-online-courses/program-outcomes.htm
111) Read Oregon: http://www.readoregon.org/currentcourses.htm
112) program review: http://oregonstate.edu/education/accreditation/programdata.html
113)
114) program data report:
http://oregonstate.edu/education/accreditation/programdata.html#OM
Element 4 Hyperlinks:
115) work sample: http://oregonstate.edu/education/accreditation/docs/WSguidelines.doc
116) work samples: http://oregonstate.edu/education/help/help.html
117) Formal observations:
   http://oregonstate.edu/education/accreditation/docs/observationform.doc
118) final student teaching summary report:
   http://oregonstate.edu/education/accreditation/docs/SummaryReport.doc
119) matrix: http://oregonstate.edu/education/accreditation/docs/data/OMMatrix.doc
120) Course summaries:
   http://oregonstate.edu/education/accreditation/docs/data/OMProgramOutcomes.doc
121) program data report: http://oregonstate.edu/education/accreditation/programdata.html

Elements 5 and 6 Hyperlinks:
122) CACREP: http://www.cacrep.org/
123) CACREP: http://www.cacrep.org/
124) CBEST: http://oregonstate.edu/education/accreditation/docs/CBEST04-08.xls
125) School Counseling Program Review:
   http://oregonstate.edu/education/programs/counaccred.html
126) Assessment Summary:
   http://oregonstate.edu/education/accreditation/docs/data/CounsAssessSum.doc
127) CACREP: http://oregonstate.edu/education/accreditation/docs/CACREP.doc
128) CACREP: http://oregonstate.edu/education/accreditation/docs/CACREP.doc
129) technology survey:
   http://oregonstate.edu/education/programs/CounselingAccreditation/TechSurvey.doc
130) surveyed its alumni and field supervisors:
   http://oregonstate.edu/education/programs/counaccred.html
131) survey:
   http://oregonstate.edu/education/programs/CounselingAccreditation/CAUEmpSurvey.doc

Element 7 Hyperlinks:
132) professional standards of practice:
   http://oregonstate.edu/education/accreditation/docs/ProfStand.doc
133) University Student Conduct Regulations: http://oregonstate.edu/admin/stucon/regs.htm
134) formal process: http://oregonstate.edu/education/accreditation/docs/flowchart.doc
135) TSPC Character form: http://oregonstate.edu/education/accreditation/docs/TSPCcf.doc
136) Three-way Evaluation:
   http://oregonstate.edu/education/accreditation/docs/ThreeWay.doc
137) Student Teaching Summary Report:
   http://oregonstate.edu/education/accreditation/docs/SummaryReport.doc
138) Work samples: http://oregonstate.edu/education/accreditation/docs/WSguidelines.doc
139) Portfolio: http://oregonstate.edu/education/accreditation/docs/PRrequirements.html
140) Capstone: http://oregonstate.edu/education/accreditation/docs/Capstones.doc
141) matrix: http://oregonstate.edu/education/accreditation/docs/data/OMMatrix.doc
142) program data report:
   http://oregonstate.edu/education/accreditation/programdata.html#OM
143) Program Data: http://oregonstate.edu/education/accreditation/programdata.html
144) Standard 1 Criteria: http://oregonstate.edu/education/accreditation/programdata.html
work samples: http://oregonstate.edu/education/accreditation/worksamples.html
Agriculture Education: http://oregonstate.edu/education/accreditation/esurveys.html
Physical Education: http://oregonstate.edu/education/accreditation/esurveys.html
Physical Education: http://oregonstate.edu/education/accreditation/programdata.html
Double Degree:
http://oregonstate.edu/education/accreditation/docs/data/DDFocusGroup.doc
surveys: http://oregonstate.edu/education/accreditation/programdata.html
surveyed:
http://oregonstate.edu/education/accreditation/docs/surveys/GraduateEmployer.doc

Standard 2 Hyperlinks

Element 1:

1) assessment system:
2) PTCE assessment system²:
   http://oregonstate.edu/education/accreditation/docs/assessment.doc
3) Professional Teacher and Counselor Education Programs:
   http://oregonstate.edu/education/accreditation/previews.html
4) Review of the Counselor Education:
   http://oregonstate.edu/education/accreditation/docs/ProgramReviews/CE.doc
5) Music Education: http://oregonstate.edu/education/accreditation/previews.html
6) Family and Consumer Science:
   http://oregonstate.edu/education/accreditation/previews.html
7) ESOL/Bilingual Endorsement⁷:
   http://oregonstate.edu/education/accreditation/docs/ProgramReviews/ESOL.doc
8) Education Double Degree: http://oregonstate.edu/education/accreditation/dd.html
9) Oregon University System Chancellor's Office: http://www.ous.edu/dept/chan/
10) Oregon State Board of Higher Education: http://www.ous.edu/state_board/
11) minutes: http://oregonstate.edu/education/accreditation/minutes.html
12) OSU catalog¹²: http://catalog.oregonstate.edu/
13) CACREP: http://oregonstate.edu/education/accreditation/docs/CACREP.doc
14) School Counseling Program Review¹⁴:
    http://oregonstate.edu/education/accreditation/docs/data/COUNProgramReview.doc
15) Counselor Education Assessment Procedures¹⁵:
    http://oregonstate.edu/education/accreditation/docs/data/CounsAssessSum.doc
16) website¹⁶: http://oregonstate.edu/education/CoopTeachSuper.html

Element 2 Hyperlinks:

17) freestanding unit¹⁷: http://oregonstate.edu/education/accreditation
18) PTCE assessment framework¹⁸:
    http://oregonstate.edu/education/accreditation/docs/assessment.doc
19) syllabi: http://oregonstate.edu/education/accreditation/syllabi.html
20) DAF: http://oregonstate.edu/education/accreditation/docs/DAF.pdf
21) change of major form: http://oregonstate.edu/registrar/forms/Change%20of%20Major%20Major.pdf
22) Program of Study: http://oregonstate.edu/dept/grad_school/current/forms.html#program
23) placements: http://oregonstate.edu/education/accreditation/docs/placementprocess.doc
24) annual reports: http://oregonstate.edu/education/accreditation/reports.html
25) TSPC: http://arcweb.sos.state.or.us/rules/OARS_500/OAR_584/584_tofc.html
27) Agricultural Education: http://oregonstate.edu/education/accreditation/docs/AgEdAdvisoryMinutes.doc
29) Mid-Valley Partnership: http://oregonstate.edu/education/accreditation/gminutes.html
30) University policies and procedures: http://catalog.oregonstate.edu/ChapterDetail.aspx?key=75#Section2869
31) Student Handbook: http://oregonstate.edu/education/accreditation/handbooks.html
32) conduct: http://oregonstate.edu/admin/stucon/regs.htm

Element 3 Hyperlinks
33) process: http://oregonstate.edu/education/accreditation/previews.html
34) guidelines: http://oregonstate.edu/education/accreditation/previews.html
35) flowchart of process: http://oregonstate.edu/education/accreditation/docs/ImprovementFlowchart.doc
36) criteria: http://oregonstate.edu/education/accreditation/docs/WSSguidelines.doc
37) scoring guides: http://oregonstate.edu/education/accreditation/wssg.html
38) Strategic staffing plan: http://oregonstate.edu/education/accreditation/docs/strategicstaffing.xls
39) formal observations: http://oregonstate.edu/education/accreditation/docs/observationform.doc
40) three-way evaluations: http://oregonstate.edu/education/accreditation/docs/ThreeWay.doc
41) work sample rubrics: http://oregonstate.edu/education/accreditation/wssg.html
42) Program Data Reports: http://oregonstate.edu/education/accreditation/programdata.html

Standard 3 Hyperlinks

Element 1:
1) Education Double Degree: http://oregonstate.edu/education/programs/dd.html
2) *On-line Education Master’s*: [http://ecampus.oregonstate.edu/online-degrees/graduate/education/masters-education-online-courses/default.htm](http://ecampus.oregonstate.edu/online-degrees/graduate/education/masters-education-online-courses/default.htm)

3) *TSPC Consortium*: [http://oregonstate.edu/education/accreditation/gminutes.html](http://oregonstate.edu/education/accreditation/gminutes.html)

4) *College of Education Advisory Board*:  
   [http://oregonstate.edu/education/accreditation/gminutes.html](http://oregonstate.edu/education/accreditation/gminutes.html)

5) *Agricultural Education*:  
   [http://oregonstate.edu/education/accreditation/docs/AgEdAdvisoryMinutes.doc](http://oregonstate.edu/education/accreditation/docs/AgEdAdvisoryMinutes.doc)

6) *formal observations*: [http://oregonstate.edu/education/accreditation/cfeedback.html](http://oregonstate.edu/education/accreditation/cfeedback.html)

7) *three-way evaluations*: [http://oregonstate.edu/education/accreditation/cfeedback.html](http://oregonstate.edu/education/accreditation/cfeedback.html)

8) *OAR 584-017-0070*:  
   [http://arcweb.sos.state.or.us/rules/OARS_500/OAR_584/584_017.html](http://arcweb.sos.state.or.us/rules/OARS_500/OAR_584/584_017.html)

9) *OAR 584-017-0180*:  
   [http://arcweb.sos.state.or.us/rules/OARS_500/OAR_584/584_017.html](http://arcweb.sos.state.or.us/rules/OARS_500/OAR_584/584_017.html)

10) *Oregon Educational Act for the 21st Century*: [http://www.leg.state.or.us/ors/329.html](http://www.leg.state.or.us/ors/329.html)

11) *policy*: [http://oregonstate.edu/education/accreditation/docs/placementprocess.doc](http://oregonstate.edu/education/accreditation/docs/placementprocess.doc)

12) *university supervisors*: [http://oregonstate.edu/education/accreditation/vitae.html](http://oregonstate.edu/education/accreditation/vitae.html)

13) *Benchmarks*: [http://oregonstate.edu/education/accreditation/benchmarks.html](http://oregonstate.edu/education/accreditation/benchmarks.html)

14) *Student Teaching Handbook*:  
   [http://oregonstate.edu/education/accreditation/handbooks.html](http://oregonstate.edu/education/accreditation/handbooks.html)

Element 2:

15) *Field Experiences*:  
   [http://oregonstate.edu/education/accreditation/docs/FieldExperienceChart.doc](http://oregonstate.edu/education/accreditation/docs/FieldExperienceChart.doc)

16) *PTCE Assessment Framework*:  
   [http://oregonstate.edu/education/accreditation/docs/assessment.doc](http://oregonstate.edu/education/accreditation/docs/assessment.doc)

17) *OAR 584-017-0070*:  
   [http://arcweb.sos.state.or.us/rules/OARS_500/OAR_584/584_017.html](http://arcweb.sos.state.or.us/rules/OARS_500/OAR_584/584_017.html)

18) *Student Teaching Handbook*:  
   [http://oregonstate.edu/education/accreditation/handbooks.html](http://oregonstate.edu/education/accreditation/handbooks.html)

19) *website*: [http://oregonstate.edu/education/CoopTeachSuper.html](http://oregonstate.edu/education/CoopTeachSuper.html)


Element 3:

22) *benchmarks*: [http://oregonstate.edu/education/accreditation/benchmarks.html](http://oregonstate.edu/education/accreditation/benchmarks.html)

23) *transition*: [http://oregonstate.edu/education/accreditation/docs/transition.doc](http://oregonstate.edu/education/accreditation/docs/transition.doc)

24) *Student Teaching Summary Report*:  

25) *Developmental Assessment Form*:  
   [http://oregonstate.edu/education/accreditation/docs/DevelAssess.doc](http://oregonstate.edu/education/accreditation/docs/DevelAssess.doc)

26) *Observation Notes*:  
   [http://oregonstate.edu/education/accreditation/docs/supervisionnotes.doc](http://oregonstate.edu/education/accreditation/docs/supervisionnotes.doc)
Standard 4 Hyperlinks

Element 1:

1) Office of Community and Diversity:  http://oregonstate.edu/diversity/
2) “Committed to Diversity”:  
   http://oregonstate.edu/education/accreditation/docs/BestPractices.doc
3) Diversity Action Plan: 
   http://oregonstate.edu/diversity/DAP/2007_OSU_CAMPUS_DIVERSITY_ACTION_PL
   AN.pdf
4) Colleges within the PTCE:  
   http://oregonstate.edu/education/accreditation/docs/collegescontacts.pdf
5) work samples: http://oregonstate.edu/education/accreditation/docs/WSguidelines.doc
6) ESOL/Bilingual Endorsement: http://oregonstate.edu/education/programs/aboutesol.html
7) EC/EL Immersion MAT: http://oregonstate.edu/education/programs/elementaryEd.html
8) 2-year Part-time MAT: http://oregonstate.edu/education/programs/eecourses.html
9) ESOL and/or Bilingual Endorsement:  
   http://oregonstate.edu/education/programs/esol.html
11) Discrimination and the Oregon Educator Workshop:  
    http://ecampus.oregonstate.edu/online-degrees/graduate/education/discrimination/
12) The READ Oregon: http://oregonstate.edu/education/programs/osucreade.html
13) ESOL: http://oregonstate.edu/education/programs/esol.html
14) adaptive physical education endorsement:  
    http://www.tspc.state.or.us/new/core/licensure.asp
Element 2:
15) faculty: http://oregonstate.edu/education/accreditation/docs/FacultyEthnicity.xls
16) Comparison: http://oregonstate.edu/education/accreditation/docs/FacultyDemographics.doc
17) activities related to diversity: http://oregonstate.edu/education/accreditation/docs/diversityact.doc
19) shared her research: http://oregonstate.edu/education/podcasts/podcastees/omalley/
20) Pakistani teacher educators: http://oregonstate.edu/education/podcasts/podcastees/dalton/

Element 3:
21) minority enrollment: http://oregonstate.edu/education/accreditation/docs/MinorityEnrollment.xls
22) Institutional enrollment: http://oregonstate.edu/education/accreditation/docs/InstEnroll.xls
23) demographics of the service area: http://oregonstate.edu/education/accreditation/docs/sademographics.doc
24) CAMP: http://oregonstate.edu/dept/camp/

Element 4:
25) The SMILE Program: http://smile.oregonstate.edu/
26) Bernard Harris Summer Science Camp: http://oregon.4h.oregonstate.edu/summer-science-camp
28) IMPACT: http://www.hhs.oregonstate.edu/IMPACT
29) Field Experiences: http://oregonstate.edu/education/accreditation/docs/FieldExperienceChart.doc
30) Work Sample: http://oregonstate.edu/education/accreditation/wssg.html
31) Formal observations: http://oregonstate.edu/education/accreditation/cfeedback.html
32) Three-way evaluations: http://oregonstate.edu/education/accreditation/docs/ThreeWay.doc
33) Demographics of the partner schools: http://oregonstate.edu/education/accreditation/docs/schooldemographics.xls

Standard 5 Hyperlinks

Element 1:
1) faculty qualifications and assignments: http://oregonstate.edu/education/accreditation/docs/FacultyQual.xls
2) Faculty vitae: http://oregonstate.edu/education/accreditation/vitae.html
3) faculty vitae: http://oregonstate.edu/education/accreditation/vitae.html
Element 2:

4) strategic plan: http://oregonstate.edu/leadership/strategicplan/
5) Center for Teaching and Learning: http://oregonstate.edu/ctl/
6) syllabi: http://oregonstate.edu/education/accreditation/syllabi.html
7) PTCE Assessment Framework: http://oregonstate.edu/education/accreditation/docs/assessment.doc
8) syllabi: http://oregonstate.edu/education/accreditation/syllabi.html
9) instructional strategies: http://oregonstate.edu/education/accreditation/docs/InstructStrat.xls
10) syllabi: http://oregonstate.edu/education/accreditation/syllabi.html
11) key assessments: http://oregonstate.edu/education/accreditation/docs/assessment.doc
12) Blackboard: http://my.oregonstate.edu/webapps/portal/frameset.jsp
13) syllabi: http://oregonstate.edu/education/accreditation/syllabi.html
14) key assessments: http://oregonstate.edu/education/accreditation/docs/assessment.doc
15) student evaluation of teaching: http://oregonstate.edu/education/accreditation/docs/evaluationforms.pdf
16) summary: http://oregonstate.edu/education/accreditation/docs/FacEvaluations.xls
17) candidate responses: http://oregonstate.edu/education/accreditation/docs/FacEvaluations.xls

Element 3:

18) scholarly research and creative activity:
   http://oregonstate.edu/facultystaff/handbook/promocri.html
19) vitae: http://oregonstate.edu/education/accreditation/vitae.html
20) scholarly: http://oregonstate.edu/education/accreditation/docs/FacScholar.xls
21) authored: http://oregonstate.edu/education/accreditation/docs/FacScholar.xls

Element 4:

22) Faculty Handbook: http://oregonstate.edu/facultystaff/handbook/promocri.html
23) service: http://oregonstate.edu/education/accreditation/docs/FacService.xls
24) vitae: http://oregonstate.edu/education/accreditation/vitae.html
25) Faculty Service: http://oregonstate.edu/education/accreditation/exhibit.html

Element 5:

26) criteria: http://oregonstate.edu/admin/aa/faculty/facultyreview.html
27) position descriptions: http://oregonstate.edu/education/accreditation/pds.html
28) Part-time Faculty Handbook: http://oregonstate.edu/education/accreditation/handbooks.html
29) Blackboard: http://my.oregonstate.edu/webapps/portal/frameset.jsp
Element 6:
30) workshops and support: http://oregonstate.edu/research/osp/index.htm#training
31) sabbaticals: http://oregonstate.edu/education/accreditation/docs/Sabbatical.doc
32) monthly meetings: http://oregonstate.edu/education/accreditation/minutes.html
33) ESOL/Bilingual retreat:
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34) Center for Teaching and Learning: http://oregonstate.edu/ctl/

Standard 6 Hyperlinks

Element 1:
1) Professional Teacher and Counselor Education (PTCE) unit:
   http://oregonstate.edu/education/accreditation/docs/collegescontacts.pdf
2) College of Education: http://oregonstate.edu/education
3) Agricultural Sciences: http://agsci.oregonstate.edu/
4) Health and Human Sciences: http://www.hhs.oregonstate.edu/
5) Liberal Arts: http://oregonstate.edu/cla/
6) Science: http://www.science.oregonstate.edu/
7) OSU Cascades: http://www.osucascades.edu/
8) OUS: http://www.ous.edu/
9) TSPC: http://oregon.gov/TSPC/
10) Colleges’ Advisory Board: http://oregonstate.edu/education/advbrd.html
11) Teacher Standards and Practices Consortium
    http://oregonstate.edu/education/accreditation/docs/TSPCBylaws.doc
12) College Standing Committees: http://oregonstate.edu/education/governance.html
13) Licensure Coordinator Committee:
    http://oregonstate.edu/education/accreditation/minutes.html
14) Dean’s Council: http://oregonstate.edu/education/accreditation/gminutes.html
15) meets monthly: http://oregonstate.edu/education/accreditation/minutes.html
16) program review:
    http://oregonstate.edu/education/accreditation/docs/ProgramReviews/LicCurric.doc
17) Licensure Coordinator By-Laws: http://oregonstate.edu/education/accreditation/docs/ByLaws.pdf
18) agricultural education: http://oregonstate.edu/dept/ag-ed/
19) physical education: http://www.hhs.oregonstate.edu/nes/graduate-programs
20) music education: http://oregonstate.edu/cla/music/programs
21) science and mathematics education: http://smed.science.oregonstate.edu/
22) Cascades Campus: http://www.osucascades.edu/academics/education
23) mission and vision: http://oregonstate.edu/education/aboutUs.html
24) values: http://oregonstate.edu/education/values.html
26) committees: http://oregonstate.edu/education/governance.html
27) Academic Affairs Committee:
   http://oregonstate.edu/education/accreditation/gminutes.html
28) Cultural and Social Affairs Committee:
   http://oregonstate.edu/education/accreditation/gminutes.html
29) Financial Affairs Committee:
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30) Personnel Affairs Committee:
   http://oregonstate.edu/education/accreditation/gminutes.html
31) guidance and input:
    http://oregonstate.edu/education/accreditation/gminutes.html
32) meeting:
    http://oregonstate.edu/education/accreditation/minutes.html
33) quarterly:
    http://oregonstate.edu/education/accreditation/gminutes.html
34) advice on policy and procedure:
    http://oregonstate.edu/education/accreditation/gminutes.html
35) monthly:
    http://oregonstate.edu/education/accreditation/gminutes.html
36) three times a year:
    http://oregonstate.edu/education/accreditation/gminutes.html
37) graduate school:
    http://oregonstate.edu/dept/grad_school/current.html
38) student services:
    http://oregonstate.edu/students/onlineservices/
39) Education Double Degree:
    http://oregonstate.edu/education/programs/k12advise.html
40) catalogs:
    http://catalog.oregonstate.edu/
    http://oregonstate.edu/admissions/index.php
41) prospective students:
    http://oregonstate.edu/admissions/index.php
42) admissions information:
    http://oregonstate.edu/admissions/index.php
43) on-line services for current students:
    http://oregonstate.edu/students/onlineservices/
44) E-Campus:
    http://ecampus.oregonstate.edu/online-degrees/graduate/education/discrimination/

Element 2:
45) E&G:
    http://oregonstate.edu/education/accreditation/docs/budget.xls
46) Capital Campaign:
    http://campaignforosu.org/

Element 3:
47) faculty workload:
    http://oregonstate.edu/education/accreditation/docs/facultyload.xls
48) Part-time Faculty Policy:
    http://oregonstate.edu/education/accreditation/docs/LoadPolicy.doc
49) Blackboard:
    http://my.oregonstate.edu/webapps/portal/frameset.jsp
50) Table 6.2 Support Staff:
    http://oregonstate.edu/education/accreditation/supportstaff.html
51) discretionary:
    http://oregonstate.edu/education/accreditation/docs/DiscretionaryFunds.doc

Element 4:
52) Classrooms:
    http://oregonstate.edu/registrar/GenPurpClassrooms.html
53) Valley Library:
    http://osulibrary.oregonstate.edu/
54) classrooms:
    http://oregonstate.edu/registrar/ComputerStationClassrooms.html
55) **computer labs**: [http://oregonstate.edu/is/mediaservices/scf/facilities](http://oregonstate.edu/is/mediaservices/scf/facilities)
56) **library**: [http://osulibrary.orst.edu/cascades/](http://osulibrary.orst.edu/cascades/)

Element 5:
57) **E-Campus**: [http://ecampus.oregonstate.edu/](http://ecampus.oregonstate.edu/)
58) **Valley Library**: [http://osulibrary.oregonstate.edu/](http://osulibrary.oregonstate.edu/)
59) **OSU-Cascades Library**: [http://osulibrary.orst.edu/cascades/](http://osulibrary.orst.edu/cascades/)
60) **Community Network**: [http://tss.oregonstate.edu/cn/?page=home&type=normal](http://tss.oregonstate.edu/cn/?page=home&type=normal)
61) **Blackboard**: [http://my.oregonstate.edu/webapps/portal/frameset.jsp](http://my.oregonstate.edu/webapps/portal/frameset.jsp)
62) **resources**: [http://oregonstate.edu/education/accreditation/UnitTech.html](http://oregonstate.edu/education/accreditation/UnitTech.html)
63) **Community Network**: [http://tss.oregonstate.edu/cn/?page=home&type=normal](http://tss.oregonstate.edu/cn/?page=home&type=normal)
64) **data base summaries**: [http://oregonstate.edu/education/accreditation/databases.html](http://oregonstate.edu/education/accreditation/databases.html)
65) **OSU Corvallis**: [http://osulibrary.oregonstate.edu/](http://osulibrary.oregonstate.edu/)
66) **OSU Cascades**: [http://osulibrary.orst.edu/cascades/](http://osulibrary.orst.edu/cascades/)
67) **library resource summary**: [http://oregonstate.edu/education/accreditation/docs/library.doc](http://oregonstate.edu/education/accreditation/docs/library.doc)
68) **summarizes**: [http://oregonstate.edu/education/accreditation/docs/CascadesLibrary.doc](http://oregonstate.edu/education/accreditation/docs/CascadesLibrary.doc)
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<td>American Association of Colleges for Teacher Education</td>
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<td>AED</td>
<td>Agricultural Education</td>
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<td>AY</td>
<td>Academic Year</td>
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<td>Bachelor of Arts</td>
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<td>BS</td>
<td>Bachelor of Science</td>
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<td>BOE</td>
<td>Board of Education</td>
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<td>CACREP</td>
<td>Council for Accreditation of Counseling and Related Educational Programs</td>
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<tr>
<td>DRIVE</td>
<td>Dignity, Respect, Integrity, Value and Equality</td>
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<tr>
<td>EC/EL</td>
<td>Early Childhood/Elementary</td>
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<tr>
<td>EdM</td>
<td>Education Master</td>
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<tr>
<td>ESOL</td>
<td>English for Speakers of Other Languages</td>
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<td>EXSS</td>
<td>Exercise Sports Science</td>
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<td>FERPA</td>
<td>Family Educational Rights and Privacy Act</td>
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<td>FIPSE</td>
<td>Fund for the Improvement of Postsecondary Education</td>
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<tr>
<td>FTE</td>
<td>Full Time Equivalent</td>
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<td>FY</td>
<td>Fiscal Year</td>
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<td>GPA</td>
<td>Grade Point Average</td>
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<td>IEP</td>
<td>Individual Education Plans</td>
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<tr>
<td>IMPACT</td>
<td>Individualized Movement and Physical Activity for Children Today</td>
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<tr>
<td>INTASC</td>
<td>Interstate New Teacher Assessment and Support Consortium</td>
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<td>International Reading Association</td>
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<tr>
<td>KSD</td>
<td>Knowledge, Skills, Dispositions</td>
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<td>MAIS</td>
<td>Masters of Arts in Interdisciplinary Studies</td>
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<td>National Board for Professional Teaching Standards</td>
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<td>National Council for Accreditation of Teacher Education</td>
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<td>NCSS</td>
<td>National Council for the Social Studies</td>
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<td>National Science Teachers Association</td>
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<td>Oregon Department of Education</td>
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<td>Oregon State University</td>
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<td>OTRM</td>
<td>Oregon Teacher Recruitment and Mentoring</td>
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<td>OUS</td>
<td>Oregon University System</td>
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<td>Physical Education</td>
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<td>PEDS</td>
<td>Professional Education Data System</td>
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PPST- Pre-Professional Skills Test
PTCE- Professional Teacher and Counselor Education Unit
Q-QAT- Oregon Quality Assurance in Teaching
RU/VH- Research Universities (very high research activity)
SED- Science Education
SET- Student Evaluation of Teaching
SIS- Student Information System
SMED- Science and Mathematics Education
SMILE- Science & Math Investigative Learning Experiences
SPA- Specialized Professional Association
STEM- Science, Technology, Engineering, and Mathematics
TCE- Teacher and Counselor Education
TESOL- Teachers of English to Speakers of Other Languages
TSPC- Oregon Teacher Standards and Practices Commission
WIC- Writing Intensive Course
OVERVIEW

The Institution

Oregon State University is one of seven universities in the Oregon University System (OUS). Oregon State University (OSU) is one of only two American universities to hold the land grant, sea grant, space grant, and sun grant designations, and is Oregon’s only institution to be classified in the Carnegie Foundation’s top tier classification system: Research Universities with very high research activity (RU/VH).

OSU was founded in 1858 as Corvallis College. Now, OSU is a diverse, modern university known globally for the quality and impact of its scholarship. It is home to over 20,000 students (from all 50 states and 80 countries) and 1,800 instructional faculty. OSU comprises eleven academic colleges, including the College of Education, the designated home base for OSU teacher and counselor education programs. OSU is widely recognized for strengths in natural resources, earth dynamics and sustainability, life sciences, entrepreneurship, and the arts and sciences. OSU is also home to eleven centers and institutes.

OSU faculty are highly successful in obtaining competitive grants for research and development. For example, OSU faculty acquired a record $184,357,057 million in fiscal year (FY) 2006 and $206,014,022 in FY 2007. Examples of research related to education include the Gates funded multi-year study on innovation in high schools, long-term funded research on adaptive physical education, and the National Science Foundation funded research on science and mathematics education. Of particular note, the Department of Science and Mathematics Education was recently recognized by Chronicle of Higher Education as 9th in the nation in terms of their research. OSU now garners more than 60 percent of the federal research funding awarded to the entire Oregon University System.

OSU faculty are prolific in obtaining patents, authoring books, publishing articles in refereed journals, and speaking at national and international conventions. This research and scholarship has generated headlines internationally, drawing new attention to OSU as a leading campus for innovation among America’s public universities.

The mission of OSU is to promote economic, social, cultural, and environmental progress for people across Oregon, the nation, and the world through our graduates, research, scholarship, outreach, and engagement. OSU programs guided by a strategic plan focus OSU’s research and development on five multi-disciplinary areas.

OSU has students from every county in Oregon, accounting for 77.8% enrollment, 17.3% from other states, and 4.9% international students. Minorities make up 15.8 % of the undergraduate student body (does not include international students). Out of the 3,983 of the incoming students at OSU in fall 2006, the Grade Point Average (GPA) is 3.49, of the 4,188 students in fall 2007 the entering GPA was 3.46, and in fall of 2008 for the 4.580 entering students the GPA was 3.48. Enrollment data for fall 2008 include 20,320 students on the Corvallis campus and 280 on the OSU Cascades branch campus.

The Professional Education Unit

Oregon State University has been preparing professional educators for a hundred years, since its beginnings in the Department of Industrial Pedagogy in 1909. The more than 15,000 graduates
of our programs have gone on to work as teachers, counselors, and administrators in schools; as faculty in colleges and universities; as trainers in business and industry; and as extension workers and service providers in public agencies. Refer to electronic exhibit for degrees awarded from academic year (AY) 2002-03 to AY 2007-08.

The Professional Teacher and Counselor Education (PTCE) unit is responsible for managing and coordinating all programs offered for the initial, advanced, and continuing preparation of teachers and other professional school personnel. The PTCE unit involves programs and faculty in the College of Education and four other OSU colleges: Agricultural Sciences, Health and Human Sciences, and Liberal Arts, and Science, including OSU Cascades branch campus. Programs leading to licensure are offered at the initial and advanced levels; programs for continuing preparation of teachers are available in all but music education.

The College of Education, under the direction of Dean Sam Stern, Director of Professional Education, is the representative authority for professional education and licensure as conferred by the Oregon University System and recognized by the Oregon Teacher Standards and Practices Commission (TSPC). In March 2002, after a decade as part of the merged College of Home Economics and Education, education was reestablished as a freestanding unit. At that time, 4-H Youth Development Education became a part of the new School of Education and shortly afterwards, College Student Services Administration and The Science and Math Investigative Learning Experience (SMILE) Program also joined the School. In the spring of 2005, the Provost and President at OSU designated the School as the College of Education with the unanimous support of the University Faculty Senate and with approval by the Chancellor and Oregon State Board of Higher Education. See New Designs for Education in the Electronic Exhibit.

The faculty of the licensure programs (referred to in this report as licensure faculty) hold appointments in the College of Education and four other OSU colleges and OSU Cascades all part of the Professional Teacher and Counselor Education unit. All OSU Cascades campus education faculty have academic appointments in the College of Education on the Corvallis campus. Accountability and authority for professional education licensure are under the auspices of the Dean of the College of Education as the Director of Professional Education. Responsibility for OSU teacher and counselor education programs is shared with the Colleges of Agricultural Sciences, Health and Human Sciences, Liberal Arts, and Science. The licensure faculty meet monthly to discuss programmatic issues and concerns, and to recommend policy (meeting minutes document this process). An Executive Committee representing the different programs meet to set agendas and to identify issues or concerns to be discussed or acted upon prior to bringing these topics to the larger Licensure faculty group. This committee is lead by the Licensure and Field Services Coordinator, a position created in 2008 in conjunction with a strategic staffing study.

In 2008, the PTCE unit is the academic home for about 90 faculty members, with about 70 on the Oregon State University campus in Corvallis and 20 located at the OSU Cascades campus in Bend. Approximately 20-30 part-time faculty teach each term (50-70 annually) in part of all programs on the main campus, the Cascades campus, and the Extended Campus (Ecampus programs).
The PTCE faculty and staff serve 1,600 students, with 1,200 students studying on campus (Corvallis or Bend) and 400 students located off campus. The off-campus students are enrolled through OSU Extended Campus\textsuperscript{13}. The student body is composed of approximately 1,000 undergraduates, 475 master’s students, and 175 doctoral students. About 200 students are students of color.

The PTCE unit has 23 tenure or track faculty, 10 fixed-term faculty (instructors), 68 term-to-term instructors, and 3 graduate teaching assistants. All programs in the unit are lead by a tenure track faculty or a full-time instructor. Term-to-term faculty play a significant role in the unit’s ability to provide a diverse and highly qualified teaching staff. Faculty hired as term-to-term instructors hold Master’s or PhD’s in their respective fields and are either recently retired university or P-12 faculty, current P-12 teachers, or school administrators. Table \textit{0.1}\textsuperscript{14} provides a snapshot of faculty in terms of rank and tenure. One-hundred and fifty-six teachers serve as mentors (Cooperating teachers) to OSU clinical practice interns. The unit annually has 50 university supervisors working with mentor teachers and candidates.

Candidates in the initial licensure programs earn an Undergraduate Education Double Degree (BA/BS), a graduate level Master of Arts in Teaching (MAT), or a Master of Science (MS). The College of Agricultural Sciences, College of Health and Human Sciences, and College of Science and Mathematics offer the MS, the College of Education, Liberal Arts, and OSU Cascades offer an MAT in the initial licensure programs. Candidates in the College of Education’s Online Master of Education degree earn an EdM in education and candidates in School Counseling earn an MS in Education. Table \textit{0.2}\textsuperscript{15} captures the programs, award levels, and number of candidates enrolled in initial programs and Table \textit{0.3}\textsuperscript{16} describes the advanced program over the past four years. All programs are reviewed and approved by Oregon Teacher Standards and Practices Commission (TSPC). Additionally, School Counseling is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). In 2007, the Counselor Education program received an 8-year program accreditation from CACREP.

The unit prepares candidates in 24 initial and advanced endorsement areas. Table \textit{0.4}\textsuperscript{17} describes the authorization levels of the degree program. TSPC approves four authorization levels\textsuperscript{18}: early childhood (PK to grade 4), elementary (grades 3 to 8), middle level (grades 5 to 9), and high school (grades 9 to 12).

\textit{Table 0.5}\textsuperscript{19} provides an overview of the program completers both initial and advanced levels. This information is disaggregated by authorization and endorsement over a four-year period. This data suggests a steady trend in completion rates. The majority of completers are in early childhood and elementary education.

The PTCE unit offers several programs off campus and via distance learning technologies through OSU Extended Campus (Ecampus\textsuperscript{20}).

\textit{OSU Cascades}\textsuperscript{21}: Candidates can earn an initial teaching license in early childhood and/or elementary education Master of Arts in Teaching (MAT) degree in the heart of Central Oregon at the OSU Cascades campus in Bend. This cohort program is completed in one academic year.
Immersion MAT Program\textsuperscript{22}: Candidates can earn an initial teaching license in early childhood and/or elementary education degree through the MAT Immersion program. This cohort program is completed in one academic year. All of the classes and field experiences are on site in diverse classrooms in Portland (urban), Corvallis, and Salem (Spanish immersion). Although students are immersed in placements in two different locations, this program is a cohort model and all candidates take all their coursework together.

2-year Part-time\textsuperscript{23}: Candidates can earn an initial teaching license in early childhood and/or elementary education degree through this 2-year program. The part-time program is held on the Corvallis campus and generally completed in two academic years. Students take between 6-8 credits per term, with course work offered on weekends and some course work taught online. Students do their full-time student teaching in the spring quarter of the second year.

ESOL\textsuperscript{24}: English for Speakers of Other Languages (ESOL) and ESOL/Bilingual Education endorsement is offered through Ecampus. This is an 18-credit-hour program for anyone interested in teaching English language learners including ESOL teachers and specialists. The site-based internship (TCE 510) can be done from anywhere in the world. However, to get an official Oregon state TSPC-ESOL endorsement, the internship and work sample must take place in an Oregon classroom.

READ Oregon\textsuperscript{25}: Through a grant from the \textit{Fund for the Improvement of Postsecondary Education}\textsuperscript{26} (FIPSE), five of Oregon's public universities (including OSU) developed more than 40 new literacy courses primarily online. The READ Oregon program is unique in that the universities use common statewide course numbers, a common curriculum of shared courses from participating universities, offer the courses through distance education so that teachers throughout the state can participate, and allow enrollees to take courses meeting their professional development needs from any of the participating universities in an effort to better qualify teachers in the area of reading and literacy.

Online Master of Education Program\textsuperscript{27}: The Online Master of Education program (EdM) (formerly Mentored Master’s) facilitates the online professional growth of teachers as Informed Practitioners, Reflective Researchers, and Professional Leaders and Advocates. The Online Masters is 100% online and is designed for teachers who have obtained an Initial Teaching License through an undergraduate teacher preparation program. This degree provides teachers the ability to meet their Initial II or continuing licensure requirements.

Online Science and Mathematics Education\textsuperscript{28}: The online MS in school-based Science and Mathematics Education aims to increase the educator's knowledge of teaching mathematics or science beyond their teacher preparation program in order to enhance the potential for increased student achievement in science and mathematics. The College of Science master's degree curriculum\textsuperscript{29} is able to provide an integrated and coherent development of knowledge and skills in mathematics and science along with K-12 teaching and learning of these areas.

Continuing Teaching Licensure\textsuperscript{30} (CTL): The CTL is a second stage, advanced competency teaching license that is roughly equivalent to the National Boards of Professional Teaching Standards (NBPS). The CTL awarded upon the documentation of successful teaching, advanced course work, the publication of an Advanced Teaching Portfolio, and a Master's degree.
Numerous changes have occurred in the PTCE unit and the state of Oregon since the last NCATE site visit in 2001. They have been described in detail in Part C of the AACTE Annual Report, which is also submitted to NCATE and the Oregon Teacher Standards and Practices Commission.
Professional Teacher and Counselor Education Unit Changes and Initiatives Since the 2001 Institutional Site Visit:

- Revision of the conceptual framework
- Development of an assessment framework aligned with TSPC proficiencies
- Creation of a 0.5 FTE Field Services and Licensure Coordinator position (Refer to Standard 3 for description and responsibilities of this position)
- Creation of an Assessment Coordinator position in the College of Education (0.5 FTE)
- *New Designs for Education*[^1] made recommendations for the future of education at OSU
- Creation and implementation of the *College of Education*[^2]
- Implementation of a professional development fund for fixed-term and tenure track faculty in the College of Education
- Design and implementation of the Undergraduate Education *Double Degree*[^3] (B.A./B.S.) concurrent program
- Creation of *Student Services*[^4] for undergraduate advising
- Design and implementation of the *Immersion MAT*[^5] degree
- Design and implementation of *ESOL/Bilingual endorsement*[^6]
- Design and implementation of the *Online Master of Education*[^7] program
- Design and implementation of the *MAT program at the OSU Cascades*[^8] campus in Bend
- Conversion of the Initial Teaching License programs in Language Arts and Foreign Languages from an MAT degree format into an undergraduate (Education Double Degree) program
- Participation in the Oregon Quality Assurance in Teaching (*O-QAT*)[^9] Title II grant
- Participation in the Oregon Teacher Recruitment and Mentoring (*OTRM*)[^10] scholarship program
- Addition of *Social Studies Endorsement*[^11] in the Undergraduate Education Double Degree
- Implementation of a fee system to support licensure programs (See Standard 6 for details of this fee structure)
- Establishment of the *Mid-Valley Partnership*[^12]
- Redesign of College of Education Database including expansion to the entire PTCE unit (Refer to Standard 2 for details of this system)
CONCEPTUAL FRAMEWORK

Introduction
The Professional Teacher and Counselor Education (PTCE) unit at Oregon State University prepares candidates in 24 initial and advanced endorsement areas housed in the College of Education and four other colleges, including one branch campus in Bend. There are about 90 faculty involved in the preparation of teachers and school counselors. The Licensure Faculty Coordinators serve as advisors and policymakers for the unit and report to the Director of Professional Education, Dean Sam Stern in the College of Education. The unit as reflected in the College of Education mission is to inspire and support teachers, counselors, educational leaders, researchers, and volunteers to promote lifelong learning in schools, colleges, universities, communities, and workplaces. Embracing an innovative spirit in teaching, research, service, and knowledge dissemination, we are committed to the values of diversity and social justice in a global society.

The vision of the College of Education is to be one of the most exemplary education units in the world. To realize this vision we will:

- Prepare professionals who excel as educational leaders.
- Produce culturally competent educators who embrace diversity and social justice.
- Conduct research and lead innovation that significantly affects educational policy and practice.
- Collaborate as a valued partner within the University and throughout the world.
- Attract resources through leadership in distance education, research and development, and private giving.

Foundational Values
Each of the four core values of the revised PTCE unit Conceptual Framework (CF) are described below, including a discussion of the knowledge base related to each and the related performance expectations for the candidates’ knowledge, skills, and dispositions (KSD) as defined by NCATE guidelines.

1. Ethics and Professionalism
Teacher capacity is not a storage development of knowledge and skills. Rather, it is the development of a disposition to enact them. In order to develop P-12 students’ competence, as citizens, workers, and family members in a democratic society, candidates need to understand the context that contributes to and detracts from equality and democratic participation in schools. We believe that service to society through an ethical and moral commitment to clients (teachers) includes: A body of scholarly knowledge that forms a basis of the entitlement to practice; engagement in practical action: the need and disposition to enact knowledge; recognition of the different needs of clients and non-routine nature of the need and to develop judgment in applying knowledge; and development of a professional community that builds and shares knowledge. PTCE programs provide continuous opportunities for candidates to test ideas, to consider ethical and legal issues, to critically, reflect on decisions and to take responsibility for their actions. The PTCE unit supports the development of communication and human relations skills and peer and professional collaboration through coursework, candidate and faculty interaction, and field experiences.
Expectations for KSD: Candidates demonstrate ethical and professional behavior in their interactions with students, families, colleagues, and communities. Candidates demonstrate an understanding of the legal aspects of their professional roles.

2. Reflective Practitioner
Reflective teaching is central for effective teachers. Preservice teachers should continually think about their practice. OSU preservice teachers will be prepared to maintain constant vigilance throughout their careers as they encounter problems relating to children learning and teaching practices. Our graduates will learn how to create, enrich, maintain, and alter education settings in order to provide the best learning opportunities for all learners. Thinking about practice requires active engagement and adjustments that lead to more effective teaching and subsequent student learning. We believe that reflection is the cornerstone of learning. Thus, we believe that teacher education faculty should explicitly model reflection in their teaching. Candidates engage in reflective practice throughout the professional education preparation. Through exposure to different educational traditions, education candidates in OSU’s PTCE programs reflect on those traditions. The programs foster critical evaluation of the application of theory and research to practice and professional inquiry and encourage debate among candidates and faculty.

Expectations for KSD: Candidates are required to adopt and enact reflective, critical stances about their own and others’ classroom practices, and about the broader educational and social issues that have impact on schools. Candidates understand the process of reflective practice as it applies to their practice and their understanding of teaching and learning in the context of student learning.

3. Lifelong Learners
Building on reflective practice, we expect our graduates to be able to deal with the complexities and fast-paced changes found in education settings. This requires lifelong learning and is essential because educators continually make collective and individual decisions about their work. Teachers who are lifelong learners can help learners develop as active, knowledgeable citizens of a changing and complex global society. We require our candidates to be committed to ongoing analysis and continual improvement of teaching and learning, and to have effective ways to collect and analyze information about their practice and use that information to improve practice. Additionally, OSU education graduates will have a disposition toward continual lifelong learning. They will understand human development, subject matter and instruction, and the nature of student or client to make and evaluate decisions about teaching. Finally, they will be disposed to seek professional development opportunities to deepen their own discipline and pedagogical understanding, and seek and consider evidence of learner understanding in making instructional decisions.

Expectations for KSD: As lifelong learners, candidates engage in continuous professional development, collaborate with colleagues in learning communities, and other professional areas and reflect upon their practice.

4. Diversity and Equity
The PCTE unit’s broad definition of diversity is consistent with reform literature that links multicultural and special needs populations together when addressing learning differences. It is inclusive in that it refers to age, gender, ethnicity, culture, socio-economic status, and intellectual, physical, and language abilities. The unit is committed to the assumption that
educators “must seek to eliminate disparities in educational opportunities among all students, especially those students who have been poorly served by our current system.” Education candidates learn to incorporate and develop a disposition to enact multicultural and diverse perspectives and practices into their own teaching and learning. They organize classroom instruction to meet the needs of a variety of learners, including linguistically different, ethnically diverse, and exceptional students. To this end, the PTCE unit: 1) places candidates in community and school sites with diverse populations; 2) provides instruction in multicultural and second language approaches to teaching and learning; and 3) provides instruction in legal issues and classroom strategies designed to serve special needs children in the regular classroom.

**Expectations for KSD:** Candidates believe everyone deserves the opportunity to learn and can learn; they possess knowledge, skills, and dispositions to serve as professionals who understand and meet the needs of a diverse society. Candidates provide evidence of their understanding of these differences.

**Revision of the Conceptual Framework**
An *early version of the conceptual framework* intertwined the social justice and constructivist framework. Both constructivism and social justice come from the same philosophical worldview and have the same central metaphor (living thing) and hard core (world is evolving and changing). They are members of the same family of theories and, are therefore, coherent with each other. Constructivism focuses more on how learning happens, while social justice focuses on why it should happen.

The revised conceptual framework (as described in the following paragraphs) represents an extensive shared process of review and refinement on the part of faculty in the PTCE unit. The process was lead by the Executive Committee of the Licensure faculty and the NCATE Coordinator representing all programs in the unit. The primary purpose of this dialogue was to reconsider the conceptual framework in light of on-going program changes, the addition/deletion of programs, personnel transitions over several years, and reflection and refinement of the overall teacher preparation unit (2001-2006). This dialogue centered on the two main elements of the conceptual framework, social justice and constructivism (i.e., knowledge growth in teaching). During the 2006-2007 academic year the licensure faculty separated the social justice and constructivist frameworks. The PTCE unit redefined its focus as constructivist and moved to align its conceptual framework across the unit. Through this dialogue faculty affirmed their commitment to this conceptual framework and continue to seek ways to strengthen the links to all elements of our work. This revised framework was shared with the Oregon Teacher Standards and Practices Commission (TSPC) Consortium (comprised of school partner teachers and administrators, candidates representing licensure programs, and licensure faculty across the PTCE unit.)

The separation of the two frameworks provided a greater coherence across the unit and facilitated further dialogue about the Unit’s mission, apart from the mission and vision for the College of Education. **This revised mission statement of the unit reflects this new coherence and encompasses our broad vision of professional teacher and counselor education preparation at OSU.**

*Oregon State University's Professional Teacher and Counselor Education programs serve the state, region, and nation by providing quality opportunities for candidates to develop knowledge, skills, and dispositions that exemplify*
quality teaching and learning for the 21st century. Through experiences in rich and varied teaching and learning context, candidates develop ethical and professional standards that support the importance of diversity and equity for all learners. Through reflective practice, candidates evaluate and demonstrate growth and improvement, preparing for a lifetime of service for future generations.

The College of Education programs in alignment with the college’s mission will continue to include the framework of social justice in their programs. Additionally, the Counselor Education program, accredited by CACREP, has as its mission:

To prepare professional leaders who promote the social, psychological, and physical well-being of individuals, families, communities and organizations. We believe that such professional leaders stand for social, economic and political justice, and therefore, must be prepared to be proactive educators, change agents, and advocates in the face of injustice. Professional leaders are sensitive to life span developmental issues, demonstrate multicultural awareness, and recognize a global perspective as integral to the preparation of professional leaders.

The program faculty and candidates in Counselor Education honor the lived experiences of all individuals and aspire to develop a learning community that embraces and affirms the concepts of D.R.I.V.E (Dignity, Respect, Integrity, Value and Equality). As a program, Counselor Education supports and holds to the ethical principles set forth by the American Counseling Association.

The following is further illustration of the alignment of the goals and outcomes of the Conceptual Framework (CF) and indicators of success as indentified in NCATE 2008 standards.

**Shared Vision.** The PTCE unit’s vision is to prepare education professionals that exemplify quality teaching and learning in the 21st century. Our commitment to the values of ethics and professionalism, reflective practice, lifelong learning, and diversity and equity express this vision and consistently support our operations and programs. The unit has ensured the widespread knowledge of these core competencies and the demonstration of how they influence each program in the unit by 1) providing our professional education community, primarily composed of faculty, candidates, and practitioners the opportunity to help frame the knowledge base for the unit’s programs and sharing with them the knowledge base in its present form; 2) referencing the conceptual framework in program descriptions, portfolios, and syllabi as well as on the website for Professional Teacher Counselor Education currently under development; 3) citing the conceptual framework in candidate handbooks, part-time faculty handbooks, cooperating teacher and university supervisor handbooks; and 4) connecting the conceptual framework to candidate key assessment rubrics and other forms of assessment.

**Coherence.** All programs within the unit can demonstrate clearly the coherence and consistency with the program proficiencies, goals, and desired outcomes aligned with the unit mission and CF through a series of alignment documents. Figure CF 1 serves as visual representation of the attributes of the Conceptual Framework. The TSPC-KSD document illustrates the alignment of state competencies and the CF. The PTCE assessment document provides evidence of the alignment of NCATE standards, PTCE unit standards, Oregon TSPC standards, and National Board for Professional Teaching Standards (NBPTS) with the conceptual framework. The unit
demonstrates later in Standards 1, 2, 3, and 4 how candidates are assessed and how they demonstrate these competencies. Consistency among all aspects of the PTCE programs and operations is developed and maintained through communication among stakeholders as described in the section on “Shared Vision”. These actions include, but are not limited to, creation of an assessment coordinator position (January 2007), the creation of a Licensure and Field Services Coordinator (June 2008), regular meetings of the PTCE Licensure Coordinators, the TSPC Consortium, and standing and ad hoc committees of the PTCE unit.

Professional commitment and dispositions. The PTCE unit is committed to mentoring candidates toward appropriate professional dispositions, such as valuing diversity, professional and personal growth, and the highest standards of professional conduct.

Commitment to diversity. The unit has an extensive and ongoing commitment to valuing diversity and in assuring candidates skillfulness in helping P-12 learners maximize their potential. The PTCE unit’s commitment to proficiency-based programs and the teacher work sample in all licensure programs attends carefully to individual differences, constraints and affordances of the teaching and learning setting, and differentiation necessary to assure that all children learn. Structured course embedded field experiences in all programs assure candidates develop the skills necessary to modify and differentiate for diverse learners.

Commitment to technology. Although not explicitly stated in the conceptual framework, the PTCE unit is committed to providing learners with the knowledge and skills to incorporate technology into their practice. A specific example of technology is the use of BlackBoard as a tool for providing assignments, facilitating discussions, etc. A review of syllabi provides consistent and comprehensive evidence of the use of technology by faculty and candidates.

Candidate proficiencies aligned with professional and state standards. All licensure programs in Oregon align with the Oregon Teacher Standards and Practices Commission (TSPC) proficiencies standards and national standards in respective content fields, such as the National Council of Teachers of English (NCTE), National Council of Teachers of Mathematics (NCTM), National Council for Social Studies (NCSS) and the National Science Teachers Association (NSTA). As an NCATE partnership state, Oregon has worked with NCATE to review and adopt professional standards mirroring the applicable Specialized Professional Association (SPA) standards. TSPC standards based on national standards, therefore aligned with professional standards of the field, Interstate New Teacher Assessment and Support Consortium (INTASC) and National Board for Professional Teaching Standards (NBPTS). The advanced proficiencies for the Continuing Teaching License (CTL) and the Online Master of Education program (formerly Mentored Masters) align with NBPTS, ESOL/Bilingual aligns with Teachers of English to Speakers of Other Languages (TESOL) standards, and the Read Oregon Program is aligned with International Reading Association Standards (IRA). Counselor Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The unit demonstrates in standards 1, 2, 3, and 4, the candidate assessment process and how candidates meet these competencies.
References


STANDARD 1: CANDIDATES, KNOWLEDGE, SKILLS, AND DISPOSITIONS

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical content knowledge, pedagogical, and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

The Oregon Teacher Standards and Practices Commission\(^1\) (TSPC) has established standards for teacher education programs that lead to licensure. OSU’s Professional Teacher and Counselor Education (PTCE) unit offers initial teacher preparation through several pathways leading to an authorization in one or more of four authorization\(^2\) levels: early childhood, elementary, middle level, and high school. Candidates can earn subject matter endorsements\(^3\) in one of the following areas: Adaptive Physical Education, Biology, Business, Chemistry, ESOL/Bilingual, Family and Consumer Science, French, German, Health, Integrated Science, Language Arts, Mathematics (Basic and Advanced), Physics, Reading, Social Studies, Spanish, and Technology Education. All of these authorizations and endorsements for licensure are reviewed and approved by TSPC and align with National Council for Accreditation of Teacher Education (NCATE) professional teacher education standards. Additionally, each endorsement area is aligned with state\(^4\) and national standards prescribed by their respective content areas (e.g., Science Education with the National Science Teachers Association (NSTA) standards, Physical Education with National Association for Sports and Physical Education (NASPE) standards, and Language Arts with National Council of Teachers of English (NCTE) standards). The Professional Teacher and Counselor Education (PTCE) unit aligns each program with TSPC standards\(^5\) that align with national INTASC\(^6\) standards.

The PTCE\(^7\) unit has identified the knowledge, skills, and dispositions necessary for candidates to be successful in education settings. Multiple assessments inform the development of candidates’ knowledge, skills, and dispositions. TSPC sets the licensure testing requirements, including establishing passing score criteria. The California Basic Education Skills Test (CBEST) or Praxis 1 Pre-Professional Skills Test (PPST) assesses basic content knowledge in reading, writing, and mathematics for admission to all initial licensure programs.

Evidence of high levels of mastery of knowledge is documented through successfully completing coursework (e.g., GPA), providing evidence of meeting all the relevant national content standards, pedagogical and professional knowledge, student learning, and passing TSPC required content tests (e.g., Praxis). Candidates participate in field experiences that require them to demonstrate application of these knowledge, skills, and dispositions as part of student teaching and clinical experiences.

Program leads in collaboration with other licensure faculty reviewed all candidate data in relation to NCATE Standard 1 and produced program data reports\(^8\) in response to each of these standards. This self-study created an opportunity for faculty to reflect on their current practice of data collection and analysis within individual programs and across the unit. Standard 2 documents changes in practice based on the findings of this self-study. The individual program reports referenced in this standard provide a rich data-driven story of each program and the unit.
Initial Teaching License
Candidates can pursue an Initial Teaching License through an undergraduate Double Degree program (BA/BS) or through graduate programs (i.e., MAT, MS). Assessments based on the unit’s Conceptual Framework and Oregon education standards help the unit monitor and evaluate candidate progress. Because Oregon content and performance standards are based on national program standards, the Early Childhood (EC), Elementary (EL), Middle Level (ML), and High School (HS) authorizations and endorsements assessments are in line with state and national standards. All of the licensure programs use four transition (decision) points in assessing candidates: 1) admission to program; 2) entry to clinical practice; 3) exit from clinical practice; and 4) program completion.

Undergraduate. The undergraduate education Double Degree is a 40-credit program that includes all the coursework and fieldwork required for an Oregon Initial Teaching License authorized by TSPC. The CBEST or PPST assesses basic content knowledge in reading, writing, and mathematics for admission to all initial licensure programs. Passing the CBEST or PPST is a prerequisite for admission into all programs; therefore, 100% of those matriculating in the Undergraduate Education Double Degree program have passed either the CBEST or PPST. Admittance to the program is contingent upon concurrent or completed enrollment in an OSU bachelor’s degree program in a content area. Candidates in the Undergraduate Education Double Degree program must have a 3.0 cumulative GPA for admission to the professional education program and must maintain a 3.0 GPA in education coursework and all content mastery courses throughout the program. Passing the TSPC required content tests (e.g., Praxis and Oregon Educator Licensure Assessment (ORELA) is required prior to beginning full-time student teaching; therefore, all candidates (100%) that complete the undergraduate education Double Degree have also passed all the relevant content tests. Table 1.1 (p.14) provides an overview of endorsements and authorization levels available to candidates in the undergraduate education Double Degree.

Graduate. The MAT (Master of Arts in Teaching) program (Corvallis and Cascade) and the MAIS (Master of Arts in Interdisciplinary Studies) are designed for individuals who hold a bachelor’s degree in a content area and who wish to pursue an Initial Teaching License in one or more of the four authorization levels. Candidates in the program must have a 3.0 GPA for admission to graduate school, as well as admission to the respective MAT or MAIS programs. Candidates must maintain a 3.0 GPA throughout the program. As of fall 2008, Music Education (MUED) in the College of Liberal Arts is a “MAT only” option; the MAIS is no longer offered.

The MS degrees in Agricultural Education (AgEd), Exercise and Sports Science (PE - physical education), Science and Mathematics Education (SMED) are offered through the respective cognate colleges (College of Agricultural Sciences, College of Health and Human Sciences, and College of Science) and offer authorization at two or more levels. Physical Education offers authorization at all four levels. The Agricultural Education, Science Education, and Mathematics Education provide authorization at the middle and high school levels only. Table 1.2 (p. 14) provides an overview of endorsements and authorization levels available to candidates in the graduate programs.
Table 1.1 Undergraduate Double Degree Endorsements

<table>
<thead>
<tr>
<th>Endorsement</th>
<th>Authorization Level</th>
<th>Award Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EC</td>
<td>EL</td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Family and Consumer Sciences</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>*French</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*German</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Integrated Science</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Language Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics, Basic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics, Advanced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Subjects (Elementary)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Physics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Spanish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Technology Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*These programs are not currently available at the graduate level.

Table 1.2 Graduate Initial Endorsements

<table>
<thead>
<tr>
<th>Endorsement</th>
<th>Authorization Level</th>
<th>Award Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EC</td>
<td>EL</td>
</tr>
<tr>
<td>Adaptive Physical Education</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Agricultural Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESOL</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ESOL/Bilingual</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Integrated Science</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Mathematics, Basic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics, Advanced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Subjects (Elementary)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Music Education</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Physical Education</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Physics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
TSPC requires two work samples of all initial teacher candidates (i.e., BA/BS, MAT, MS) recommended for initial teacher licensure. The PTCE guidelines\textsuperscript{16} and TSPC requirements\textsuperscript{17} located in the Electronic Exhibit describe the details of these requirements. Exercise and Sports Science (physical education) requires three work samples, one for each authorization level. The development of the work sample is integrated throughout the professional teacher preparation program (e.g., undergraduate education Double Degree curriculum map\textsuperscript{18}), culminating with implementation of the first work sample during part-time student teaching and the second work sample during full-time student teaching. Documentation\textsuperscript{19} of successful work sample completion is required for licensure. All work samples include the sections specified by TSPC (584-017-0185) as evidence of effectiveness\textsuperscript{20} (contextual element; conceptual framework: unit goals, standards, rationale; instructional plans; assessment strategies and impact on student learning; reflection and future use of data). The specific organization of the work sample and the content of these sections target the unique needs of each endorsement area and authorization level. At least two faculty members evaluate each candidate’s work sample using a rubric\textsuperscript{21} tailored to the needs of each endorsement area and authorization level. A unit-wide common scoring rubric\textsuperscript{22} aligned with TSPC proficiencies and the PTCE unit Conceptual Framework was adopted by PTCE faculty in spring 2008, implementation of this scoring rubric began fall 2008.

Advanced Preparation /Other School Professionals

Oregon has a two-stage teacher licensure system (Initial 1 and Initial 2 License). Changes in the licensure requirements\textsuperscript{23} from TSPC (Division 17) in 2004 supplanted the Continuing Teacher License with Initial I and Initial II licensure options.

PTCE advanced programs are for licensed and practicing P-12 teachers. There is an Online Master of Education\textsuperscript{24} (EdM) program and an online Science and Mathematics Education\textsuperscript{25} program (MS) - new in 2007. Both programs are designed for candidates who have completed the undergraduate education Double Degree or other undergraduate initial licensure programs. The Online Master of Education (EdM) program is offered through the College of Education, in the Department of Teacher and Counselor Education. The online Science and Mathematics Education (MS) program is offered through the College of Science, in the Department of Science and Mathematics Education. Both programs are available via OSU Ecampus.

The School and Counselor Education\textsuperscript{26} (MS) program provides initial licensure through the school counseling concentration. School Counseling (an area of concentration within the Counseling degree program) is offered through the College of Education and administered through the Department of Teacher and Counselor Education. School Counseling prepares candidates as practitioners in P-12 settings. The Counseling degree program is accredited by both the Council for Accreditation of Counseling and Related Educational Programs\textsuperscript{27} (CACREP) and Oregon Teacher Standards and Practices Commission\textsuperscript{28} (TSPC).

The Reading, ESOL, and ESOL/Bilingual, adaptive physical education endorsements are not part of a degree program, but allow the practitioner to deepen his/her knowledge and skills in one of these areas to develop a specialization. A reading endorsement can be earned by participation in the Read Oregon\textsuperscript{29} program, which is a collaborative effort with five other universities in the OUS system. Candidates seeking the Reading endorsement must have completed requirements for an Initial Teaching License. Read Oregon enhances or broadens reading specific knowledge and other responsibilities encountered in the classroom by resource teachers and reading specialists. In both the elementary (2-year and Immersion) MAT programs, the ESOL
coursework is a requirement and embedded in each program. The ESOL/Bilingual program prepares teachers to help English Language Learners (ELL) students succeed in all aspects of their schooling: academic, socialization, linguistic development, acculturation, and physical and emotional health. Candidates in this endorsement only program must have completed the requirements for Initial Teacher Licensure. The adaptive physical education endorsement may or may not be part of a degree in physical education. Teachers may also add endorsements in other content areas to their Initial license. To do so, they must pass the Praxis II and spend at least 90 hours in the classroom in the appropriate content area.

Recent Revisions
To improve alignment with TSPC and NCATE standards, the TSPC required assessment, Multiple Subject Area Tests (MSAT), was replaced with the Oregon Educator Licensure Assessment (ORELA) for candidates wanting to teach at the EC, EL, and Middle Level in 2004. The ORELA specifically designed to align with the State of Oregon Content Standards provides a more focused assessment for the Middle Level. Specific focus areas for student learning and teacher preparation include language arts, social science, the arts, reading, mathematics, science, health, physical education, and technology education. In the undergraduate program, candidates working on an elementary/middle school endorsement who wish to become content specialist in language arts, social studies, mathematics, or science must pass the Middle Level Praxis test in order to meet the highly qualified status required by the No Child Left Behind (NCLB) act. All MAT students in the early childhood/elementary school program are required to complete the requirements for ESOL. Those who are proficient in Spanish take the Praxis II test to be eligible for the ESOL/Bilingual endorsement.

Since Oregon is an NCATE Partnership state incorporating TSPC approval, advanced programs in the PTCE unit rely on the partnership alignment to meet state and national standards. The School Counselor Education program is the only program with a national accreditation (CACREP) in addition to NCATE. However, individual programs have aligned their requirements with relevant national standards. For example, the ESOL/Bilingual program aligns with the TESOL standards and the Reading program aligns to the International Reading Association standards.

All programs in the PTCE unit submitted unit program data reports for Standard 1 for 2006-2007 and 2007-2008. These reports summarize the program data for each element of the standard and serve as a primary source of evidence for each element of the standard. Specific references to these reports embedded in the Standard 1 narrative reinforce this evidentiary link. The review and assessment process evidenced in these documents reflects the constructivist learning theoretical framework and the proficiency-based model of our educational programs. Sources of evidence needed to meet these proficiencies are explicit and align with the unit’s conceptual framework, state, and professional standards. This process of assessment and evaluation not only reflects the unit’s emphasis on fostering professional growth and reflective practice for teacher candidates, it also serves as a model of the expected practice of our graduates as well as providing a high level of quality assurance for the program and its graduates.
**Element 1: Content Knowledge for Teacher Candidates**

The *Conceptual Framework*[^38] for the PTCE unit and the *TSPC proficiencies*[^39] (TSPC 1 & 3, INTASC 1, 2, 7) identify subject matter knowledge as a key component of all professional education programs in the PTCE unit. The key unit assessments for this element are state required exams, and Content Mastery or Subject Matter Form B and teacher work samples.

**Initial Teaching Program**

Candidates in the initial teacher licensure programs are required to have strong content backgrounds. For those candidates entering the graduate programs, a minimum of a bachelor’s degree and a cumulative 3.0 GPA in a related content area is required. For those candidates in the undergraduate programs, concurrent enrollment in a related content field is required, including maintaining a cumulative 3.0 GPA at enrollment and throughout program. Initial licensure programs use multiple assessments to ensure that candidates demonstrate a strong grasp of content knowledge. Table 1.3 lists key assessments that provide evidence to the strength of a candidate’s content knowledge.

**Table 1.3 Content Knowledge Assessments**

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>*Content Analysis</th>
<th>CBEST or PPST[^40]</th>
<th>ORELA[^41]</th>
<th>Praxis II[^42]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Education Double Degree (BA/BS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood/Elementary</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>NA</td>
</tr>
<tr>
<td>Mid Level/Secondary</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Early Childhood/Elementary (MAT)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-year Part-time</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>NA</td>
</tr>
<tr>
<td>Immersion</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>NA</td>
</tr>
<tr>
<td>OSU Cascades</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>NA</td>
</tr>
<tr>
<td>Agricultural Education (MS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise and Sports Science (Physical Education, MS)</td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Music Education (MAT)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>Science and Mathematics Education (MS)</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

*Content Analysis: Undergraduate Education Double Degree - Content Mastery checklist; Graduate Level - Subject Matter Form B, are based on national content specific standards.

TSPC establishes licensure *test requirements*[^43] for content knowledge exams. The CBEST or Praxis 1 Pre-Professional Skills Test (PPST) assesses basic content knowledge in reading, writing, and mathematics for admission to all initial licensure programs. Minimum scores for the CBEST are Reading 37, Writing 37, and Mathematics 37 - with an overall score of 123. Minimum scores for the PPST are Reading 174, Writing 171, and Mathematics 175. A summary of scores for all candidates in the Initial Licensure Program (Undergraduate Education Double Degree, MAT, MAIS, MS (AGED, PE, and SMED) provides evidence of entry-level skills and knowledge. Results from *CBEST[^44]* data for the undergraduate education Double Degree...
candidates show a pass rate of 50 or above in mathematics and reading, writing scores are in the lower forties. Standard 2 describes a program change based on these findings, to increase the writing content in the undergraduate education Double Degree program. CBEST\textsuperscript{45} scores for candidates in graduate programs summarized for the past four years suggest that overall candidates in the graduate programs are performing well on this basic skills assessment.

Since 2004, in addition to CBEST or PPST, candidates who wish to teach at the pre-K through middle level must pass the ORELA. The ORELA exam replaces the former Multiple Subjects Assessment Test (MSAT). ORELA\textsuperscript{46} scores for candidates in the Corvallis Undergraduate Education Double Degree program in 2004-2007 show a mid-range pass score for the ORELA I exam and slightly higher than mid-level range for the ORELA II exam. Test scores for the same program on the Cascades campus were slightly lower. The Cascades undergraduate program was discontinued at the end of the 2006-2007 academic year due to low enrollment in the program.

Undergraduate education Double Degree candidates who want authorization to teach at the middle or high school level are required to have passed the Praxis II Content Area Exam before entry into the “Professional Level” of their education program. Graduate candidates must pass the Praxis II content knowledge exam prior to full-time student teaching as evidence of their knowledge of subject matter for the high school authorization. Undergraduate and graduate level Praxis II Content Area scores\textsuperscript{47} for the academic years 2004-2006 (disaggregated by content exam and undergraduate and graduate level) provide an overview of the performance level of candidates in the professional education programs. There were no significant differences in comparing undergraduates and graduates on content test scores. On some content exams graduates performed better than undergraduates, on other exams, the opposite occurred. On some content examines the results were the same. Individual program data reports\textsuperscript{48} provide program specific analysis of the results of these tests.

Title II data\textsuperscript{49} on pass rates (100% for Oregon) of content tests for initial teacher preparation programs are available for the years 2001-2007. The number of test takers during this time period range from a low of 100 in 2001 and 2002 to a high of 145 in 2004. In 2003 and 2005, the number of test takers was 121, in 2006, there were 127, and in 2007, there were 136.

All candidates may take additional Praxis II tests to add endorsements and complete a related supervised practicum experiences required by TSPC. As of 2006, and in response to NCLB legislation, candidates at the elementary/middle school level who wish to specialize in mathematics, language arts, social studies, and science in the middle school must pass the Praxis II Middle Level Test in order to be deemed highly qualified. These data are limited due to the small number seeking to be specialists.

Coursework and GPA. The undergraduate education Double Degree program (BA/BS) requires concurrent or previous enrollment in an OSU bachelor’s degree content area in addition to the degree in Education. A cumulative 3.00 GPA average in their content area is required. In addition to the GPA requirement, the candidate must provide evidence of content mastery\textsuperscript{50} related to the relevant national standards. Requirements vary based on the authorization level and endorsement. The Program of Study\textsuperscript{51} help candidates and their advisors track content mastery and other course requirements. Candidates in the undergraduate education Double Degree complete one authorization level and one endorsement with the exception of those
candidates pursuing an early childhood endorsement. Candidates in early childhood education may complete two endorsements because their first student teaching experience is at the OSU Bates Family Study Center, an approved TSPC site.

Candidates who apply for the MAT, MAIS, MS, or EdM must have a bachelor’s degree in a subject area from an accredited institution and a cumulative 3.0 GPA in the content area. A transcript analysis evaluated by appropriate content faculty assesses content preparation and documents evidence of content on the Subject Matter Competency Form B which aligns to content specific national standards. This becomes part of the candidate’s permanent file. Program coursework requires candidates to complete assessments in which they demonstrate their content knowledge. For example, Agricultural Education requires 4,000 hours of occupational experience in agriculture as a demonstration of content knowledge. Course syllabi demonstrate that appropriate content knowledge is included in the program as well as its relationship to the conceptual framework and to state and national standards.

Content Mastery and Subject Matter Form B data are located in notebooks in the onsite Exhibit Room.

Teacher Work Samples. Candidates address content in the work sample as they develop the conceptual framework, rationale, and unit goals. The work sample describes the context of the curriculum; indicates the overarching theme or essential question and enduring understandings the unit addresses; identifies, defines, and expands the unit goals; explains how the unit goals align to national, state, and local standards, and benchmarks; describes student-centered instructional activities; and describes strategies for literacy instruction. The work sample must also summarize the Oregon Common Curriculum Goals (CCG) and describe how the unit aligns with the state of Oregon Content Standards, and the national content standards as appropriate. A matrix or list in the work sample identifies the content standards and CCG’s. Endorsement and authorization specific guidelines in Student Handbooks work sample guidelines and scoring rubrics detail each section of the work sample and provide clear expectations for meeting the work sample criteria. Prior to fall 2008, unit assessment data for teacher work samples included a cover sheet signed by faculty and candidates. Effective winter 2009, work sample scores of met or exceeded from the unit-scoring rubric will be input into the database; previously these scores were not recorded in the database. In alignment with a constructivist, learning theoretical framework the development of a work sample is an iterative process with continuous feedback and reflection. Candidates and faculty use the criteria in the scoring guide for continuous reflection and improvement until the works sample meets the established criteria. Summaries of work sample data reported in individual program data reports document the evaluation process and program findings. Representative examples of teacher work samples with program specific scoring rubrics are available on the website, on CD’s, and in hard copy in the Exhibit Room.

Advanced Teaching Programs
The Online Master of Education, Read Oregon, and ESOL/Bilingual align respectively with national standards, the National Board of Professional Teaching Standards (NBPTS), International Reading Association (IRA), and Teachers of English to Speakers of other Languages (TESOL). The School Counseling program aligns with CACREP and NCATE standards. The Program Leads for the three advanced programs summarize her/his findings in the systematic program data reports.
The ESOL/Bilingual endorsement embedded into the Immersion and 2-year Part-time MAT program provides all candidates with the requisite coursework to prepare them for the Praxis exams. The ESOL only is a “stand alone” program offered by itself online or as part of the Online Master of Education, undergraduate education Double Degree, or the Science and Mathematics Education program. There were thirteen ESOL only candidates in the 2006-2007 and 2007-2008 academic years. This group of candidates had an average score of 708 on the ESOL Praxis test (Passing score is 510). All candidates passed the exam on the first try. Three candidates were eligible for the ESOL/Bilingual endorsements because they sufficiently passed the Spanish Praxis tests in addition to the ESOL Praxis tests. Three candidates took both parts of the Spanish Praxis test with an average score of 180 (Passing 155) on the Spanish Content section and an average score of 173 (Passing 161) on the Productive Skills test.

In the 2006-2007 and 2007-2008, academic years there were only three Read Oregon candidates. All three passed the reading Praxis exam and recommended for an endorsement.

Changes implemented by TSPC in the summer of 2004 made the Continuing Teacher Licensure (CTL) optional. In the College of Education, at the end of the 2003-2004 series, 5 out of 10 candidates did not complete a portfolio. The eight candidates in the 2004-2005 all dropped out of the program after the new TSPC ruling. One student began the series in 2006-2007, but dropped out after one term.

**Graduate and Employer Surveys.** All candidates applying for initial licensure are required (as of Spring 2008) to complete an exit survey. The survey, aligned with TSPC proficiency requirements, gives candidates an opportunity to provide feedback on their content knowledge preparation. One-hundred and thirty candidates completed the survey. The full [graduate exit survey and summarized responses](#) across programs is located in the Electronic Exhibit. There are only two respondents for the 2-year Part-time MAT, as the current cohort does not graduate until spring 2009. In response to, “How well has OSU teacher preparation helped you to implement instructional plans that employ knowledge of subject matter and basic skills?” the average rank on a scale of 1-4 was 3.27. Table 1.4 shows that the average from each program area ranged from 3.00 MAIS (MUED) to 3.86 (AgEd) indicates that the candidates generally feel well prepared in terms of content knowledge.

<table>
<thead>
<tr>
<th># Respondents</th>
<th>n = 7</th>
<th>n = 15</th>
<th>n = 28</th>
<th>n = 2</th>
<th>n = 7</th>
<th>n = 6</th>
<th>n = 27</th>
<th>n = 44</th>
<th>Total n = 130</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey Questions</td>
<td>MAIS</td>
<td>MAT Cascades</td>
<td>MAT Immersion</td>
<td>MAT 2-year</td>
<td>MS Ag Ed</td>
<td>MS PE</td>
<td>MS SMED</td>
<td>Undergrad DD</td>
<td>Overall Average</td>
</tr>
<tr>
<td>3c</td>
<td>3.00</td>
<td>3.40</td>
<td>3.19</td>
<td>3.50</td>
<td>3.86</td>
<td>3.67</td>
<td>3.19</td>
<td>3.20</td>
<td>3.27</td>
</tr>
</tbody>
</table>

A survey for advanced program candidates is under development for spring 2009.

**Element 2: Pedagogical Content Knowledge for Teachers**

The conceptual framework for the PTCE unit and the TSPC proficiencies (TSPC 1 & 3 and INTASC 5 & 6) identify pedagogical content knowledge as a key as component of all
professional education programs in the PTCE unit. The key assessments for this element are methods and pedagogy courses, three-way clinical observation (Sections 1 and 3), and the teacher work sample (Section IV b and V a).

**Initial Teaching License**

Pedagogical content knowledge for Initial licensure candidates, both undergraduate and graduate, is supported and assessed through course work, the teacher work sample, and the candidate’s field experiences. Expected pedagogical content knowledge from candidates in all Initial licensure programs align with professional, state, and institutional standards. Content standards developed by national program specific organizations have guided faculty’s design of content pedagogy classes. Course syllabi offer evidence of this alignment.

Because early childhood and elementary licensure candidates teach all subjects, pedagogical content knowledge is embedded throughout their coursework. Middle level and high school licensure candidate’s complete courses focused on their endorsement. These courses are taught by content area faculty knowledgeable and experienced in teaching the content and/or level of licensure. Candidates learn about research on best practices in the content areas, assessment, planning, instructional strategies applicable to their content area, and technology.

Table 1.5 provides an overview of the methods and pedagogy classes for each content area and a link to the program report summarizing findings for this element of the standard. As a result of taking a broad range of coursework, candidates learn about district, state, and national standards, professional organizations, assessment techniques, lesson planning, classroom management, literacy, use of technology, learning styles, differentiation and accommodations, and teaching strategies applicable to their content area. A particular strength of the teacher preparation program is the participation of faculty from many OSU colleges and departments.

**Table 1.5 Pedagogical Content Knowledge**

<table>
<thead>
<tr>
<th>Program Review</th>
<th>Methods Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Education (MS) 20</td>
<td>AED 552, 553, 554, 556 21</td>
</tr>
<tr>
<td>Double Degree (BA/BS) Elementary/Secondary 22</td>
<td>TCE 456, 458, 491, 493, 494, 554, 557, 583 SED 459 73</td>
</tr>
<tr>
<td>Early Childhood/Elementary (MAT) 2-year Part-time 24</td>
<td>TCE 520, 548, 555, 560, 557, 559, 583, 599 75</td>
</tr>
<tr>
<td>Immersion 76</td>
<td>FCSE 514 78</td>
</tr>
<tr>
<td>OSU Cascades 77</td>
<td></td>
</tr>
<tr>
<td>Exercise and Sports Science (Physical Education, MS) 79</td>
<td>EXSS 556, 557 80</td>
</tr>
<tr>
<td>Music Education (MAT) 81</td>
<td>MUED 574, 580, 581, 591 82</td>
</tr>
<tr>
<td>Science and Mathematics Education (MS) 83</td>
<td>SED 552/3, 554/5, 562/3, 573/4, 576/7 84</td>
</tr>
</tbody>
</table>

*Program Reviews located in the Electronic Exhibit include data analysis and summary report for each element of Standard 1.
Work Samples. Candidates complete two required work samples (three in Physical Education) which serves as evidence of pedagogical content knowledge. The work sample guidelines and scoring rubric provide a framework and assessment tool for candidates in developing their work samples. The scoring guide for the work sample rates candidate performance as meets, exceeds, needs revision, and reflects an iterative and formative process. Candidates receive feedback from content area faculty regarding their planning, assessment, analysis, and reflection of student learning.

The assessment rubrics provide candidates with extensive feedback on their work samples. The rubrics address pedagogical content knowledge requiring candidates to provide information regarding: 1) planning: enduring understandings and student learning outcomes aligned with state and national standards; 2) assessment: pre, on-going, and post, as well as criteria; 3) differentiation and modification for individual student learning; 4) analysis of student learning; and 5) reflection on teaching and learning, including how data will be used to inform future practice. See Standard 2 for additional details on the work sample.

Representative examples of teacher work samples with program specific scoring rubrics are available on the website, on CD’s, and in hard copy in the Exhibit Room. Refer to program specific reviews located in the Electronic Exhibit for discussion of this element.

Field Experiences. Formal observations of candidates by university supervisors and cooperating teachers assess candidate’s proficiency in pedagogical content. The formal observations provide the candidate with formative feedback as he/she progresses through the student teaching internship. The first three-way evaluation provides a mid-point assessment in the internship while the second evaluation provides a final summative evaluation. As with all of the field experience evaluations, the university supervisor and/or cooperating teachers share the evaluation results with the candidate and facilitate the candidate’s reflection on their experience and input into the evaluation process. Program reports indicate that nearly all candidates while initially assessed as “needing improvement” have successfully demonstrated meeting this proficiency by the end of the student teaching experience.

Advanced Teaching Programs
Candidates in the Online Master of Education (EdM) degree are assessed on their understanding and application of theories related to pedagogy and learning, instructional strategies, and their ability to explain the choices they make in their classes through coursework and a professional portfolio. Elementary teachers in the program take TCE 553 Critical Issues in the Teaching and Learning of Mathematics, TCE 544 Literacy and Reading Curriculum Design, and TCE 549 Teaching in a Differentiated and Diverse Classroom. Secondary teachers take TCE 564 Advanced Instructional Strategies, TCE 545 Planning Curriculum Aligned to Standards, and TCE 549 Teaching in a Differentiated and Diverse Classroom. Refer to the program data report for a detailed analysis of the course assessments for the candidates in this program.

The ESOL/Bilingual program requires candidates to complete three pedagogical content knowledge courses: TCE 572 Theoretical Foundations of Language Acquisition for P-12 Education, TCE 573 Instructional Approaches for P-12 English Language Learners, and TCE
Language Policy and Instruction in Bilingual Education. The program data report provides a detailed analysis of the performance of the candidates in these required courses.

The Read Oregon program requires courses in literacy foundations, literacy strategies and methods and literacy assessment. The majority of these courses are through the other cooperating Universities and not through OSU. The two courses offered through OSU are TCE 593 Reading and Writing in Secondary and Middle Schools and TCE 509 Literacy Practicum. In the past two years, only three candidates have participated in Read Oregon through the OSU option. Based on the low enrollment rate in this program, College of Education faculty members are reviewing continuing participation in this program. A Read Oregon program review summarizes these findings

Technology Integration. Candidates are required to use technology for communication, collaboration, and to enhance their studies. Although there is no PTCE unit technology-specific assessment, evidence of technology integration is throughout the professional teacher education program and assessed as a part of a candidate’s coursework.

Candidates in the Early Childhood and Elementary 2-year Part-time MAT licensure take TCE 596 Technology for Teachers. The elementary undergraduate education Double Degree candidates create “techno-art” in TCE 458 Strategies for Teaching Wellness and Fine Art in addition to PowerPoint presentations in TCE 320 Fostering Supportive Learning Environments. Candidates in science and mathematics education candidates take SED 571 and 572 Technology Pedagogy I and II. Music education candidates compose music using Finale and Sibelius. In TCE 525 Curriculum Instruction and Strategies, Language Arts candidates use technology as a tool in their teaching and demonstrate the use of technology in the assignments they design for their students and in their work samples. Physical education candidates take EXSS 555 Measurement and Evaluation and use PDA devises to collect data; in EXSS 512 Applied Motor Learning candidates use PowerPoint to demonstrate a learning model. Physical education candidates use a variety of software programs (Wave-pad, Garage Band, etc.) to create music with intervals used almost daily with student teaching to time fitness and other learning activities. The final oral exam for physical education requires a PowerPoint with a video link.

All courses utilize Blackboard as a means of communication, for posting syllabi, assignments, and facilitating focused discussions. All students produce quality electronic documents using, Microsoft Word, Excel, and PowerPoint.

Graduate Surveys. Assessment of candidate’s feedback on their preparation in pedagogical content knowledge was through a subset of questions related to the question, “How well has OSU teacher preparation program helped you engage students in planned learning activities?” The average range of responses for this subset of questions across all programs was 3.16 to 3.27 (on a 1-4 scale). Responses across programs are summarized in Table 1.6 (p.24). Candidates rated their ability to apply organizational structures appropriate for the developmental level of students, including groups (3a) with a low of 2.86 to a high of 3.86; ability to communicate learning outcomes and focus student interest (3b) from 3.14 to 3.71; ability to implement instructional plans that employ knowledge of subject matter and basic skills (3c) from 3.00 to
to use a variety of research-based educational practices that reflect on how students learn (3d) from 2.71 to 3.67; to emphasize instructional plan techniques that promote critical thinking, problem solving, and encourage divergent and convergent thinking (3e) from 3.18 to 3.71; and to monitor the engagement of students in learning activities (3f) from 3.00 to 3.67. This feedback indicates that candidates feel generally well prepared in this area with a few exceptions for those who indicate only feeling partially prepared.

Table 1.6 Graduate Surveys Pedagogical Content Knowledge Preparation

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>MAIS</th>
<th>MAT Cascades</th>
<th>MAT Immersion</th>
<th>MAT 2-year</th>
<th>MS Ag Ed</th>
<th>Overall Average</th>
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<tbody>
<tr>
<td>3a</td>
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<td>3b</td>
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<td>3.14</td>
<td>3.50</td>
<td>3.71</td>
<td>3.25</td>
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<tr>
<td>3c</td>
<td>3.00</td>
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<td>3.86</td>
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<tr>
<td>3d</td>
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<td>3e</td>
<td>3.29</td>
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<td>3.18</td>
<td>3.50</td>
<td>3.71</td>
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<td>3.50</td>
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<td>3.14</td>
</tr>
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</table>

Element 3: Professional and Pedagogical Knowledge and Skills for Teachers

The Conceptual Framework for the PTCE unit and the TSPC proficiencies (TSPC 1 & 2; INTASC 1, 2, 3, 4, 5 & 7) identify professional and pedagogical knowledge as a key component of all professional education programs in the PTCE unit. The key unit assessments for this element are teacher work samples (Section IV & V), field and clinical experiences, methods courses (identified in individual program reports), and the capstone (undergraduate) or portfolio (graduate).

As part of their required coursework, candidates in Initial Teacher Licensure receive the foundational coursework needed to develop as professional teachers. Candidates examine and reflect on the personal and social values and educational practices in the context of educational history and of the socio-cultural forces that influence them. Undergraduate candidates in the education Double Degree program take a foundation of education course, TCE 216 Purpose, Structure, and Function of Education in a Democracy, which provides a broad overview of the purpose, structure, and function of education. Graduate programs include content specific frameworks within methods and pedagogy coursework. All candidates in initial teacher preparation complete the TSPC Ethical Educator form. All undergraduates and graduates up until fall 2008 took TCE 418/518, Civil Rights/Discrimination correspondence course or the statewide workshops. New state regulations will require a civil rights exam. In lieu of this administrative change, all programs except Cascades have suspended this requirement. See Standard 2 (p.46) for details of revised coursework. Assignments within the context of coursework provide the foundational work to support the professional and pedagogical knowledge and skills development for teacher candidates. Table 1.7 (p. 25) provides an
overview of the professional and pedagogical knowledge and skills key assessments. Assessment occurs within the classes as the candidate completes required coursework. Exemplars of capstones and work samples with scoring rubrics are available for review in the Exhibit Room.

Table 1.7 Professional and Pedagogical Knowledge and Skills Key Assessments

<table>
<thead>
<tr>
<th>Professional and Pedagogical Knowledge and Skills</th>
<th>*Key Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of education</td>
<td>Coursework, Portfolio or Capstone</td>
</tr>
<tr>
<td>Ways children and adolescents develop and the relationship to learning</td>
<td>Coursework, Portfolio or Capstone</td>
</tr>
<tr>
<td>Professional ethics, laws, and policies</td>
<td>Coursework, Portfolio or Capstone, TSPC Civil Rights workshop, TSPC Ethical Educator form</td>
</tr>
<tr>
<td>Use of research in teaching</td>
<td>Coursework, Work samples, Action research project, Portfolio and/or Capstone</td>
</tr>
<tr>
<td>Roles and responsibilities of the professional community</td>
<td>Coursework, Work samples, Portfolio or Capstone</td>
</tr>
<tr>
<td>Diversity of student populations, families, and communities</td>
<td>Coursework, Work samples, Portfolio or Capstone</td>
</tr>
<tr>
<td>Consideration of school, family, and community context and the prior experience of students</td>
<td>Coursework, Work samples, Portfolio or Capstone</td>
</tr>
</tbody>
</table>

*Exemplars of scored work samples, capstones and portfolios are located on site in the Exhibit Room.

**Work Samples.** The key assessment for evaluating candidate competency for professional and pedagogical knowledge and skills is the work sample. The work sample assesses the candidate’s ability to 1) plan a unit that includes: the context and environment of the school and learner; a curriculum framework; learning outcomes aligned state standards; and learning outcomes aligned to national content standards; and an assessment plan and report; 2) design and implement lesson plans that include: objectives congruent with learning outcomes; standards and content; an anticipatory set that either provides diagnostic information or invites the student into the content; activities that meet a variety of student learning styles; demonstrate a variety of teaching strategies that includes modifications for diverse learners; on-going assessment of student progress; opportunities for critical thinking and problem solving; and introspective reflection responds to lesson results; and 3) to evaluate a unit by: reflecting on student and teacher success in meeting lesson objectives, barriers to instruction, and plans for re-teaching; evaluating each of the students in the class; interpreting and explaining the learning gains or lack of gains; describing how assessment data will be used for further planning and instruction; explaining how the student’s progress was reported to them and parents; and evaluation of the overall unit.

The work sample **scoring guides** uses a rating system of meets, exceeds, and needs revision. The candidates receive extensive support and feedback from faculty, university supervisors, and
cooperating teachers during the process of developing the work samples. In the undergraduate and graduate programs, the first work sample is modeled and assessed as part of coursework and in-class assignments with a scoring guide used to provide ongoing feedback to the candidates. Faculty, university supervisors, and cooperating teachers all contribute to the feedback process.

In addition to individual program data reports with program specific scoring rubrics are available on the website, on CD’s, and in hard copy in the Exhibit Room.

**Professional Portfolio.** The portfolio (graduate programs) or capstone (undergraduate education Double Degree) represents a culmination of projects compiled, organized, revised, and refined throughout the professional teacher education program. The completed portfolio aligns with the NBPTS five core propositions and serves as the primary evidence demonstrating growth as a teacher. The purpose of the portfolio is to help the candidate organize, synthesize, analyze, and present their best work as a teacher to the graduate committee and potential employers. The professional portfolio in EXSS (physical education) aligns with National Association for Sport and Physical Education (NASPE) Beginning Teaching Standards. Acceptable evidence to support each of the standards for this endorsement must be authentic, that is, something students have actually accomplished not just something they have written about or planned.

The portfolio quality must be consistent with OSU Graduate School standards. The content of the portfolio includes revised papers and projects completed as part of the coursework. It also includes the two work samples, videotapes of teaching, and materials documenting additional professional activities in the candidate’s respective area of focus. The portfolio also includes artifacts representative of the candidate’s growth as a teacher.

Representative examples of portfolios and capstones with scoring rubrics are available for review in the Exhibit Room.

**Advanced Programs.** The Online Master of Education portfolio aligns with its program outcomes and the National Board of Professional Teaching Standards. ESOL and ESOL/Bilingual requirements align with TESOL standards and the reading endorsement aligns with the IRA standards.

**Reading Endorsement.** The literacy strategies and methodology coursework is not offered through OSU but through other Universities in the Read Oregon collaboration.

**ESOL/Bilingual Endorsement.** ESOL candidates are required to complete a minimum of 90 hours in each ESOL setting involving at least five English Language Learners (ELL) and document their hours that are turned in at the end of the term. Additionally, candidates are required to have two observations by a qualified supervisor. Candidates are required to write and teach a 10-lesson work sample, including ESOL strategies, standards, and assessments. Work samples include a social justice perspective, adaptations for diverse learners, and modifications for its linguistically different students. Fifteen candidates completed the “stand alone” ESOL
Internship from 2006-2008. A summary of the data for these candidates is in the individual
program review.12

Online Master of Education. The program outcomes of the online Master’s Degree in Education
(EdM) encompass a rigorous academic program, powerful networking experiences, and creative
scholarship toward expertise for practicing P-12 teachers in three domains: Informed
Practitioner, Reflective Researcher, and Professional Leader and Advocate. The program
outcomes for the domain of Reflective Researcher require the candidate to demonstrate the
ability to 1) assess his or her own professional practice and school improvement; 2) interpret the
professional literature (research and theory) and integrate "best practices" within particular
teaching situations; and 3) construct theory about teaching and learning and synthesize this with
educational research to improve instruction and engage in school improvement.

Candidates in this program demonstrate their proficiency with these outcomes through
coursework13 and embedded assessments. A summary document written as part of the Online
Master of Education program data report provides a matrix showing the alignment of
outcomes with courses. A comparison table in the program review summarizes the grade point
average for the candidates enrolled in the following courses: TCE 542 Teacher Leadership; TCE
543 Politics, Policy, and Advocacy in Education; TCE 561 Action Research; TCE 562
Introduction to Research Methods in Education; and TCE 530 Fundamentals of Counseling.

A graduate program review concurrent with this NCATE/TSPC review has provided a
comprehensive picture of the strengths and areas for improvement for the Online Master of
Education program. A new Program Lead hired December 1, 2008 will complete a
comprehensive program review and make recommendations and program changes based on the
findings of the NCATE/TSPC review and graduate review. Preliminary analysis suggests
several areas for improvement. This program has three major transitions: entry, program
submission, and program completion. We are currently reviewing how to effectively assess each
transition point, what would the key assessments consist of, and how would they be evaluated.
The major source of data from the program is coursework and the assessments embedded in the
coursework.

Graduate Surveys. Candidates responded to a subset of questions related to 1) “How well has
the OSU teacher preparation program helped you engage students in planned learning
activities?” and 2) a subset of questions related to “How well has the OSU teacher preparation
helped you engage students in planned lessons?” Their responses suggest that overall candidates
feel well prepared to address professional and pedagogical knowledge and skills for teacher
candidates. Responses for the overarching question range from a low of 2.57 to a high of 4.00.
Table 1.8 (p. 28) summarizes the responses for this question. The area of most concern for
candidates was time management (1h) from 2.57 to 3.67. Other areas of concern for candidates
in some programs include selecting and writing learning goals consistent with how students learn
(1b) from 2.57 to 3.50; selecting and organizing materials and technologies (1f) from 2.57 to
4.00; and adapting lessons for students with diverse needs (1g) from 2.71 to 3.50. Candidates
generally feel prepared to determine the current performance level of students with respect to
learning goals for unit (1c) from 2.96 to 4.00; establish units of instruction consist with school
curriculum goals, state, and national standards (1a) from 3.00 to 3.57; establish unit objectives
and evaluate progress of students in relationship to goals (1d) from 3.12 to 4.00; and to
determine content, skills, and processes to assist students in attaining mastery (1e) from 2.85 to
4.00.

### Table 1.8 Professional and Pedagogical Knowledge and Skills

<table>
<thead>
<tr>
<th># Respondents</th>
<th>n = 7</th>
<th>n = 15</th>
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<th>n = 27</th>
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<tbody>
<tr>
<td>Survey Questions</td>
<td>MAIS</td>
<td>MAT Cascades</td>
<td>MAT Immersion</td>
<td>MAT 2-year</td>
<td>MS Ag Ed</td>
<td>MS PE</td>
<td>MS SMED</td>
<td>Under-grad DD</td>
<td>Overall Average</td>
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<tr>
<td>1a</td>
<td>3.29</td>
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</table>

### Element 4: Student Learning for Teacher Candidates

The Conceptual Framework for the PTCE unit and the TSPC proficiencies (TSPC 2, 3 & 4; INTASC 3, 4, 5, 6 & 8) identify student learning as a key as component of all professional education programs in the PTCE unit. The key unit assessments for this element are teacher work samples (Section VI), field and clinical experiences, methods courses (identified in individual program reports), and the capstone (undergraduate) or portfolio (graduate).

#### Initial Teacher Licensure

Teaching for student learning is a central focus of the professional teacher preparation program at OSU. The expectations for candidates related to student learning align with TSPC proficiencies and NCATE requirements. Candidates collect and analyze data on learning gains resulting from instruction, analyzed for each student, and summarized in relation to the student’s level of prior knowledge and instruction.

Each work sample has the following elements related to student learning:

- Discussion of overall assessment strategies both formal and informal including a discussion of these strategies
- Pre/post assessment instrument and strategy
- Pre/post assessment of class data analyzed for each student
- Interpretation and explanation of class learning gains, or lack thereof
- Description of how the assessments indicate that progress was made or not made towards unit standards or benchmarks
- Description of uses to be made of the data on learning gains in planning subsequent instruction
• A description of the uses to be made on learning gains in reporting student progress to students and their parents

Exemplars of work samples from all programs in the unit from all programs are located in the Exhibit Room (with program specific scoring rubrics), some electronically, and some physically onsite.

Formal observations conducted during field placements by the university supervisor and the cooperating teacher monitor the candidate’s use of assessment strategies. Follow-up discussions with candidates require that they are able to describe assessment techniques and discuss how these techniques helped them in determining the effectiveness of the lesson from individual learners and for the class. This formative three-way evaluation documents the candidates’ progress towards planning instruction that supports student progress in learning and is appropriate for the developmental level; establishes a classroom climate conducive to learning; engages students in planned learning activities; and evaluates student progress. A minimum of six formal observations and two three-way evaluations per student teacher provides formative feedback to the candidate and opportunity for the candidate to reflect and monitor his or her progress. A summative final student teaching summary report documents the candidate’s proficiency as met or unmet.

Advanced Candidates
Candidates in the Online Master of Education program demonstrate their professional development and proficiency as Informed Practitioners in coursework and their final portfolio project. The program outcomes under the domain of Informed Practitioner provide candidates with a breadth and depth of knowledge and skills to monitor and assess student learning. A matrix in the Electronic Exhibit illustrates the alignment of the following outcomes with coursework: 1) constructs and implements curricula and teaching that reflect understanding of the learning process; 2) interprets the ideas and conceptual schemes within specific subject matter areas(s) taught; 3) actualizes subject matter to make it comprehensible to all students; 4) assesses educational contexts (e.g., family, school, community, cultures) and their potential impact on teaching and learning; 5) differentiates instruction to meet the learning styles and needs of all students with consideration for their intellectual, social, and emotional development; and 6) assesses student progress in learning, refines plans for instruction, and establishes alternative learning options, when necessary, to support high levels of student performance. Course summaries for candidates in coursework aligned with the previously mentioned outcomes documents their proficiency.

ESOL/Bilingual candidates demonstrate their proficiency to measure and assess student learning through the development of their work sample. Candidates develop a pre and post assessment for their unit, collect data from students, and analyze data for the whole class and for specific language learners. Refer to ESOL/Bilingual program data report for a summary of findings.

Graduate Surveys. Responses to the following subset of questions related to the second overarching question, “How well has the OSU teacher preparation program prepared you to evaluate, act upon, and report student learning?” The overall average range for this question is 2.99 to 3.36 suggesting that candidates feel partially to moderately prepared to access and report
student learning. Table 1.9 (below) summarizes the responses by program. Candidate responses indicate that their ability to select and/or develop tests, performance measures, or other informal and formal assessment procedures (4a) ranges from 2.96 to 3.67; ability to document student progress in accomplishing state content standards, prepare data summaries that show this progress and inform students of others of progress (4b) range from 2.93 to 3.67; ability to evaluate student progress in learning and refine plans for instruction (4c) range from 2.96 to 3.71; ability to collaborate with parents, colleagues, and members of community to provide assistance to students and families (4d) range from 2.43 to 3.57; and the ability to assemble, reflect upon, interpret, and communicate evidence of one’s own effectiveness as teacher (4e) range from 2.86 to 3.60. Those candidates reporting a score of three or above feel well prepared and those marking less than a three only partially prepared. This data indicates an area of concern for faculty across the PTCE programs.

Table 1.9 Student Learning

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>MAIS</th>
<th>MAT Cascades</th>
<th>MAT Immersion</th>
<th>MAT 2-year</th>
<th>MS Ag Ed</th>
<th>MS PE</th>
<th>MS SMED</th>
<th>Undergrad DD</th>
<th>Overall Average</th>
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<tbody>
<tr>
<td>n = 7</td>
<td>3.00</td>
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<td>3.52</td>
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</tbody>
</table>

**Element 5: Professional knowledge and skills for other school professionals and**

**Element 6: Student learning for other school professionals**

The responses to these two elements are drawn from the CACREP\textsuperscript{122}-accreditation report that serves as the main source of evidence for the School Counseling Program.

Students pursuing the Oregon school counseling licensure, in addition to the MS requirements complete TCE 216 (Purpose, Structure, and Function of Education in a Democracy) and TCE 309 (Field Practicum) to meet TSPC requirements for Oregon school counseling licensure. (Refer to CACREP\textsuperscript{123} document, pp. 21-26) It is common for students in the MS Counseling degree program to complete the requirements for both the School Counseling concentration and the Community Counseling concentration.

School Counseling candidates take Praxis II exam School Guidance and Counseling. Seventy-four candidates have taken and passed the School Guidance and Counseling content exam since 2004 with mean scores ranging from 687-698. A minimum score of 600 is required to pass. CBEST\textsuperscript{124} scores for 23 candidates who took the test in 2007-2008 had a mean of 147 with a range of 91-203 for the 18 Corvallis campus candidates and a mean of 141 with a range of 105-178 for the five Cascades campus candidates.
The School Counseling Program Review\textsuperscript{125} completed for CACREP accreditation and the Assessment Summary\textsuperscript{126} provide a detailed description of the School Counseling program and specific responses to the appropriate elements of this standard. The complete CACREP\textsuperscript{127} review as per NCATE guidelines serves as the primary source of evidence for School Counseling program of particular importance for the current review are pp. 121-128. These pages reference specific TSPC licensing requirements and offer documentation via data tables and summaries.

The CACREP\textsuperscript{128} report (pp.121-127) addresses the candidate’s knowledge about their students, families, and communities; data and current research to inform practice (pp. 38-39); and technology (p.123). A technology survey\textsuperscript{129} completed for the CACREP counseling education accreditation summarizes findings related to technology integration, usage, and access for candidates in counselor education.

In fall of 2005, the faculty of the Counselor Education Program Area surveyed its alumni and field supervisors\textsuperscript{130}. A total of 56% of the alumni and 70% of the field supervisors returned surveys. Overall, both the alumni and field supervisors provided strong positive feedback. A survey of employers of counselor education graduates for the CACREP accreditation produced 15 responses from employers for a total response rate of 38.46%. The mean score for the six assessment items in the survey\textsuperscript{131} ranged from 4.1 to 4.7 (on a scale of 1-5). The mean for all six items fell closer to the “clearly excellent” anchor than to “clearly adequate” or “truly deficient”.

\textbf{Element 7: Professional Dispositions}

The Conceptual Framework for the PTCE unit and the TSPC proficiencies (TSPC 5; INTASC 8, 9 & 10) identify professional dispositions as a key as component of all professional education programs in the PTCE unit. The key unit assessments for this are the TSPC Character Form, Three-Way Evaluation, Summary Teaching Report, Work Samples, and Portfolio or Capstone.

According to various accreditation organizations (NCATE, TSPC, Oregon Administrative Rules, Public Schools, Non-Governmental Offices, Non-Profits), all candidates seeking accreditation and licensure or graduating from licensure programs at Oregon State University must meet all professional standards of practice\textsuperscript{132} as well as evidence of proper dispositions within their chosen field and compliance with the University Student Conduct Regulations\textsuperscript{133}.

In addition to high standards for academic achievement and to the profession, licensure programs in the PTCE unit hold candidates accountable during their studies and in their work in the field. It is not sufficient to perform well academically, yet behave in ways that decrease the quality of the professional work. In other words, personal "issues" and personality characteristics that influence job performance are as vital as the ability to write papers that present information. The candidate must demonstrate acceptable professional behavior in five key areas: 1) professional conduct toward students, clients, youth, and adult learners; 2) professional practice; 3) professional conduct toward professional colleagues, including university faculty, staff, and internship and field placement supervisors and administrators; 4) professional conduct toward the general community, including educators, parents, and other community members; and 5) technology use that includes “netiquette,” ensuring copyright, not plagiarizing, not using
computers inappropriately for pornography or personal gain, and ensuring that Acceptable Use Policies and Family Educational Rights and Privacy Act (FERPA) regulations are honored.

Students accepted into the graduate programs receive Professional/Ethical Student Standards to sign which becomes part of the student file. These Standards posted on the website and in the program handbooks are regular reminders of the importance of these standards. If candidates meet or exceed the standards of professional behavior, they will continue in the chosen field of study without interruption. If candidates do not meet the standards, they must go through a formal process\textsuperscript{134} that may result in termination of their program and/or no recommendation for licensure.

Professional dispositions implicitly and explicitly woven throughout all aspects of the professional teacher education program provide clear expectations for professionalism. Key assessments described in Table 1.10 allow candidates to demonstrate their understanding and practice of professional teacher dispositions.

**Table 1.10 Key Assessments for Dispositions**

<table>
<thead>
<tr>
<th>Key Assessments</th>
<th>Dispositions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TSPC Character form</strong>\textsuperscript{135}</td>
<td>Character questions to establish fitness to serve as an educator</td>
</tr>
<tr>
<td><strong>Three-way Evaluation</strong>\textsuperscript{136}</td>
<td>Includes a checklist (met/not met) of 10 characteristics identified as exemplars of professional behaviors, ethical, and values</td>
</tr>
<tr>
<td><strong>Student Teaching Summary Report</strong>\textsuperscript{137}</td>
<td>Candidates exhibit professional behaviors, ethics, and values and demonstrate ability to meet identified characteristics (met/not met)</td>
</tr>
<tr>
<td><strong>Work samples</strong>\textsuperscript{138}</td>
<td>Documentation of candidates ability to plan and design instruction; assess strategies and analyze student learning; and to reflect on practice for implications for future teaching Sec. VI</td>
</tr>
<tr>
<td><strong>Portfolio</strong>\textsuperscript{139} or <strong>Capstone</strong>\textsuperscript{140}</td>
<td>Summative reflection on individual learning and professional growth in the PTCE program</td>
</tr>
</tbody>
</table>

**Advanced Programs**

*Online Master of Education.* The domain of Professional Leader and Advocate has the following criteria for assessing candidates dispositions: 1) engages in curricular and professional leadership in the pursuit of excellence in schools, districts, and states; 2) acts as a change agent, at either the school level or beyond, for excellence in his or her own teaching and learning and that of colleagues and students; 3) develops professional networks and collaborates with colleagues to enhance excellence in job performance and advance teaching as a profession; and 4) develops professional networks and collaborates with parents, colleagues, and members of the community in order to bring a broader perspective to the education of students in a democratic society. A matrix\textsuperscript{141} of coursework and the domain criteria illustrate the alignment of these criteria with the coursework in the program. The program data report\textsuperscript{142} describes this alignment and coursework embedded assessments.
**Graduate Surveys.** Candidate’s assessment of their awareness and understanding of dispositions were based on responses to the subset of questions related to the overarching question, “How well has the OSU teacher preparation program helped you understand the expectations and requirements of the profession?” Table 1.11 summarizes the responses from each program. Candidate’s average responses across all programs for the subset of questions range from 3.29 to 3.59 indicating that overall they feel well prepared in their understanding of the requirements and expectations of the profession. In terms of the subset of questions, responses suggest candidate understand that it is important to be dependable, conscientious, and punctual (5a) with a range 3.41 to 4.00; to meet work schedule demands (5b) range from 3.48 to 4.00; to be aware of the importance of professional appearance and demeanor (5c) range from 3.46 to 4.00; to act in accordance with school policies and practices (5d) range from 3.46 to 4.0; to be respectful of cultural patterns and expectations to operate within a school (5 e) range from 3.25 to 4.00; to interact constructively with colleagues, administrators, supervisors, and educational assistants, and parents (5f) range from 3.21 to 4.00; to perform advisory functions for students in formal and informal settings (5g) range from 3.07 to 3.86; and to use classroom time effectively to provide maximum time for learning (5h) range from 3.14 to 3.86. Candidate responses indicate that they feel well prepared to exceptionally well prepared in their understanding of the expectations and requirements of the profession.

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**Program Data and Program Summaries**
The *Program Data* section in the electronic exhibit provides an overview of candidate data that serves as evidence in support of the specific criteria for each element of Standard 1. In reviewing Standard 1 Criteria, the Licensure Coordinators Executive Committee meeting decided that each Program Lead would provide a summary document (Standard 1 Criteria) describing how the program uses candidate data to reflect on and improve practice based on candidate data. Specifically, this document addresses the following elements of Standard 1: pedagogical content knowledge for teachers, pedagogical and professional knowledge and skills for teachers, student learning for teachers, and professional dispositions. Additional supporting
Representative examples of teacher work samples with program specific scoring rubrics are available on the website, on CD’s and in hard copy in the Exhibit Room. Representative examples of portfolios and capstones with scoring rubrics are available for review in the Exhibit Room.

**Employer Follow-up Surveys**

Agriculture Education and Physical Education send out annual surveys to principals and graduates after their first full year of teaching. Data from these surveys are summarized and used to adjust coursework and experiences to meet changing needs within schools. Principals rate EXSS graduates in the “strong” to “very strong” categories with extremely positive comments regarding preparation and readiness to teach. Graduates are asked to rate themselves in the same categories with resulting scores in the “strong” to “very strong” range. Program Leads review how graduates rate themselves below the “strong/very strong” to determine what program changes need to be made. For example, in EXSS, Measurement and Evaluation is one category that was adjusted in the past year based on candidate feedback. See the EXSS (Physical Education) data for actual scores for the three-year period. EXSS (PE) also collect end of year surveys to evaluate “Readiness to Teach”.

A summary of the results of a 2006 survey and focus group from candidates in the College of Science content degrees and in the College of Education undergraduate education Double Degree provides a perspective on the value of this type of degree, as well as some recommendations from the students. Exit surveys conducted by the graduate school for the academic years 2005-2006 and 2006-2007 summarize graduate’s satisfaction with the level academic and financial support as a graduate.

The College of Education TSPC Consortium (representing local employers and former candidates), meet three times a year. Input from Consortium members guides policy and program decisions related to licensure. In the winter term of 2007, the faculty of the PTCE unit, with assistance from the TSPC Consortium, surveyed the employers of its recent graduates working in Oregon’s communities to gain important information for program evaluation and needs assessment. This survey was intended to gather a general or global perspective about our program. Twenty-two responses were gathered primarily from principals and other supervisors of alumni working in Oregon public schools. In responding to the survey question, “I am generally satisfied with OSU’s teacher and counselor education graduates,” 10 respondents strongly agreed, 10 agreed, and only two were neutral, with no respondents indicating that they disagreed or strongly disagreed. Thirteen other questions were posed to obtain more program specific information. Responses to these questions showed a similar positive trend in perceptions. OSU did not receive one “unsatisfactory” mark from any one of its respondents on any of the 14 questions posed. The Assessment Coordinator, in collaboration with the TSPC Consortium are developing a plan to increase administrative responses to the newer survey and will continue to solicit input from employers who hire OSU teacher education graduates.
Follow-up surveys of employers and graduates have been an ongoing challenge for the PTCE unit programs. Several factors have contributed to this challenge: limited resources of faculty time to conduct the follow-up and complete the necessary analysis, and access to graduates after matriculation. Two recent changes in the program will make subsequent follow up less of a challenge. A College of Education Assessment Coordinator position created in January of 2007 (at 0.25 FTE increased to 0.50 FTE in November) has the responsibility for the unit follow-up surveys. This position also focuses on all aspects of assessment and accreditation. Through a cooperative agreement with TSPC and the College of Education, their respective databases were set up to share current information on a daily basis as of October 2008. The Assessment Coordinator will be able to access this information effectively follow up with program graduates and employers. All candidates effective spring 2008 complete an exit survey. Follow-up surveys will occur 1 and 3 years after graduation. Follow-up surveys for employers will also occur on a 1-year and 3-year cycle.
The unit has an assessment system that collects and analyzes data on applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the units and its programs.

**Element 1: Assessment System**

The Professional Teacher and Counselor Education (PTCE) unit assessment system was developed in response to the need to collect data at various transition points from entry into OSU as an undergraduate or graduate student through graduation and/or program completion into professional practice. The system has evolved over the past decade in response to external and internal influences from: the Oregon Teachers Standards and Practices Commission (TSPC), the Oregon Department of Education (ODE), the Oregon University System State Board of Higher Education, state and national standards, and standards for national accreditation. At the same time, OSU implemented a campus-wide assessment system for all programs.

The **PTCE assessment system** consists of:
- Proficiencies that describe candidate knowledge, skills, and dispositions as required by professional, state, and institutional standards;
- Assessments that are used by program faculty, university supervisors, cooperating teachers, and candidates to compare performance to expected proficiencies and standards;
- Data generated by assessments; and
- Use of data to inform candidates about their progress and to make decisions about their transitions through the program, to evaluate programs, and to make changes.

The assessment system is evaluated and refined through the work of the Licensure Faculty Coordinators comprised of faculty from all licensure programs (undergraduate and graduate), the off-campus program at the OSU Cascades Campus in Bend, the Online Master of Education, the Licensure and Field Services Coordinator, and the Director of Student Services and Academic Advising. These faculty meet monthly and is the forum for monitoring and evaluating the assessment system. The **Professional Teacher and Counselor Education Programs** process and guidelines developed in 2003 provide the structure for this process. The Licensure Faculty Coordinators conducted a program review through 2006 to monitor alignment with NCATE and TSPC standards. Program Review Summary:
- Review of the **Counselor Education** Program in 2006;
- Review of **Music Education** and **Family and Consumer Science** in spring 2005;
- Review of **ESOL/Bilingual Endorsement** in 2003; and
- Review of the undergraduate education **Double Degree** in 2003.

The unit’s program review process was suspended in 2006 to prepare for the NCATE/TSPC visit and to engage in a focused review of all programs based on the NCATE/TSPC accreditation standards and competencies. Because of the preparations for accreditation, several changes were proposed to the current operational structure and review process of the Licensure Faculty Coordinators. During the fall of 2008, these proposed changes were reviewed and approved. The role of the Licensure Faculty Executive Committee was clarified as having oversight on
policy, process, and procedure for licensure programs, and oversight for a number of subcommittees.

The proposed structure will have two subcommittees. One of the subcommittees, the Curriculum Committee oversees curriculum for the licensure programs. This committee reviews curriculum proposals, proposed program changes, and any Category I and II proposals. Category I proposals are used to designate major curricular changes that require approval at the state level. Category II proposals are used for routine curricular changes that require institutional approval only. An Assessment Coordinator position was created in January 2007 in the College of Education (0.25 FTE; increased to 0.50 FTE in June 2007) to lead the accreditation and to provide oversight and direction for a more cohesive unit-wide assessment system. These assessments and the key transition points for initial licensure and advanced programs are summarized in Table 2.1 (p. 38). The second subcommittee, the Assessment Committee, in collaboration with the Assessment Coordinator, collects data from Program Leads, summarizes and analyzes data for across-program comparisons, and reports findings back to the Licensure Faculty Coordinators on an annual basis. This revised system became effective January 2009; refer to Standard 6 for a detailed description of the governance structure. The minutes of these meetings serve as documentation of the assessment process and evidence of review of candidate data because of this reflection on practice.

In addition to these monthly meetings, there are regular meetings coordinated by Program Leads with faculty from the respective programs where candidate data are reviewed and discussed. This process allows faculty to monitor candidates knowledge, skills, and dispositions required for successful program completion and program quality to ensure that candidates are making progress and that “best-accepted practices” are implemented in the program. This iterative approach to assessment aligns with a constructivist (i.e., knowledge growth in teaching) emphasis to teaching and learning as described in the Conceptual Framework.

**Initial Programs**

Decisions about a candidate’s performance in the undergraduate and graduate initial licensure programs are based on multiple assessments at each of the programs four-transition points during the program: 1) admission to the program; 2) entry to the clinical experience; 3) exit from the clinical experience; and 4) exit from the program. Although the primary purpose of the assessments identified in the transition matrices is to measure a candidate’s performance at each of these points, the aggregation of the results of these assessments also provides the Dean, the Department Chairs, and the Licensure Faculty Coordinators with information about unit PTCE operations.
Table 2.1 Unit Assessment System: Transition Point Key Assessments

**NOTE:** **Bold** and **italics** items are key unit assessments

<table>
<thead>
<tr>
<th><strong>Initial Teacher Education Programs - Undergraduate</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Level</strong></td>
</tr>
<tr>
<td><strong>Admission</strong></td>
</tr>
</tbody>
</table>
| **Entry to field experience** | Provisional Level Application  
*Minimum GPA 3.0*  
Completion of three core education courses  
Content Mastery Course work  
60 hours experience in educational setting  
Two letters of reference  
*Passing score on CBEST or Praxis I* |
| **Entry to clinical practice** | Professional Level Application  
Coursework  
*Passing score on ORELA and/or Praxis II subject area tests* |
| **Exit from clinical practice** | Minimum of 120 hours of part-time student teaching  
Minimum 360 hours of full-time student teaching  
*Teacher Work Sample I and II*  
*Three-way Evaluations*  
*TSPC Summative Report* |
| **Program completion** | Licensure evaluation (C-2 form)  
*Capstone*  
3.0 GPA  
Primary degree completion  
Completion of second degree requirements of 32 credits |
| **After program completion** | *Follow-up surveys with graduates* |

<table>
<thead>
<tr>
<th><strong>Initial Teacher Education Programs - Graduate Level</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Level</strong></td>
</tr>
</tbody>
</table>
| **Admission** | Bachelor’s degree  
*Minimum GPA 3.0*  
TSPC Questions  
Character Questions  
*Passing score on CBEST or PPST [not for EC/EL MAT]*  
Subject Matter Competency Form B  
Evaluation of application by three reviewers and Scored Interview:  
Three letters of recommendation  
Minimum of 90 hours field experience  
Education Philosophy Essay |
| **Entry to clinical practice** | Meet program benchmarks  
Interview with cooperating teacher  
*Passing score on ORELA (Elem/ML); Praxis II subject area tests*  
Content GPA (C or better); Overall minimum 3.0 GPA  
Meet program benchmarks |
| **Exit from clinical practice** | *Teacher Work Sample I and II*  
*Three-way Evaluations*  
*TSPC Summative Report*  
Student teaching seminar  
B or better in internship |
| **Program completion** | Meet program benchmarks  
Licensure recommendation for TSCP (C-2 form)  
*Professional Portfolio*  
Oral Exam  
Coursework finished and audit complete |
| **After program completion** | *Follow-up survey with graduates* |

*After program completion* indicates actions taken following program completion.

*Not a transition point.
### Table 2.1 Unit Assessment System: Transition Point Key Assessments (continued)

<table>
<thead>
<tr>
<th>Program Level</th>
<th>Advanced and Other School Personnel Education Programs - Graduate Level</th>
</tr>
</thead>
</table>
| Admission     | Bachelor’s degree, Verified teaching license; Minimum of 0.5 FTE in a P-12 classroom; **Minimum GPA 3.0**  
Evaluation of application by three reviewers:  
Letter of application addressing professional goals  
Essay addressing diversity  
Research paper addressing a current educational issue  
Three letters of recommendation |
| Program of Study | Submits program of study before 18 credits |
| Portfolio Development and Oral Exam | **Professional Portfolio aligned with program competencies**  
Classroom-based research project as part of portfolio |
| Program Completion | Transcript evaluation by graduate school |
| *After program completion* | Follow-up survey with graduates |

<table>
<thead>
<tr>
<th>Program Level</th>
<th>School Counseling (MS)</th>
</tr>
</thead>
</table>
| Admission     | Bachelor’s degree  
**Minimum GPA 3.0**  
Scoring of application that includes:  
Three letters of recommendation  
Work and volunteer experience in human services or education  
Cultural experiences  
Mission Statement for becoming a counselor  
Scoring of Interview |
| Entry to clinical practice | Passing classes prior to internship without concerns raised by any staff  
Successfully completing Pre-Practicum, Practicum I, and Practicum II  
Interview with cooperating counselor and building principal or designee |
| Exit from clinical practice | For 200 hour Teaching Practicum  
**Teacher Work Sample**  
**Three-way Evaluations**  
**TSPC Summative Report**  
For 600 hour CACREP/TSPC Internship  
Evaluation by field supervisor and university internship supervisor |
| Program completion | Meet TSPC Competencies as presented in the School Counselor Professional Portfolio  
Oral Exam  
Coursework finished and audit complete |
| *After program completion* | Follow-up survey with graduates |

<table>
<thead>
<tr>
<th>Program Level</th>
<th>ESOL Endorsement only</th>
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</thead>
</table>
| Admission     | Bachelor’s degree  
Teacher license or in licensure program  
Minimum of 90 hours field experience |
| Entry to clinical practice | Meet program benchmarks  
Content GPA (C or better)  
Minimum of two ESOL courses: TCE 573, and either TCE 572, TCE, 576, or TCE 599  
Practicum site must have at least 5 ELL students and/or be a dual-language classroom |
| Exit from clinical practice | **ESOL and/or Bilingual Work Sample**  
B or better in internship  
Log of 90 hours |
| Program completion | Meet program benchmarks  
Coursework finished and audit complete  
**Passing score on ESOL Praxis or ORELA**  
Bilingual candidates must pass the Spanish Praxis exams |
| *After program completion* | Follow-up survey with graduates |

*Not a transition point.
Admission requirement - Initial programs. All requirements for admission, retention, and exit from PTCE are described in the OSU catalog and the PTCE websites. Candidates in the undergraduate program must be concurrently enrolled in or have completed a degree in content major and pre-education. Undergraduates apply for the Provisional Level Application available from advisors and must complete all provisional requirements before applying for the Professional Level. Graduate applicants must submit official transcripts of all academic work with their graduate school application and the PTCE application before beginning any coursework in the Profession Teacher and Counselor Education area.

Transcripts, GPA, state and national exams, formative and summative assessments during field experiences, clinical evaluations, work samples, and exit surveys are among the data collected during the transition points. The TSPC competencies, aligned with the PTCE conceptual framework, state, and professional standards, serve as a common set of expectations in the work samples, clinical experiences, and exit surveys during the candidates experience at OSU. Two candidate work samples are submitted during the clinical experience, one during part-time student teaching and one in full-time student teaching. Physical education candidates submit three work samples, one for each authorization level.

The PTCE unit adopted a unified outline for work samples across all units in 2006. A review of scoring rubrics during the 2007 and 2008 indicated a wide range of scoring. Discussion across programs led to the adoption of a common scoring rubric that explicitly addressed the TSPC proficiencies. The revised scoring rubric was adopted by the Licensure Faculty Coordinators spring 2008 and implemented fall 2008 allowing increased ability to compare findings across programs.

Advanced Programs
Assessment of advanced candidates occurs at admission and at program completion. Applicants for the advanced and other school personnel programs must submit official transcripts of all academic work with their graduate school application and the PTCE application, and meet any program specific additional requirements before beginning any coursework. This Online Master of Education (EdM) program is concurrently undergoing a graduate program review along with the hiring of a new Program Lead (December 1, 2008). The Graduate Review and this accreditation review will be used to inform an anticipated revision to the existing program. The Online Master of Education requires candidates in the program to demonstrate their competencies in the development of a professional portfolio that addresses each of the three core program outcomes and the delineated outcomes within these core areas.

Refer to the CACREP report (pp. 121-128) and Program School Counseling Program Review located in Electronic Exhibit for a description of the program goals, objectives, and assessments of Other School Personnel. Additionally, a Counselor Education Assessment Procedures document provides a detailed overview with links to supporting documents for all program transitions.

Ensuring fairness, accuracy, and consistency. The PTCE unit eliminates bias and tests for fairness, accuracy, and consistency in its internal assessment of work samples and internships. Program Leads and faculty teaching the work sample methodology in their coursework
collaborate in the assessment of work samples. Meetings with university supervisors helps to enhance the fairness and consistency with which clinical experiences assessment forms are applied. Periodic revisions to the student teaching handbook and assessment forms reflect feedback from cooperating teachers and university supervisors. Program Leads are responsible for the revision, updates of handbooks, and seek feedback and input from other program faculty in the licensure programs.

Use of data to manage and improve the operations and programs of the unit. Data provides information on the day-to-day operations, as well as decisions that lead to changes in programs and the unit. (See Element 3 page 44 of this Standard for examples of these data-driven changes.) Work samples provide data about candidates’ TSPC proficiencies. Faculty in work sample methods courses provide feedback to candidates about the quality of their work. There are two work samples, which serve as formative and summative evaluation. The first work sample is a guided process that takes place during coursework when the candidate is in his/her part-time student teaching (formative assessment). The second work sample is both a formative and a summative assessment during full-time student teaching. Comparisons between the two samples provide the candidate and the programs feedback on the candidates’ progress as they enter and exit the program.

The Licensure and Field Services Coordinator and Licensure and Placement Officer maintain records of sites used for placements. School site information includes the name of administrators, teachers’ assignment, and authorization level. The unit collects information on cooperating teacher and university supervisor qualifications as prescribed by TSPC. A website created in January 2009 (described in Standard 3) provides additional support for cooperating teachers and university supervisors. Cooperating teachers and university supervisors assess candidates’ part-time and full-time student teaching. Assessment of this experience is documented through a minimum of six formal observations, three-way evaluations, and a TSPC summative evaluation. These data, shared with candidates, program faculty, and PTCE committees becomes the basis for program and unit changes.

Element 2: Data Collection, Analysis, and Evaluation

The PTCE unit maintains an assessment system through the College of Education (COED) that provides regular and comprehensive information on the unit and program level. Assessment measures examine alignment of instruction and curriculum with professional, state, and institutional standards; efficacy of courses, field experiences, and programs; and the candidate’s content and pedagogical knowledge and teaching that supports student learning as suggested by NCATE. Data collection is an ongoing and multi-layered process. Candidate data collection begins with the program application and ends with completion of program and follow-up graduate and employer surveys. Professional Teacher and Counselor Education unit operations and program evaluation is iterative using multiple assessments from internal and external sources.

The PTCE unit collects data on candidate proficiencies and maintains an active database system to archive this information. Electronic data collection began in 2002 when the College became a freestanding unit. There have been three renditions of the database since the start of electronic
data collection. The current database, upgraded in 2005 to a web-based SQL server, enables us to interact with the University’s database (Data Warehouse and Banner). The current PTCE assessment database maintained by the College of Education allows us more flexibility than the previous versions, which limited our data collection ability. A recent addition to our abilities to improve our data capabilities is a database exchange with TSPC. This data exchange allows us to have data on our candidates updated on a daily basis. Implementation of this exchange occurred over a year and a half period and became operational in November 2008. Oversight of the assessment system is provided by the Assessment Coordinator in the College of Education and is further supported by the Placement/Licensure Officer and Technology Specialist. In addition to the unit database, programs outside of the College of Education maintain a parallel database for supplementary information on their candidates. Refer to Standard 6, Element 5, page, 78 for details. Alignment with the conceptual framework and the standards are highlighted in the PTCE assessment framework\textsuperscript{18} and in course syllabi\textsuperscript{19}.

Table 2.2 provides an overview of all the data sources available to the PTCE unit. This information collected in a systematic process provides consistent, fair, and unbiased information about candidates. Additional details of the PTCE unit database are described in Standard 6.

Table 2.2 Data Collection, Analysis, and Evaluation

<table>
<thead>
<tr>
<th>Data Base</th>
<th>Type of Data</th>
<th>Frequency of Collection</th>
<th>Responsibility for Collection</th>
<th>Responsibility for Analysis/Evaluation/Reporting</th>
</tr>
</thead>
</table>
| Student Information              | Demographics: age, gender, ethnicity, contact information  
|                                  | Scores: GPA  
|                                  | Dates: Admission to University, unit, internship, program completion  
|                                  | Test Data: CBEST, ORELA, Praxis I and II  
|                                  | Transcripts:                                                                 | Ongoing                 | Professional Education Staff                 | Administrators  
|                                  |                                                                              |                         |                                                 | Program Leads                                   |
| Teacher Work Sample I and II     | Faculty ratings of candidate’s degree of proficiency                         | End of each submission  | Program Faculty                                | Program Faculty  
|                                  |                                                                              |                         |                                                 | Assessment Coordinator                         |
| Field Experiences and Assessment Forms | Proficiency ratings of observations by supervisors and cooperating teachers | End of every placement | Field Services Coordinator  
|                                  |                                                                              |                         |                                                 | Program Leads  
|                                  |                                                                              |                         |                                                 | Cooperating teachers                           |
|                                  |                                                                              |                         |                                                 | University supervisors                        |
| Exit Survey                      | Candidate ranking of preparedness by program                                 | Upon graduation         | Program Faculty                                | Program Faculty  
|                                  |                                                                              |                         |                                                 | Assessment Coordinator                         |
| Cooperating Teacher and University Supervisor Surveys | Ranking of candidate preparedness by program                                 | End of placement         | Field Services Coordinator                    | Field Services Coordinator  
|                                  |                                                                              |                         |                                                 | Assessment Coordinator                         |
| *P-12 Administrator and Graduate Surveys | Electronic survey of employers and graduates                                | Two years after graduation | Assessment Coordinator  
|                                  |                                                                              |                         |                                                 | Technology Specialist                          |

*Administrator tested spring 2008; data collection to begin spring 2009
Data collection begins with the candidate’s application to Oregon State University. This is an annual process for graduate programs and a quarterly process for undergraduates and the Online Master of Education candidates. The Admissions Office enters the applications into the University’s Banner Student Information System (SIS); this information then becomes available through Data Warehouse. A Departmental Action Form (DAF) (graduates) and a change of major form (undergraduates) initiate the PTCE application process. A minimum of three faculty review the applications and make a decision about the candidate’s qualifications. The DAF form, signed by the Department Chair and returned to the Admissions Office, initiates the official acceptance letter. Prior to the completion of 18 credits, graduate candidates complete a Program of Study.

Information about internships and practica are entered by term. Work samples are entered after part-time and full-time student teaching. Clinical teaching internship placements and candidate data are collected by programs, sent to the Placement and Licensure Officer, and entered into the database by the Placement Officer or Information Technology Specialist. Oral exams and Portfolios are entered for graduates and Capstones for undergraduates at the end of the program. A final program audit is conducted for each candidate file at the end of the academic year.

External input into the evaluation and assessment process is multi-modal with state licensing exams, TSPC annual reports, employer and graduate surveys, and advisory boards. All programs are annually reviewed and evaluated by TSPC. All programs have current approval status from TSPC. TSPC requires a Teacher Standards and Practices Consortium which meets quarterly; it is composed of professional education faculty, College of Education Dean and Director of Teacher Education, Licensure and Placement Officer, a representative from the Licensure Faculty, other OSU faculty, principals, and teachers from partner schools, and current education candidates. The TSPC Consortium facilitated by the Licensure and Field Services Coordinator, serves as part of the assessment process and as an advisory board on issues related to teacher licensure. In spring 2007, Consortium members helped develop an online survey that was distributed to principals in partner schools. Additionally, they reviewed the current online version of the exit survey for graduates and administrators and provided suggestions for dissemination of the survey. Agricultural Education (AgEd) has an advisory board that meet annually to review the program. The College of Education Advisory and Development Board and the Mid-Valley Partnership are two other sources of external input into the assessment and evaluation of programs in the PTCE unit. Advisory and Development Board meet three times a year and provides input into the operation and development of the College of Education. The Mid-Valley Partnership meets monthly to discuss partnerships, collaborative opportunities, and educational issues related to education on the mid-valley region.

The Associate Dean and the Assessment Coordinator access the unit databases for Professional Education Data System (PEDS) reports, and the Teacher and Counselor Education Department Chairs/Assessment Coordinator accesses the data for annual reports for AACTE/NCATE and TSPC. Starting spring of 2009, the Licensure and Field Services Coordinator will assume responsibility for the TSPC annual report. Assessment data on applicant qualifications, candidate proficiencies and competencies, unit operations, and program quality are available for faculty and Program Leads to use for continuous program improvement. Refer to Standard 6 for additional details of the PTCE database. The (0.5 FTE) Assessment Coordinator hired to lead...
the accreditation process will use the findings from this self-study and findings from the NCATE/TSPC reports to continue to implement changes and processes and to facilitate the unit’s ability to tell its best “data-driven” story.

**Unit record of formal complaints and their resolutions.** Records of formal candidate complaints and their resolutions are handled through *University policies and procedures*[^30]. If concerns are raised about a student’s academic, practicum, or student teaching performance and/or progress OSU faculty (and, if appropriate, the university supervisor and cooperating teacher) will meet to discuss the problems that have been identified and to determine the appropriate course of action as described in the *Student Handbook*[^31].

Student progress is reviewed by program faculty at the conclusion of each term of the pre-professional and professional elements of the Initial and Advanced Licensure Programs. Faculty consider not only academic abilities and skill performance when making recommendations about student progress, but also such aspects as demonstration of appropriate levels of student and professional conduct[^32], honesty, maturity, judgment, emotional stability, and sensitivity as needed in the teaching profession.

Based on this review, the faculty makes a recommendation as to whether the student is making satisfactory progress toward licensure and degree. If a student is not making satisfactory progress, the faculty may recommend that one or more of the following courses of action as appropriate: 1) placement in a new student teaching site; 2) a plan of assistance with specific targets for completion within specified timeframes; 3) temporary postponement of program while completing specific remediation work (to be successfully completed within a specific timeframe); and/or 4) removal from the licensure and Master’s degree programs. Continuance in the program is a collaborative decision made by the program faculty, university supervisor, public school cooperating teacher, public school administrator, and the Dean of the College of Education, as the designated Director of Professional Education. This information is provided to the student in the handbook.

**Element 3: Use of Data for Program Improvement**

The PTCE unit is striving to create a strong ‘culture of evidence’. Before changes are recommended, in-depth discussions occur among the program faculty, other faculty within the department, the department chair, and the advisory groups. If the change is relatively minor, it may be made within the department. If major changes are involved, such as adding a course to the program requirements, making a major program modification, or modifying a practicum or internship, the potential change must be reviewed at the unit level via the Licensure Faculty Executive Committee, then at the Licensure Faculty Coordinators level with the department chair or dean, at the college level in the Academic Affairs Committee, or the University level in the Faculty Senate Curriculum Council. In addition, all programs are reviewed and significant changes approved by the TSCP Consortium following *process*[^33] and program review *guidelines*[^34] developed by licensure faculty. Following this, any major program changes are submitted to TSPC through the process of the Annual Report. See *flowchart of process*[^35].
PCTE unit changes:

- A discussion of teacher work samples in 2005-2006 lead to a change in the process and improved criteria, program-specific scoring guides and a common process for recording and inputting work sample data in to the units assessment system;
- Updating of database to accommodate scoring rubric data and three-way evaluation data;
- Strategic staffing plan that lead to the creation of a 0.5 FTE Licensure and Field Services Coordinator position;
- Revision of the PTCE unit Conceptual Framework based on discussions begun in 2007;
- Revision of the key assessments scoring rubrics (formal observations, three-way evaluations, and work sample rubrics) to more accurately align with the revised Conceptual Framework and TSPC proficiencies;
- Exit survey aligned with TSPC proficiencies for graduates (one year of data, AFI 2001);
- Follow-up survey of graduates a couple of years out, Physical Education and Agricultural Education only at this point;
- Agreed in spring 2008 to begin using a common set of unit assessments (i.e., work samples, three-way evaluations, formal evaluations, and exit surveys) revised and aligned assessments to TSPC proficiencies;
- Discussing and redefining the role of the Licensure Faculty Coordinators and subcommittees (revisions implemented, January 2009);
- Development of a BlackBoard site to support the needs of term-to-term faculty (designed fall 2008, implemented winter 2009);
- Annual program review based on TSPC proficiencies and NCATE standards by Program Leads each spring, facilitated by Assessment Coordinator; and
- Development of a website for cooperating teachers and university supervisors operational winter term 2009.

Refer to Program Data Reports in Electronic Exhibit for program specific changes and details:

Agricultural Education - MS

- Analysis of candidate content knowledge on state tests revealed that candidates are exceeding the state and professional standards. Faculty felt that it would benefit candidates if the Praxis scores were broken down into specific content areas to help determine specific content knowledge strengths and weaknesses of candidates.
- A review of unit exams by faculty led to an additional assignment in AED 553 Applied Instructional Strategies to assist candidates in the development of their work sample.

Family Science and Consumer Science - MAT

- Evaluation of candidates’ work samples identified an area for further instructional work within the content pedagogy course and in advising candidates as they develop their work samples. Although candidates provided support through citing professional literature in the field within their Conceptual Framework/Rationale for teaching their units of instruction it was weak. To address this concern, additional research-based support from the content area was strengthened within coursework.
Early Childhood/Elementary Education - MAT

OSU Cascades Campus - Bend

- A review of work samples from Cohort 1 indicated that candidates needed further development of writing formal lesson objectives and planning designs, which resulted in a change of sequences in the program.
- Evaluation of the integrated work samples indicated that candidates understanding of child development needed to be integrated with their understanding of age-appropriate curriculum design and planning. Therefore, the course in which this was taught was moved from summer term to fall term.

2-year Part-time

- Faculty identified the need to create a more explicit evaluation of the final oral exam. Currently, faculty use a more impressionistic approach in the evaluation of the overall final portfolio and exam. The exam based on the five NBPTS core propositions accesses candidate’s reflection of their strengths and weaknesses in relationship to these propositions.

Online Master of Education (formerly Mentored Master’s)

- An Online Master of Education Network Site was created in 2006 to provide students a program specific resource for online students who are not on campus, which serves as a central point of communication and information sharing.
- TCE 562 Introduction to Research Method replaced TCE 560 Research in Learning to provide candidates with basic research skills so they would be better prepared for TCE 561 Action Research.
- All applicants to the program submit an academic paper as part of the admission criteria. Evaluation of these papers resulted in the creation of TCE 599 Academic Writing for Masters Students. It has been required for “conditional acceptance” since winter 2008; candidates must earn a grade of B or better in the course to continue in the program. TCE 599 is under consideration for Category II approval spring of 2009 to become a required course for all candidates, effective fall 2009.

Physical Education - MS

- In 2003-2004 as NCATE shifted from anecdotal to authentic assessment, the Physical Education program revamped the professional portfolio and final exam to align with NASPE Beginning Teacher Standards (Portfolio and Final Exam Procedures) Oral Exams.
- Changes in evaluation and assessment were influenced by a number of professional activities focusing on introducing physical education teachers to on-going authentic assessment tools and techniques.

Undergraduate Education Double Degree

- Dropped the undergraduate education Double Degree at Cascades campus, effective fall 2006.
- TCE 219 Issues an Multicultural Education went through a Category II revision to change from a 2-credit course to a 3-credit course which now incorporates the changes
required by the Teacher Standards and Practices Commission for a new "Civil Rights and Equal Educational Opportunity" examination for teacher licensure beginning in Fall 2008. Civil rights legislation falls naturally into this course and integration of this material into the course will help prepare teacher candidates for this examination.

- TCE 340 Supportive Differentiated Environments is a new course combining TCE 320 Classroom Management and TCE 348 Differentiated Instruction, two 2-credit courses, into a 3-credit Writing Intensive Course (WIC) for the undergraduate education Double Degree. The faculty determined that the content in TCE 320 and TCE 348 was redundant and overlapped in ways that diminished the effectiveness of student learning, partly due to the duplication of WIC requirements. The new course strengthens the focus on writing by engaging the students with instruction more frequently and with more depth of instructor time, and offers consistency in the approach to WIC expectations. It leads students to a clearer understanding of the relationship of supportive learning environments to meeting the needs of all students with special emphasis on those who have exceptionalities.
**STANDARD 3: FIELD EXPERIENCES AND CLINICAL PRACTICE**

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

**Element 1: Collaboration between Unit and School Partners**

The College of Education is responsible for arranging field experiences for the Professional Teacher & Counselor Education (PTCE) unit. This includes P-12 teachers and administrators, the faculty and administrators from community colleges throughout Oregon, and faculty from nearly all of the colleges at OSU. Each of these partners is involved in all aspects of program design, implementation, and evaluation including field experiences and clinical practice for undergraduate and graduate licensure programs. For example, representatives from each of these partners were involved in the design of the undergraduate education Double Degree program and the graduate level, Online Master of Education program. The Two-year and the Immersion programs developed prior to the formal adoption of key partners in the TSPC Consortium and the College Advisory Board missed the benefit of input from these important partners.

As described more fully in Standard 6, representatives from partners are involved in program governance through the TSPC Consortium, which conducts periodic review and evaluation of field experiences. This Consortium contributes through regular program reviews, providing input to program leads and identifying strengths and challenges, including field experiences and clinical practice.

Advisory boards are another venue for information sharing and involvement. This approach varies across endorsement areas depending on the size of a program and the proximity of the placement sites to field experiences and clinical practice. For example, in addition to the College of Education Advisory Board, Agricultural Education has an advisory board that meets regularly to discuss issues specific to their disciplines. The OSU Cascades Campus in Bend also has an advisory board that meets regularly to review program design and effectiveness including field experiences and clinical practice.

More specifically, the PTCE program partners contribute to the design, delivery, and evaluation in a variety of ways and on different levels. The greatest contributions are from the cooperating teachers and university supervisors with oversight by the Program Leads. Face-to-face contact, during formal observations and three-way evaluations along with phone and e-mail conversations provide opportunities to informally, evaluate the experiences. Cooperating teachers working with the PTCE over time become highly valued and critical evaluators in the field experience process.

The PTCE unit 2004-2008 academic years, 448 candidates were placed in approximately 40 of these school districts. The superintendent and/or his/her designee, principal, the University’s Licensure and Field Services Coordinator, and Licensure and Placement Officer, select district cooperating teachers, and counseling site supervisors jointly.
The Oregon Teacher Standards and Practices Commission (TSPC) has adopted rules related to the qualifications of those involved in supervising field experiences and clinical practices and their role in supervision (OAR 584-017-0070). OSU complies with these regulations. Cooperating teachers assigned to mentor student teachers work with the University faculty and supervisor in evaluating the student teacher’s work samples and in reporting the success of candidates as required in OAR 584-017-0180. The University may require that school classroom(s) in Districts in which student teachers are placed, and for which Districts are compensated, are implementing school reforms in line with the Oregon Educational Act for the 21st Century. This is to ensure that all teachers prepared at universities in Oregon have the opportunity to participate in a standards-based school environment during the student teaching practica.

The placement of candidates for field experiences and clinical supervision is an extremely important part of any professional teacher education program. It is equally important to make sure that the placement is appropriate for the candidate, cooperating teacher, school, and the candidate’s particular program. Effective winter 2009, unit policy requires the Program Lead works with the student and the Placement and Licensure Officer in establishing a placement for each authorization/endorsement. In the undergraduate education Double Degree, placement is made after the student is provisionally admitted to the program and the Content Mastery Liaison and the Program Lead have determined that the student will be ready for part-time student teaching in a particular term. Placements for the graduate-level students in the professional teacher education program are made after a candidate has been fully admitted to the program, and has submitted a completed TSPC fingerprint package. Placements for School Counseling candidates in their first year of the program who do not already hold a teaching license or are not eligible for a teaching license involve not only practica and internship with properly experienced and licensed school counselor (site supervisor), but also their part-time student teaching experience plus full-time classroom experience.

The PTCE unit and its school partners share expertise to support the candidate’s learning in field experiences and clinical practice. Content specific teacher educators assigned as university supervisors across programs make supervisory visits, observations, and evaluations more meaningful due to the specific nature of the feedback. Face-to-face interaction during those observations is critical to establish rapport and trust between the candidate, cooperating teacher, and university supervisor. Conversations by phone and/or e-mail, as needed, are also critical. Notes from observations and supervision logs are part of the ongoing communication. Three-way evaluations provide a formal setting to discuss a candidate’s strengths along with areas for improvement. Observation notes are shared with candidates and/or cooperating teachers. Additional professional involvement of teacher and counselor education faculty and cooperating teachers at professional meetings provides opportunities to check candidate progress. Benchmarks created within specific endorsement areas provide a list of expectations and an outline of procedures to follow when expectations are not met. The benchmarks are shared with cooperating teachers and candidates in a Student Teaching Handbook.
The Student Teaching Handbook serves as a resource guide and contract for the candidate (student teacher), cooperating teacher, and university supervisor. Handbooks reference the following:

- the unit’s conceptual framework, program standards and objectives;
- an overview of the content specific program with recommended sequence of courses;
- program benchmarks;
- work sample sign-off sheet;
- competencies, description and scoring guides for the final capstone or portfolio project;
- copies of all evaluation and assessment forms utilized during the field experience or clinical practice;
- policies and forms; and
- licensure information.

Expectations for field experiences, part-time and full-time, are described along with the benchmarks and evaluations for each experience. Requirements for university supervisors and cooperating teachers are detailed in the handbook, including documentation, grading criteria, and the requisite forms.

**Element 2: Design, Implementation, and Evaluation of Field Experiences and Clinical Practice**

Field experiences and clinical practice are required for all candidates in PTCE licensure programs. The *Field Experiences* chart provides an overview of the program, key assessments, clinical practice, and total hours required for completion. All programs require a part-time field experience prior to full-time student teaching. Each field experience has certain benchmarks that must be met: 1) lesson planning and teaching; 2) a minimum number of on-site hours; 3) one work sample per field experience; 4) observations and formative evaluations (three-way evaluations); and 5) summative evaluations.

The program standards and objectives are aligned with the unit’s conceptual framework, state and national standards, and reinforced through field experiences and clinical practice. Handbooks, syllabi, coursework, field placement expectations, and assessments are evidentiary in support of this alignment. Key assessments described in the *PTCE Assessment Framework* document provide additional evidence of this alignment.

There are different expectations for candidates across programs for the use and integration of technology as an instructional tool during field experiences and clinical practice. For example, candidates in physical education are beginning to use PDAs to collect ongoing assessment data within their classes. Candidates conduct action research projects using videotape and wireless microphones to evaluate their teaching. Candidates in the secondary science and mathematics programs are required to take a prerequisite course in Instructional Technology (SED 412/512 Technology Foundations for Teaching Science and Mathematics). Candidates also take three courses in technology pedagogy during the program: SED 571 Technology and Pedagogy, SED 572 Technology and Pedagogy II, and SED 599 Topics in Science Education. In the elementary and secondary undergraduate education Double Degree programs, technology requirements remain general to accommodate the extreme variability of content areas and technology available.
to students in their school sites. Because these programs are offered at the undergraduate level, technology is covered in the content mastery coursework taken in the primary major. Pre-admission into the undergraduate education Double Degree, requires that candidate’s take several technology classes, or demonstrate competency. Additionally, student coursework and work samples are, at least partially delivered online through Blackboard.

A number of criteria are used in the selection of school-based clinical faculty as required by TSPC. Supervisors, cooperating teachers, and counseling site supervisors who will be working with student teachers and school counseling students are required to demonstrate competency in supervision. This may be achieved through participation in a course or workshop, or through individual trainings provided by the University and/or District in advance of or during the placement. Cooperating teachers and counseling site supervisors must meet the following criteria as outlined in OAR 584-017-007017:

- Have preparation in supervising, evaluating, and/or instructing student teachers;
- Have a minimum of three (3) years teaching or counseling experience immediately prior to supervision; and
- Hold a Basic or Initial, Standard, or Continuing Teaching License or the equivalent with proper endorsements for current assignments.

School-based clinical faculty members are accomplished school professionals as evident in their educational background, endorsements, authorization levels, and experience in the classroom. Additionally, all placements require approval by the school principal, who disallows student teaching placements with teachers who are not in good standing. Principals also play a role in monitoring the success of a student teaching placement. Cooperating teacher “qualification” documentation forms can be reviewed in the Exhibit Room.

Following a major program overhaul resulting in a shift to a 5th year program in 1991-1992, all cooperating teachers identified by content clinical faculty were brought to campus for a series of workshops designed to support their supervision of student teachers. In subsequent years, individual content program leads have been responsible for providing continued professional development. Some programs have offered courses and/or workshops while others have used a less formal approach. Small programs where only one or two clinical faculty routinely supervises every term are able to provide one-on-one training during supervision visits. Cooperating teachers may be program graduates who have learned systematic observation skills as part of their training or returning master’s students who may be required to take coursework to learn supervision techniques. The licensure unit provides clinical faculty regular and continuous support for student teachers, licensed teachers completing graduate programs, and other school professionals. The Student Teaching Handbook18 is part of this regular and continuous support for student teachers, cooperating teachers, and university supervisors. In January 2008, Kay Stephens, in the Department of Teacher and Counselor Education in the College of Education created a CD for Language Arts cooperating teachers that offers highlights from the handbook and from coursework. The Licensure and Field Services Coordinator, in collaboration with the Technology Specialist, created a website in fall 2008 to support the professional development needs of cooperating teachers and university supervisors. This website19 provides an overview of expectations and requirements for those serving as a mentor or supervisor. Information located on the site includes the Conceptual Framework and TSPC proficiencies, work sample
requirements and grading criteria, and all the required field experiences assessment forms. The Cascades Campus MAT full and part-time faculty meet monthly for program updates, professional development, and social networking. Cascades faculty have also obtained a grant to provide training for the cooperating teachers during a summer in-service. The content of most of these meetings focuses on program needs and offers professional development opportunities modeled after the “Courage to Teach/Lead” curriculum. Developed with author, educator, and activist Parker J. Palmer, PhD and the Fetzer Institute\textsuperscript{20}, this approach was initially created to renew, sustain, and inspire public school teachers. The goal is to address issues of retention, i.e., many new teachers leave the profession for a variety of reasons related to “burn out.” The “Courage to Lead” curriculum is designed to model tools for self-care for teachers. Read more at the \textit{Courage to Lead}\textsuperscript{21} website.

Element 3: Candidates’ Development and Demonstration of Knowledge, Skills, Dispositions to Help all Students Learn

Candidates are eligible for clinical practice after meeting certain \textit{benchmarks}\textsuperscript{22} and specific requirements at each \textit{transition}\textsuperscript{23} point in the process. Examples of benchmarks include, content tests, coursework, completion of developmental assessment form, and a minimum GPA of 3.0. Table 3.1 describes the number of candidates placed in clinical practice (student teaching) for the 2005-2008 academic years.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Undergraduate Double Degree (Initial)</th>
<th>MAT/MAIS (Initial)</th>
<th>MS (Initial)</th>
<th>MS (Advanced)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>42 (5)</td>
<td>MUED 6 LA 6 FCSE 4</td>
<td>AgEd 11 PE 11 SMED 33</td>
<td>School Counseling 20 (2) ESOL/Bilingual 39</td>
</tr>
<tr>
<td>2006-2007</td>
<td>43 (9)</td>
<td>ELEM 37 (12) LA 7 MUED 12</td>
<td>AgEd 9 PE 11 SMED 29</td>
<td>School Counseling 19 (10) ESOL/Bilingual 39</td>
</tr>
<tr>
<td>2007-2008</td>
<td>58 (0)</td>
<td>ELEM 51 (18) MUED 8</td>
<td>AgEd 8 PE 8 SMED 27</td>
<td>School Counseling 16 (7) ESOL/Bilingual 17</td>
</tr>
</tbody>
</table>

The key assessments described in Table 3.2 (p.53) are key assessments in determining candidates performance based on the following five TSPC competencies:

1) Planning for instruction that support student progress in learning and is appropriate for the developmental level;
2) Establishing a classroom climate conducive to learning;
3) Engaging students in planned learning activities;
4) Evaluating, acting upon, and reporting student progress in learning; and
5) Exhibiting professional behaviors, ethics, and values.
The candidate demonstrates competency in these areas by meeting these criteria described in each competency through the work sample development and student teaching. The cooperating teacher and university supervisor complete the summative assessment (*Student Teaching Summary Report*). In this summative evaluation, the five competency areas are assessed as either met or not met.

### Table 3.2 Key Assessments for Clinical Practice

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Developmental Assessment Form</strong>&lt;sup&gt;25&lt;/sup&gt;</td>
<td>Assesses progress and readiness for full-time student teaching and serves as a basis for goal setting for student teaching term (used in MAT programs)</td>
</tr>
<tr>
<td><strong>Observation Notes</strong>&lt;sup&gt;26&lt;/sup&gt;</td>
<td>Formative assessment by cooperating teacher and university supervisor related to competencies</td>
</tr>
<tr>
<td><strong>Documentation of Formal Observation</strong>&lt;sup&gt;27&lt;/sup&gt;</td>
<td>A minimum of six formal evaluations each from cooperating teacher and supervisor (Formative Assessment)</td>
</tr>
<tr>
<td><strong>Three-way Evaluation</strong>&lt;sup&gt;28&lt;/sup&gt;</td>
<td>Formative (mid-term) and Summative (end-of-term) assessment involves student teacher, cooperating teacher, and university supervisor</td>
</tr>
<tr>
<td><strong>Student Teaching Summary Report</strong>&lt;sup&gt;29&lt;/sup&gt;</td>
<td>Summative assessment of the student teaching experience</td>
</tr>
<tr>
<td><strong>Work Samples</strong>&lt;sup&gt;30&lt;/sup&gt; and <strong>Grading Criteria for each Lesson</strong>&lt;sup&gt;31&lt;/sup&gt;</td>
<td>A minimum of two work samples are required for initial licensure (Formative and Summative Assessment); designed to illustrate candidate’s ability to demonstrate knowledge, skills, and competencies in state standards (<em>OAR 584-017-0100</em>)</td>
</tr>
</tbody>
</table>

Candidates are expected to create and analyze two work samples during their student teaching to demonstrate their knowledge, skills, and competencies as required by Oregon’s TSPC<sup>33</sup>. A comparison<sup>24</sup> of TSPC and NCATE standards illustrates how this is accomplished programmatically. Instruction in methods courses is designed to provide guidance and support for the work sample. Work samples include:

- a) context of school and classroom with descriptions of learners with special needs;
- b) goals for the unit of study;
- c) instructional plans to accomplish goals with differentiated instruction;
- d) data on learning gains resulting from instruction;
- e) interpretation and explanation of learning gains or lack thereof;
- f) a description of the uses to be made of the learning gains in planning subsequent lessons; and
- g) purposeful attention to literacy instruction based upon appropriate requirements.

The candidate demonstrates competency in these areas by meeting the criteria described in each competency through the work sample development and student teaching. The final summative assessment (*Student Teaching Summary Report*) completed by the cooperating teacher and
university supervisor is shared with the candidate in a three-way meeting. In this summative evaluation, the five competency areas are rated as either met or not met. While each party completes the form individually, the final report is reviewed collaboratively at the last three-way evaluation conference.

Becoming a reflective practitioner is a goal of the Professional Teacher and Counselor Education unit at Oregon State University. Early field experiences and full-time student teaching provide a context for the development of reflective practices. Candidates are expected to reflect on the lessons they teach and their experience in the classroom throughout their field experiences (See Table 3.3 below). Candidates are provided ongoing formative assessment from faculty, university supervisors, and cooperating teachers throughout this process.

**Table 3.3 Field Experience Coursework**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Number of credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AED 507</td>
<td>Student Teaching Seminar</td>
<td>1-16</td>
</tr>
<tr>
<td>AED 510</td>
<td>Professional Internship: Agricultural Education</td>
<td>1-16</td>
</tr>
<tr>
<td>EXSS 353</td>
<td>PE Teacher Education Practicum</td>
<td>2</td>
</tr>
<tr>
<td>EXSS 354</td>
<td>PE Teacher Education Practicum</td>
<td>2</td>
</tr>
<tr>
<td>EXSS 355</td>
<td>PE Teacher Education Practicum</td>
<td>2</td>
</tr>
<tr>
<td>EXSS 507</td>
<td>Seminar</td>
<td>1-16</td>
</tr>
<tr>
<td>EXSS 510</td>
<td>Professional Internship: Physical Education</td>
<td>1-15</td>
</tr>
<tr>
<td>EXSS 599</td>
<td>Special Topics</td>
<td>1-3</td>
</tr>
<tr>
<td>MUED 507</td>
<td>Theory &amp; Practicum Seminar</td>
<td>1-4</td>
</tr>
<tr>
<td>MUED 510</td>
<td>Professional Internship: Music Education</td>
<td>3-15</td>
</tr>
<tr>
<td>TCE 407</td>
<td>Student Teaching Seminar</td>
<td>1-16</td>
</tr>
<tr>
<td>TCE 507</td>
<td>Student Teaching Seminar</td>
<td>1-16</td>
</tr>
<tr>
<td>TCE 510</td>
<td>Internship</td>
<td>1-18</td>
</tr>
<tr>
<td>TCE 524</td>
<td>Teaching as a Reflective Practice</td>
<td>2</td>
</tr>
<tr>
<td>SED 509</td>
<td>Practicum</td>
<td>1-16</td>
</tr>
<tr>
<td>SED 510</td>
<td>Professional Internship: Science/Mathematics Education</td>
<td>1-16</td>
</tr>
<tr>
<td>SED 581</td>
<td>Professional Development &amp; Practicum in Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>SED 589</td>
<td>Advanced Topics: Mathematics Education</td>
<td>3</td>
</tr>
</tbody>
</table>

During the part-time student teaching seminar, candidates are aided in the development of their work sample development. Reflective practice is a key component across all courses. Each lesson plan requires that candidates reflect about the successes and changes desired for each lesson. At the end of the work sample, candidates self-assess on their growth in teaching, their students’ assessment scores, and the overall effectiveness of the work sample. This includes a peer review process of their work and their learning with members of their cohort in regularly scheduled seminars (e.g., TCE 407/507 Student Teaching Seminar and TCE 524 Teaching as a Reflective Practice) or via conversations on Blackboard. The effectiveness of peer review depends on on-going relationships. Although the undergraduate education Double Degree program is unique amongst our programs because it is not a cohort model, students who start the program together each fall tend to move through the program as a group. While the online
programs are not cohort models, their reliance on collaboration via Blackboard creates an online community. Reflections in each of the programs are designed to help the candidate develop habits of the mind; i.e., to look critically at classroom situations, to recognize the role interactions between students and teachers have in developing a classroom that is conducive to learning, and the ability to demonstrate a growth of understanding as they gain experience. Reflections are clearly not intended as a report or narrative of the week’s events, but should summarize a significant moment, situation, relationship, or epiphany that challenge or enhances the candidate’s growth in understanding the complexities of teaching.

Reflection on teaching practices is further supported through candidate meetings with supervisors after each observation to discuss their lessons. To enhance these discussions faculty and supervisors have refined these forms to align these observation forms with program benchmarks. A minimum of two three-way conferences, accompanied by the three-way evaluation form, are conducted by each program during which the candidate meets with the cooperating teacher and university supervisor to discuss their student teaching progress. These conferences are a conduit for supporting the “professional learning communities” model that is currently being used in almost all Oregon school districts.

While there are, minor differences in the field experiences of each of our programs – usually related to cohort nuances – all of our programs are guided by the clinical requirements articulated by TSPC. Increasingly, we are finding ways to provide consistent practices in our field experience so that more of our assessments measure both within and across programs. The Program Data Reports written for Standard 1 serve as evidences to document proposed changes in practice resulting from this review process. Standard 2 describes proposed unit changes based on these program reports.
STANDARD 4: DIVERSITY

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education, and school faculty, diverse candidates, and diverse students in P-12 schools.

Oregon State University and the Professional Teacher and Counselor Education (PTCE) unit have made a substantive commitment to diversity. The Office of Community and Diversity assists the University in promoting cultural diversity, awareness, and sensitivity throughout the campus community. It provides leadership in promoting an environment responsive to the diversity of groups represented at OSU. Its programs, services, and activities promote cultural identity within a multicultural environment, and encourage and support cooperative and collaborative relationships within the university community and the University’s external stakeholders. OSU’s Office of Community and Diversity accepted the “Committed to Diversity” Award in 2008 from Minority Access Inc., a Washington, D.C. area non-profit working to expand minority involvement in education, employment, and research.

In 2004, OSU enacted a strategic plan entitled, “A Strategic Plan for the 21st Century” which strives to help energize Oregon’s economy and improve the lives of all Oregonians. As the state’s only land grant institution, OSU has an obligation to be the “people’s college” by providing the greatest access to higher education of all of Oregon’s colleges. Specifically, the vision of OSU’s strategic plan is “to serve the people of Oregon”, and “be among the top 10 land grant institutions in America.” Diversity is listed as one of the five core values of this plan.

Diversity is one of the strategic priorities of OSU President, Edward J. Ray. In his State of the University Address 2005, he said, “We must complete the University Diversity Action Plan and provide metrics that illuminate where we stand and the magnitude and type of challenges we face in creating a diverse and inclusive learning environment for all of us. Unit plans within colleges and support functions must be aligned with the university plan and contain their own metrics. The university’s success in this area will derive from the effectiveness of both university-wide and local actions.”

All units are expected to have a Diversity Action Plan that 1) strengthens performance and pre-eminence in diversity, student success and outreach and research; 2) provides an excellent campus climate that fosters student, staff, and faculty retention and that matches peer institutions and the best land grant universities in the country; 3) provides an effective recruitment pipeline that enhances student, staff, and faculty recruitment that exceeds peer institutions in collaboration with Human Resources, Admissions, International Programs and other units; 4) provides an innovative campus infrastructure that contributes resources and tools to enact the diversity plan; and 5) provides unit, campus, and community curriculum and education that broadens the definition of diversity and enhances the ability of the University and the Colleges to provide leadership and excellence in a changing world. Diversity Action Plans for the all Colleges within the PTCE unit reflects the strategic priorities of the University.
**Element 1: Design, Implementation, Evaluation of Curriculum and Experiences**

**Initial Teacher Preparation.** Teacher candidates in the Initial Licensure programs are expected to demonstrate TSPC proficiencies related to diversity in their coursework, work samples, and field practicum experiences. Although all Initial Licensure program courses address issues of diversity through readings and discussion, the two work samples require candidates to respond to students with special needs of any kind, i.e., linguistic, cultural, pedagogical, curricular, or any form of exceptionality. Candidates are required to show how they modify and differentiate curriculum to meet the needs of all students and how they assess student learning. The work samples also require candidates to reflect on the data they have collected regarding student learning and describe how they will use what they have learned to inform their future teaching.

Candidates in alignment with the unit’s Conceptual Framework and TSPC proficiencies are expected to address issues of diversity in and through their field experiences. As part of the field-experience, candidates provide (incorporated into their work samples) a detailed description of the community, school, and classroom setting within which their field experiences take place. Details include a description of the economic basis and social demographics of the community and a description of the social, racial/ethnic, and economic demographics of the schools and classroom.

Additionally, the graduate level Early Childhood/Elementary (EC/EL) Teacher Licensure Programs and Undergraduate Education Double Degree hold a social justice perspective towards education, curriculum, and teaching. From this perspective, the purpose of education is to promote a democratic society based on principles of social justice and economic equity. Schools and education should be laboratories for democracy where adults and children learn together to raise questions about issues and problems, both of a cognitive and social-critical nature, and they work together to find the answers to those problems. To that end, the EC/EL MAT programs incorporate and require coursework that provides a framework for candidate’s competency development in this area. Additionally, this program incorporates all the criteria for an ESOL/Bilingual Endorsement into the degree requirements.

The EC/EL Immersion MAT program is an intensive one-year preparation for teacher licensure based in culturally and linguistically diverse schools. Students who enter the program with a bachelor’s degree are placed in either a bilingual school in Salem or an inner-city school in Portland. In the past two years candidates have been placed in local elementary schools in Corvallis that have an increased need for ESOL and bilingual teachers. Most of the classes are held on-site in either Portland or Salem and students are encouraged to live near their host schools. Experiences and classes in both communities are built into the program. The Two-year MAT program is a part-time program with coursework offered on weekends. Admission to the Two-year program is offered on odd-numbered years only. The 2-year Part-time MAT has an ESOL Endorsement embedded into the program. The MAT at the Cascades Campus is a full-time one-year program.

Candidates in the undergraduate education Double Degree program take five required courses* focused diversity and diverse learners:
- TCE 216 Purpose, Structure, and Function of Education in a Democracy (3)
• TCE 219 Multicultural Issues in Educational Settings (2)
• TCE 253 Learning Across the Lifespan (3)
• TCE 320 Fostering Supportive Learning Environments (2)
• TCE 348 Differentiating Instruction and Students with Exceptionalities (2)

(TCE 219 was increased from 2-credits to 3-credits effective spring 2009. TCE 320 and TCE 348 were combined into TCE 340, a 3-credit class effective spring 2009.)

Candidates in the graduate Early Childhood/Elementary Immersion and Two-year Part-time MAT program take seven courses specifically addressing diversity and diverse learners:
• TCE 516 Foundations Perspectives in Education (2)
• TCE 519 Multicultural Issues in Educational Settings (2) or TCE 522 Racial and Cultural Harmony in the K-12 Classroom (3)
• TCE 511 Educational Psychology Learning and Development (3) or TCE 553 Learning Across the Lifespan (3)
• TCE 560 Research in Learning (3)
• TCE 563 Students with Special Needs (2)
• TCE 573 Instructional Approaches for P-12 English Language Learners (3)
• TCE 599 Multicultural Children’s Literature (2)
• Discrimination and the Oregon Educator Workshop

Candidates in the graduate Early Childhood/Elementary MAT at the Cascades Campus take seven courses specifically addressing diversity and diverse learners:
• TCE 416 Foundations of Education (2)
• TCE 418 Civil Rights in Education (2)
• TCE 419 Multicultural Issues in Educational Settings (2)
• HDFS 431 Family, School and Community Collaborations (3)
• TCE 560 Research in Learning (3)
• TCE 563 Students with Special Needs (2)
• TCE 599 Multicultural Children’s Literature (2)

The ESOL and/or Bilingual Endorsement prepares candidates to teach English Language Learners in mainstream classrooms as an endorsed ESOL teacher and/or students in dual-language (Spanish/English) classrooms as an endorsed Bilingual teacher. The ESOL/Bilingual Endorsement aligns with state and TESOL standards. Candidate’s completing the ESOL/Bilingual program develops knowledge, skills, and abilities enabling them to:
• Examine the nature of languages, language development, first and second language acquisition; personal and socio-cultural aspects of language use;
• Critically analyze current curricular approaches and materials used in teaching English to students with culturally and linguistically diverse backgrounds;
• Utilize approaches and materials to meet the socio-cultural and academic needs of students;
• Examine current socio-political practices and policies that impact language teaching and learning in the United States;
• Examine individual and cultural values, perceptions, and assumptions regarding immigrants, individuals from underrepresented groups, and undocumented individuals living within United States society and attending schools;
• Develop communication skills for negotiating at the individual, group, and institutional and cross-cultural level;
• Advocate for English Language Learners in schools and in the community;
• Apply research based teaching practices appropriate for English Language Learners;
• Design, implement, and analyze an integrated thematic unit focusing upon the needs of English Language Learners;
• Develop skills in appropriate assessment strategies for English Language Learners;
• Examine technology and its applications in education and the workplace;
• Examine technology as a social endeavor and the need to evaluate technology effectively; and
• Utilize technology and internet resources for current research in language acquisition to gain ideas for curriculum development and to participate in a broader community of language teachers.

All candidates in the graduate MS and Music MAT programs were required to take the Discrimination and the Oregon Educator Workshop\textsuperscript{11} offered as an independent study through OSU Extended Campus. Course curriculum packet consists of reading materials describing federal and state laws, a civil rights test, and a supplemental reading packet. Effective October 1, 2009, this course will no longer be required and will be replaced by the ORELA Civil Rights and Equity in Education subtest offered through the Oregon Teacher Standards and Practices (TSPC) Commission. Prior to the start of their graduate program, teacher candidates in the MS in Exercise and Sports Science (Physical Education) must take PSY 350 Human Lifespan Development (2), TCE 416 Foundational Perspectives in Education (2), TCE 418 Civil Rights for Educators (2), and TCE 419 Multi-Cultural Issues in Educational Settings (2). Agricultural Education candidates take AED 553 Applied Instructional Strategies (3), and AED 556 Linking Research Teaching and Practice (3). Agricultural Education and Music Education candidates take TCE 519 Multicultural Issues in Education Settings (2).

All PTCE unit programs are aligned with state and national standards that include diversity as a critical element. Specific assessments that provide evidence about teacher candidate’s diversity proficiencies are evaluations of lesson plans and teaching, formative evaluations, evaluation of work samples, student teaching summative evaluations, professional dispositions form, and the candidate’s reflections on this aspect of their program. Refer to Standard 1 Program data for detailed summary of assessments.

**Advanced Preparation.** Candidates in Advanced Programs are expected to demonstrate the same diversity competencies as those in the Initial Licensure preparation programs. The Read Oregon\textsuperscript{12} program goal is to improve the reading abilities of students in Oregon's schools. Courses focus on the areas of literacy foundations, literacy for diverse learners, literacy strategies and methods, assessment, literature, and leadership of school reading programs. The English for Speakers of Other Languages (ESOL)\textsuperscript{13} and Bilingual Endorsement programs designed to teach teachers how to work effectively with students who are learning English as an additional language. The coursework addresses language acquisition, research-based approaches for
instruction, and language policy that affects and influences classroom practice when working with English Language Learners. The adaptive physical education endorsement designed to provide candidates with the in-depth knowledge, skills, and abilities to develop and implement physical activities curriculum for students with special needs. Candidates in the Online Master of Education program focus on the needs of the students in their classrooms while designing and implementing curriculum and instruction for diverse student populations.

Element 2: Experiences Working with Diverse Faculty

Faculty in the PTCE unit are committed to creating opportunities for candidates to work with diverse faculty. Of the faculty teaching in Initial, Advanced Programs, and School Counseling, 17.1% (6/35) of the full-time faculty and 9.3% (5/54) identify as ethnic minority. Recruitment and retention of ethically/racially diverse faculty is an ongoing challenge for OSU and for the PTCE unit. Comparison of PTCE faculty to OSU faculty indicates that we are on par with the rest of the University. These numbers indicate the state of what is and are strong evidence supporting the increased efforts towards creating a more diverse campus at OSU.

Faculty have been engaged in numerous and varied activities related to diversity for years, representing a strong commitment to the vision and value of diversity within the PTCE unit. Faculty have been guest speakers, panelists, and discussants at conferences; four faculty have written about racial issues in schools and among higher education faculty resulting in four published articles or chapters; and five tenure-track faculty have been involved in research on teaching for social change; one created a podcast with students on cultural competency for educators. Five faculty members took the leadership in planning and hosting the Oregon Chapter of the National Association of Multicultural Education (NAME) in 2008. Dr. Jean Moule is currently the Oregon President of NAME. She and other faculty continues to be involved in the annual conference planning. Dr. Ken Winograd spent a sabbatical year in Costa Rica studying literacy and the Costa Rican educational system. Nell O’Malley, undergraduate elementary Double Degree Program Lead shared her research at the InSea and UNESCO conference on art education in Portugal. Dr. Michael Dalton, Dr. SueAnn Bottoms, and Ms. Janice Rosenberg designed and implemented a three-month science inquiry and issues in science education seminar of visiting Pakistani teacher educators in 2006 and 2007.

Diversity action plans across the unit delineate strategic initiatives aimed at recruitment and retention of a diverse faculty and student body. Recruitment efforts call for the development of specific systems to improve the efficacy of recruiting a more diverse, student, staff, and faculty through more intentional search committee efforts, interviewing, and decision-making processes. Retention efforts call for an increase in and an improvement of orientation sessions within the Colleges based upon best practices in retaining diverse populations in higher education.

Faculty in the teacher education preparation programs prepare students to work with diverse student populations. Program competencies and expectations require that students plan for differentiation of instruction and document the adaptation of instruction based on the needs of the students in their classrooms. As part of their work sample development, candidates describe each individual learner with special needs, including talented and gifted-identified students, English language learners, students on Individual Education Plans (IEP) or 504 plans, and
learners from diverse cultural and social backgrounds. Candidates also describe accommodations that they plan to make for each student.

**Element 3: Experiences Working with Diverse Candidates**

The leadership at OSU is committed to being a more diverse and inclusive campus. OSU’s *minority enrollment*\(^21\) in 1998 was 9.2% of the total enrollment and in fall 2006 minority enrollment was 14.2% of the total enrollment. The *Institutional enrollment*\(^22\) for 2004-2006 by ethnicity and gender characterizes the current representation of diversity at OSU and in the PTCE unit. Although there is a strong commitment to increasing diversity at both the University and the PTCE unit there has been only slight gains in minority enrollment in both. The *demographics of the service area*\(^23\) (the state of Oregon) from the 2000 census characterize the minority population as 14.1% of the overall population with 12.1% of the population speaking a language other than English at home.

Students from every college at OSU with undergraduate programs are enrolling in the undergraduate education Double Degree program. Table 4.1 provides a sample of the recent enrollment in the education Double Degree. Thirty-five percent of the candidates in the elementary undergraduate degree are males.

**Table 4.1 Undergraduate Education Double Degree Enrollment**

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>College of Business</td>
<td>38</td>
<td>56</td>
<td>89</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>18</td>
<td>49</td>
<td>56</td>
</tr>
<tr>
<td>College of Science</td>
<td>49</td>
<td>100</td>
<td>145</td>
</tr>
<tr>
<td>Totals</td>
<td>105</td>
<td>205</td>
<td>290</td>
</tr>
</tbody>
</table>

Source: College of Education Database

Access to an undergraduate teacher preparation model appears to be attracting candidates with demographic backgrounds and academic areas that are underrepresented in the teaching ranks. Table 4.2 provides a view of the demographics of the teacher candidates enrolling in the Undergraduate Education Double Degree program.

**Table 4.2 Demographics of Undergraduate Education Double Degree Enrollment**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Indian/Native American</td>
<td>12 (11.4%)</td>
<td>20 (9.7%)</td>
<td>26 (8.9%)</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>23 (21.9%)</td>
<td>42 (20.4%)</td>
<td>56 (19.3%)</td>
</tr>
<tr>
<td>Black/African American</td>
<td>6 (5.7%)</td>
<td>17 (8.3%)</td>
<td>19 (6.5%)</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td>18 (17.1%)</td>
<td>38 (18.5%)</td>
<td>58 (20.0%)</td>
</tr>
<tr>
<td>White/European American</td>
<td>46 (43.8%)</td>
<td>88 (43.0%)</td>
<td>131 (45.1%)</td>
</tr>
</tbody>
</table>

Source: College of Education Database
Dr. Kathryn Ciechanowski has been working to recruit candidates into ESOL/Bilingual education. She has met with various student groups and native Spanish speakers in such programs as CAMP to encourage them to consider working in bilingual education. OSU Student Services participates in CAMP orientations and social events. Additionally, Student Services representatives attend Si Se Puede Night and Kaleidoscope, recruitment events for underrepresented minorities.

While the diversity action plan delineates specific strategies for increasing the diversity of candidates in teacher preparation programs, and the faculty has individually, and as a unit made a strong commitment to this goal, it is a continuing challenge.

**Element 4: Experiences Working with Diverse Students in P-12 Schools**

Every effort is made to ensure that each candidate has at least one field experience with students from racial and language groups different from their own, students with exceptionalities, and students from different socio-economic groups. As part of their early field experience candidates from the Department of Science and Mathematics Education (SMED) work with students in The SMILE Program, an after school academic enrichment program for underrepresented and other historically served students in Oregon. Students in this program are predominately Latino/Latina and Native Americans. SMED teacher candidates have been working with The SMILE Program in developing and delivery curriculum for the Bernard Harris Summer Science Camp for the past two summers. In 2003, the College of Education, with leadership from Dr. Jean Moule, implemented the Immersion MAT program, an intensive one-year preparation for licensure based on culturally and linguistically diverse schools. Candidates in the Immersion program were quoted in a 2008 article on the benefits they have gained from this program. Since 2003, OSU’s undergraduate education Double Degree candidates have chaperoned inner-city middle school science trips as part of their science methods course. Physical education candidates (MS in Exercise and Sports Science) seeking an adaptive physical education endorsement work with children/youth with disabilities who participate in the Individualized Movement and Physical Activity (IMPACT) program. In the past five years, 50% of the Exercise and Sports Science candidates have added this endorsement to their initial licensure.

Candidates develop and practice knowledge, skills, and dispositions related to diversity during their field experiences and clinical practice. Refer to Standard 3, Field Experiences and Work Sample requirements for details of expectations evaluation criteria related to diversity.

Candidates use feedback from peers and supervisors to reflect on their skills in working with students from diverse groups. Formal observations and follow-up discussions between university supervisors and candidates address candidate’s skills in working with students from diverse populations. Three-way evaluations involve the university supervisor, cooperating teacher, and candidate in a discussion that facilitates the candidate’s reflection on their development of the necessary skills that prepare candidates teach all students. Feedback during the development of work samples includes peer review and discussion, as well as discussion with the university supervisor and the major program advisor.
Demographics of the partner schools provide a contextual framework for the field placements that candidates in the PTCE programs may experience. These schools serve over 500,000 students of whom approximately 74% are white, 16% Hispanic, 5.0% Asia, 3.2% Black, and 2.4% Native American. Forty-three percent of these students are on the free and reduced lunch program. Although every effort is made to ensure that candidates have the opportunity to work with racially/ethnically diverse student populations, the demographic realities of the partner schools is a factor. The partner schools are rural, small town, suburban and urban schools. Several of the schools are Title I schools. Placements are made in schools representative of the current and changing demographics of Oregon schools. Schools range from very few of its students on free and reduced lunches to schools where nearly the entire student body qualifies. The ethnic demographics are representative of the current and changing demographics as well. There is a growing Hispanic population in the state. In 2006, the Oregon Department of Education figures indicated that 1 in 6 P-12 students identified as Hispanic. OSU’s partner schools are reflective of the state demographics.

Every effort is made to provide candidates the experiences they will need to teach in the increasingly diverse school settings across Oregon. The schools where candidates are placed is based on our partnerships with districts, schools, teachers, and principals and accessibility for the candidate. Candidate placements are limited by their ability to access the schools within a certain geographical distance and time for travel. Of the partner schools that hosted candidate placement or practicum over the past two years, candidates represent the current and changing demographics of Oregon. The majority of these schools are small and/or rural with a student population ranging from a low of 17 students to a high of 2200 students with a mean of 576 students. The students represent 75% White, 2% American Indian or Alaskan Native, 4% Asian, 3% Black or African American, and 15% Latino or Hispanic. Forty-five percent of students in these schools were receiving free/reduced lunch. The demographics of the placement sites are reflective of the area population and represent the slow but steadily changing demographics of Oregon P-12 schools.
STANDARD 5: FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

The Professional Teacher and Counselor Education (PTCE) unit defines professional education faculty as those who teach a required course with the initial program, those who teach PTCE major requirements, and those who teach required courses in the Advanced Programs. Faculty in the PTCE unit hold academic appointments in the College of Education, as well as in the following cognate colleges: Agricultural Sciences, Health and Human Sciences, Liberal Arts, Science and Mathematics Education, and OSU Cascades Campus. The unit has 23 faculty with tenure-track appointments, 10 fixed-term instructors, 50 - 70 term-to-term faculty, and 50 University Supervisors each year. In addition, three graduate teaching assistants also serve as professional education faculty.

PTCE faculty are highly qualified and are recognized for their teaching, scholarship, and service on campus, throughout the state, and in professional organizations, and have been recipients of awards in these areas from OSU and by their respective professional associations. PTCE faculty are actively engaged in preparing teachers, other school personnel, P-12 schools, and agencies as they serve their expected roles in meeting the mission of Oregon State University through research, scholarship, outreach, and engagement. They are committed to the PTCE unit to prepare and develop professional educators who facilitate lifelong learning and enrich quality of life for people in public schools and other educational settings. They model professional best practices in scholarship and service in meeting this mission.

The expectations for best practice described in the vision for professional education program are to:

- Prepare professionals who excel as educational leaders.
- Conduct research and lead innovation that significantly affect educational policy and practice.
- Collaborate as a valued partner within the University and throughout the world.
- Attract resources through leadership in distance education, research and development, and private giving.

The Faculty Handbook has criteria for Appointment, Reappointment, Promotion, and Tenure in accordance with OSU policies and procedures. Performance in research/scholarship, instruction/advisement, and outreach/engagement is considered in requests for personnel actions.

Element 1: Qualified Faculty

Faculty in the Initial and Advanced Licensure Programs have the academic credentials and professional expertise that qualify them for their assignments. All (100%) of the tenure or
tenure-track faculty hold a terminal degree. Of the 10 full-time, non-tenure track faculty, all hold a Master’s degree or higher in their respective fields and have expertise that qualifies them for their positions including relevant P-12 teaching experience. Six of the full-time, non-tenure track faculty hold terminal degrees. Twenty-two of the sixty-eight of the term-to-term faculty hold terminal degrees.

Table 5.1 Employment, Tenure, Education, and Rank Data for Unit Faculty 2007-2008

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<th>Employment Status</th>
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<tr>
<td>Term-to-Term</td>
<td>68*</td>
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<table>
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<th>Tenure Status</th>
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<tr>
<td>Master’s Degree</td>
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<td>Other</td>
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<th>Rank</th>
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<td>Associate professor</td>
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<td>Instructor</td>
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<tr>
<td>Term-to-Term</td>
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<td>**University supervisor</td>
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<tr>
<td>**Cooperating teacher</td>
<td>152</td>
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</tbody>
</table>

*Varies annually from 50-70. **University supervisors and cooperating teachers not counted elsewhere in chart.

A summary of faculty qualifications and assignments provides evidence that PTCE faculty are highly qualified for their assignments and bring a wealth of experience and expertise to the unit. Faculty members without terminal degrees have master’s degrees in their fields and relevant P-12 teaching and supervision experience. Faculty vitae demonstrate the connections between the conceptual framework and current best practices in the field. Faculty scholarship is represented by publications, presentations, and funded grants and contracts. Service on college, unit, university, state, regional, and/or national boards and associations represent the commitment of faculty outreach/engagement.

Cooperating teachers and are required by Oregon TSPC to be licensed in the areas they teach, university supervisors must be licensed or eligible for licensure in the area of supervision. Cooperating teachers are current classroom teachers with a minimum of two years of successful classroom teaching, a TSPC requirement for having student teachers in their classrooms. The cooperating teachers and university supervisors are all current or former classroom teachers, P-12 administrators, or university faculty. The Licensure and Field Services Coordinator and
Licensure and Placement Officer share the responsibility of documenting credentials and experience of cooperating teachers and university supervisors. Copies of the qualifications and assignments for cooperating teachers are available in a file located in the onsite Exhibit Room. Qualifications for university supervisors are located in the Electronic Exhibit. A summary of the qualifications and assignments of full-time and part-time faculty is evidenced through faculty vitae and the summary document referenced previously.

**Element 2: Modeling best professional practices in teaching**

The University’s strategic plan lists academic excellence as one of its goals, i.e., *to provide an excellent teaching and learning environment and achieve student access, persistence, and success through graduation and beyond that matches the best land grant universities in the country*. This goal has the effect of making excellence in teaching and strong preparation in the content area expectations for all faculty at OSU. The university created a Center for Teaching and Learning in 2005 to support this goal. Given the mission of the PTCE unit in educating teachers and other professional school personnel, faculty members are expected to serve as role models, demonstrating excellence in many aspects of teaching. The unit’s mission is to *prepare professionals that exemplify quality teaching and learning in the 21st century*. Evidence that instruction by professional education faculty reflects a strong commitment to the conceptual framework can most easily be seen through course syllabi. Syllabus indicates the relationship of the conceptual framework to the course goals. Each syllabus has subject matter objectives relevant to the P-12 learner with appropriate assessments aligned to these objectives. In addition, there is evidence of pedagogical skills that model best practices in teaching and learning with a strong reflective component interwoven throughout all aspects of instruction. Strategies for assuring diversity and equity can be found in both content and pedagogy, and a commitment to social justice is evident in the syllabi from faculty in the College of Education. Faculty feel a strong sense of responsibility for modeling strong ethics and professionalism as they take seriously their work in preparing teachers for the 21st century.

References to national, Oregon, and professional standards can be found in all syllabi as appropriate to particular courses. All content methods syllabi reflect knowledge of standards-based education and adherence to discipline-specific standards. In many cases, syllabus topics are organized around these standards. Course bibliographies, readings, and technological resources provide evidence of faculty’s knowledge of current research and development in their respective fields. A review of the PTCE Assessment Framework described in Standard 1 and Standard 2 provide additional evidence of the influence of research and best practices by OSU professional teacher faculty.

Faculty encourage the development of reflection, critical thinking, problem solving, and professional dispositions. Field experiences allow all of these to come together through assignments that include the analysis of teaching and student work, as well as interviews with children around their conceptual understandings. Candidates are required to use their pedagogical content knowledge to construct, revise, and reflect upon their own design and implementation of curriculum, especially with the work sample. This often involves a critical look at different models of content and pedagogy, including the role of state and national standards, and a reflection of how students and teachers translate research into practice.
Candidates’ professional dispositions are a required topic of discussion because of the TSPC standards and the focus in the unit’s conceptual framework. Specific syllabi provide additional evidence in this area.

A constructivist approach to learning as described in the conceptual framework guides instruction and assessment. Formative assessment throughout the program aligns with the development of candidates becoming reflective practitioners. Faculty model a range of instructional strategies and explicitly teach many of these strategies. Candidates in PTCE programs experience lectures, micro-teaching, small and large group discussions, individual readings, research, written examinations, formal written papers, work samples, collaboratively constructed instruction with candidates and faculty, cooperative learning, integration of technologies, and reflective study groups. Candidates experience diagnostic, prescriptive and evaluative skills in a standards-based classroom, and self, peer, and instructor feedback and reflection. A science methods course designed to model instruction in which students develop shared understandings about science through collaborative interactions in small groups incorporates inquiry tasks and other hands-on experiences appropriate for elementary and middle school science students. In another course, candidates “function as an action research group”. The expectation is to systematically study middle and high school classrooms and make the results of the study public through seminar discussions.

Diversity and equity are integral components of the conceptual framework. Because of this, the faculty is responsible for providing pre-service and in-service teachers with learning experiences that help them engage within a framework of moral and ethical societal norms including a commitment to equity and diversity. The goal is that graduates embrace diversity and are able to navigate and thrive in diverse settings and cultures (e.g., social, economic, political, religious, geographical, generational, linguistic, ethnic, racial, and gender).

Although teaching about and for diversity can be, a challenge given the student population both within the university and Oregon communities, faculty have found creative ways to enrich the experiences of their teaching candidates and have engaged in continuous development in this area. Some examples from the syllabi include targeted course readings and reflections, pedagogical practices that encourage a respect for and celebration of diversity, analyses of bias in textbooks and curriculum materials, dialogue around challenging ideas and concepts necessary for growth and the awareness of personal and societal bias, and a commitment to high expectations and achievement for all. Faculty discussions around these areas indicate growth in the facilitation of these often-difficult conversations. Additional evidence can be found directly embedded in syllabi and key assessments and is described in more detail in Standard 1 and Standard 4.

The use of technology is incorporated throughout the programs and is embedded in the entire teaching and learning process. The program views technology as a plural (technologies) and so students have experiences with many types of technologies in many different settings (e.g., internet, hand-held devices, web-based instruction using Blackboard). The integration and emphasis on technologies is also viewed as a process similar to problem solving and other higher-order skills, and a tool for exploring concepts and issues in innovative and conceptually rich ways. The integration of learning experiences related to technologies is evident throughout
the delivery of coursework embedded in syllabi\textsuperscript{13} and key assessments\textsuperscript{14}. These are described in more detail in Standards 1 and 4.

Faculty consistently collect data from students regarding teacher effectiveness through student evaluation of teaching\textsuperscript{15} (SET) questionnaires. A summary\textsuperscript{16} of SET scores from 2002-2007 provides a representative picture of the overall evaluation of the instructors and the courses taught. These responses are returned to both faculty and department chairs used for individual faculty self-assessment of their teaching. In addition, formative assessment strategies used by faculty during the instructional process provides additional feedback on their teaching or to identify problems with the courses they teach. These strategies model a form of self-assessment of teaching that would be expected in the P-12 classroom and that is evident in the work sample reflections and assessments.

Because of the cohort nature of the majority of the programs, faculty develops a close relationship with the students that allows for open communication regarding issues that might come up related to teaching. It also is not uncommon for students to talk to their advisors or Program Lead when problems arise in the classroom. Negotiation is always a part of the teaching and learning process when high expectations for students are a standard in the classroom.

The Dean or Department Chair evaluates faculty annually, prepares a written report, and maintains these records for consideration of merit-based salary increases and progress toward continued employment, promotion, and tenure. Faculty prepares a self-assessment for their annual review reflecting on their major accomplishments and goals for the year. This performance review includes an evaluation of their teaching. Peer evaluation of teaching is a required component of the promotional and tenure process at OSU.

A summary of candidate responses\textsuperscript{17} from 2002-2007 to course and instructor evaluations rate the overall courses and instructor contribution high (5.0-5.8 on a scale of 1-6)

**Element 3: Modeling best professional practices in scholarship**

Oregon State University’s vision is to be one of the top 10 land grant universities in the United States and to energize Oregon’s economy and improve the lives of all Oregonians. In order to accomplish this goal, it will focus its resources and develop strategies towards providing outstanding academic programs, improving the teaching and learning environment, and substantially increase revenues from fundraising, partnerships, research grants, and technology transfer. Achievement of this vision means that OSU faculty will be increasingly recognized throughout the world for their teaching, scholarship, research, and outreach activities and their pursuit of academic and intellectual leadership and integrity.

The expectation for scholarly research and creative activity\textsuperscript{18} as aligned with the strategic plan and described in the Faculty Handbook reads as follows:

Scholarship and creative activity are understood to be intellectual work whose significance is validated by peers and which is communicated. More specifically,
such work in its diverse forms must be based on a high level of professional expertise; must give evidence of originality; must be documented and validated as through peer review or critique; and must be communicated in appropriate ways so as to have impact on or significance for publics beyond the University, or for the discipline itself.

Faculty engage in a wide variety of activities, including teaching, research, and creative activity extending the OSU's programs and expertise to regional, national, and international publics, and providing service to OSU and the profession. As part of the promotion and tenure process, faculty in the professorial ranks are expected to engage in appropriate scholarship and other creative activity with a minimum of 15% FTE allocated to research, scholarship, and other creative activities. Their productivity indicates that they contribute to the professional literature and enhance the quality of life within the state of Oregon in keeping with the university’s mission.

Faculty in the PTCE unit have an outstanding record of scholarship as indicated in their vitae. Scholarly achievements are represented in books, chapters in books, refereed articles and presentations, and grants and contracts. Faculty are engaged in a variety of scholarly activities and have authored or co-authored books in a range of subject matter, scientific inquiry, best practices in language acquisition, cultural competence, and work sample development. Faculty has authored numerous articles in peer reviewed journals and made presentations at professional associations or conferences. These writings have appeared in noted journals such as Reading Research Quarterly, Journal of Physical Education, Recreation, and Dance, Journal of Research in Science Teaching, and Teaching and Teacher Education. Faculty in the PTCE unit have been invited presenters at the National Association of Research on Science Teaching, American Educational Research Association, and National Association of Multicultural Education. Faculty have also been successful in obtaining research grants. Professional education faculty has received grants from the National Science Foundation for research in science teaching, mathematics education, and teacher preparation, including Eisenhower and Title II professional development grants. All tenure track faculty are engaged in some form of scholarly research.

**Element 4: Modeling best professional practices in service**

As a land grant institution, OSU and its faculty are committed to service. One of the core values of the OSU strategic plan is social responsibility, accomplished through contribution to society's intellectual, cultural, spiritual, and economic progress and well-being to the maximum possible extent. This expectation of service is represented as a percentage of the faculty workload in each position descriptions as prescribed in the Faculty Handbook.

Service is seen as essential to the University’s mission and is a responsibility for all faculty. Faculty are held accountable for their service through their position descriptions and annual performance reviews and are rewarded for their contributions as appropriate.
Faculty provide *service* to their profession at state, regional, national, and international levels. Faculty serve as leaders within their primary professional organizations, reviewers for conference proposals submitted professional organizations, and are regular presenters at conferences and professional meetings in their respective fields and specialties. Many faculty also serve as presidents and board members of state and national professional associations. The faculty is well represented at the local and state level. The Dean of the College of Education currently serves on the state Teacher Standards and Practices Commission, the Licensure and Field Services Coordinator was on the local school board for 5 years the board president in 2005-2006. A faculty member currently serves on the Professional Educators Advisory Team for Oregon Superintendent of Public Instruction, Oregon Department of Education. Faculty service is documented in their *vitae* and is summarized in the table *Faculty Service* located in Standard 5 in the Electronic Exhibit.

**Element 5: Unit evaluation of professional education faculty performance**

Faculty evaluation at OSU serves a tool to promote professional growth and development to meet accountability expectations form candidates, administration, and to provide information for decisions on reappointment, promotion, and tenure. OSU faculty are evaluated on their performance in teaching, research, and service. Full-time faculty are evaluated on an annual basis as part of the regular OSU faculty review process *(criteria)*. Evaluations are conducted by the Dean and/or Department chair based on current *position descriptions*. Student evaluation data is considered, as well as the faculty member’s teaching, service, and creative activities. In addition, faculty are asked to prepare a self-assessment (reflection) which is discussed as part of the review process. The chair shares a summary report with the faculty focusing on the accomplishments, as well as areas needing improvement.

As part of the annual review, all faculty (tenure-track, tenured, and full-time fixed term) have written evaluations prepared and included in their permanent file. In accordance with OSU policy, all reviews are signed by the faculty member with an opportunity for the faculty member to add a rebuttal. This annual review process provides faculty an opportunity to reflect on current practice and to assess how they might apply this process to facilitate the improvement of their teaching, scholarship, and service.

Term-to-term faculty receive a one-on-one orientation that provides an overview of the materials found in the *Part-Time Faculty Handbook*. This orientation is conducted in two parts: 1) Faculty meet with Technology Specialist for access and usage of technology, e.g., setting up a university email account and an overview of *Blackboard*; and 2) faculty meet with TCE Office Manager for an overview of processes and procedures. A Blackboard site developed fall of 2008 provides support for term-to-term faculty. The site allows term-to-term faculty to interact with each other and for the PTCE unit to keep these faculty current with ongoing unit activities and decisions. The site contains documents to support the work of term-to-term faculty: Conceptual Framework, PTCE proficiencies, Handbook, syllabi templates, and links to University expectations, key assessments, and grading policies and processes.

Term-to-term faculty are also supported by the designated Program Lead within the program they are assigned. Program Leads maintain ongoing communication with term-to-term faculty
throughout their time with the program. This may be in the form of email or phone communication or face-to-face meetings. Term-to-term faculty are evaluated as are all faculty through quarterly Student Teaching Evaluations at the completion of each course. Faculty and the Department Chair each receive a copy of these evaluations. The Department Chair reviews the evaluations and discusses any issues and concerns with the Program Lead and the faculty reviewed. Term-to-term faculty are qualified for a pay increase based on evaluations and time of service. The Department Chair is exploring options for implementing a peer review system that supports the professional development of term-to-term faculty and provides another source of evidence in their evaluation and review.

**Element 6: Unit facilitation of professional development**

The Faculty Handbook describes faculty responsibilities and expectations as scholars to *develop and improve his or her scholarly competence*, as teachers to *improve his or her instructional methods* while ensuring that *the primacy of the instructional function of the academic area is upheld*. Faculty set professional development goals as part of their annual performance assessments and review. Professional development takes a variety of forms in the unit. Faculty may request a sabbatical, seek funds for travel to conferences and professional associations, propose grants to support research, course development, facilitate partnerships, etc., and other types of professional development as appropriate and related to the individual faculty members’ professional goals. Faculty are encouraged to apply for OSU course developments, other University research support (LL Stewart, etc) or external grants. The Office of Sponsored Programs provides *workshops and support* to assist faculty in developing grant proposals. Faculty in all programs receive financial support to attend professional meetings, the amount available varies by program and level of participation, but is at least $750 annually. Faculty members are eligible for financial support for sabbatical research, in accordance with OSU policies. Since 2003, six faculty have taken *sabbaticals* (the linked document describes this research).

The Department of Science and Mathematics Education hosts a bi-monthly “Brown Bag” seminar series that highlight research in science, technology, engineering, and mathematics (STEM) education. Recent topics included, changing the focus of college algebra, supporting STEM learning across the lifespan, and enhancing meta-cognition and geometric reasoning. On the Cascades Campus, *monthly meetings* for term-to-term faculty and university supervisors have focused on such topics as best practices in mentoring, work sample scoring, and peer review and evaluation. A unit-wide *ESOL/Bilingual retreat* in November 2008 highlighted the alignment with TESOL standards as well as the increased need and demand for this endorsement across all programs. Follow up meetings will occur with this initial group and at a February licensure meeting with an invited guest to talk about integration of ESOL strategies across programs. The Licensure Faculty meetings starting in January 2009 have an invited guest speaker. Scheduled topics include TSPC and the new Civil Rights Exam, Creating a Culture of Evidence, Sharing Program Data, and Faculty Research.

The University offers professional development to faculty through the *Center for Teaching and Learning* which provides resources and support services to faculty to promote and enable
professional excellence in teaching and learning by encouraging and facilitating the scholarship of teaching and learning. It provides website resources, and state-of-the-art educational technology. Services include workshops to enhance teaching and student learning, facilitation of faculty learning communities, course portfolio development, and individual, department or college consultation.

In summary, OSU expects faculty members to excel in teaching, scholarship, and service to the University, the state, and the profession. PTCE faculty are evaluated on a systematic basis and their performance in these areas guides decisions affecting reappointments, promotion, tenure, and salary increases. Faculty in the PTCE unit demonstrate excellence teaching, scholarship, and service.
STANDARD 6: UNIT GOVERNANCE AND RESOURCES

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Element 1: Unit Leadership and Authority

The Professional Teacher and Counselor Education (PTCE) unit\(^1\) at OSU is a campus-wide enterprise comprised of the College of Education\(^2\) (undergraduate and graduate elementary and secondary) and four other OSU Colleges: Agricultural Sciences\(^3\) (graduate agricultural education), Health and Human Sciences\(^4\) (graduate physical education), Liberal Arts\(^5\) (graduate music education), and Science\(^6\) (graduate science and mathematics education). The OSU Cascades\(^7\) Campus offers graduate elementary education through the College of Education at the OSU campus. At Oregon State University, the College of Education (COED) is formally recognized as the institution’s “professional education unit” for administrative purposes. Moreover, the Oregon University System (OUS\(^8\)) and the Oregon Teacher Practices and Standards Commission (TSPC\(^9\)) recognize the Dean of the College of Education as the University’s Director of (Teacher) Professional Education. The Dean is advised by the Colleges’ Advisory Board\(^10\), Teacher Standards and Practices Consortium\(^11\), College Standing Committees\(^12\), Licensure Coordinators\(^13\), and the Dean’s Council\(^14\).

Faculty, staff, and administrators across all of the teacher licensure programs are involved in program design, course development, and assessment. Faculty associated with each endorsement or authorization area recommends a representative to serve as a Licensure Coordinator and serve as an advisory to the Dean and Director of Professional Education. As of fall, 2008 the Licensure Coordinator meetings are facilitated by the Licensure and Field Services Coordinator, a position created in spring of 2008. This group meets monthly\(^15\) to make recommendations as appropriate on policy, procedures, and processes related to accreditation and alignment with TSPC and NCATE standards, ongoing program design and assessment, field placement and supervision, licensure issues, and program review\(^16\) curricular decisions, and evaluation. The Licensure Coordinators discuss and make recommendations to the Licensure Executive Committee, which is then sent to the Dean and Director of Professional Education. The Licensure Coordinator By-Laws\(^17\) adopted in 2000 are currently undergoing review with the expectation of substantive revision by the Licensure Executive Committee. The Executive Committee under the direction of the Licensure and Field Services Coordinator made recommendations for three to four standing committees to take on some of the specific work identified during this accreditation self-study. These recommendations are scheduled to be presented to the Licensure Coordinators and the Dean and Director of Teacher Education in early 2009 to be implemented upon approval. Ad Hoc committees with limited tenure established for specific purposes meet to address issues, concerns, and opportunities as they arise.

Drawing on the strengths of the entire university, PTCE unit offers an undergraduate education degree program and graduate education degree programs, all of which lead to initial licensure through Oregon’s Teacher Standards and Practices Commission. The College of Education offers the only undergraduate pathway for initial licensure through the undergraduate education...
Double Degree at both the elementary and secondary level, Early Childhood/Elementary Education at the graduate level through the Master of Arts in Teaching (MAT), and School Counseling through a Master of Science program. Continuing teacher licensure is available via the Online Master of Education degree. The College of Agricultural Sciences offers an MAT and MS in agricultural education at the secondary level. The College Health and Human Sciences offers an MS in initial licensure at the elementary, middle, and secondary level in physical education and at the advanced level in adaptive physical education. The College of Liberal Arts offers an MAT for initial licensure at the elementary, middle, and secondary level in music education. The College of Science offers initial licensure as an MS at the secondary level in science and mathematics education. The Cascades Campus education program offers initial licensure at the elementary level through its MAT program. This close collaboration across five Colleges allows OSU to offer a content-rich and comprehensive professional education licensure program.

In March 2002, after a decade as part of the merged College of Home Economics and Education, the College of Education was reestablished as a freestanding School of Education and in the spring of 2005, the School of Education was designated as the College of Education. When the School of Education was reestablished in 2002, a faculty task force was charged with creating a structure that would support the governance of all the Education programs. The governance structure is intended to support the mission and vision of the College of Education and to nurture the values of creativity, connection, culture, and caring. A governance statement guides the resulting four standing committees. As of fall of 2007, each committee includes student and classified staff representation. The following committees meet regularly throughout the year with Academic Affairs Committee, Cultural and Social Affairs Committee, Financial Affairs Committee, and Personnel Affairs Committee each providing guidance and recommendations to the Dean into the process of unit governance and in issues related to their respective charges.

The Dean’s Council is comprised of the Associate Dean, the dean’s assistant, department chairs, program directors, development officer, and the administrative manager. This council meets bi-monthly and provides guidance and input into the policy and procedures of the College. Each term an all college meeting is held to both inform the larger community and to seek broader input in the governance of the unit.

External to the College of Education, the TSPC Consortium is comprised of members from partner schools districts (teachers and administrators) and current PTCE students meet quarterly to review programs and advice on policy and procedure. The Mid-Valley Partnership comprised of K-12 administrators from the local area who meet to review the status of current issues of professional teacher education preparation meets monthly. The College Advisory Council and Campaign Cabinet (formerly Development Board) meets three times a year.

The PTCE unit is committed to providing high quality advising and counseling to students. At the graduate level, individual faculty advise students within specific programs, as well as utilize the support provided by the graduate school and student services. In addition to the same online services provided to graduate students, undergraduate students are supported by a college
level advising staff. The College Head Advisor and Academic Advisor serve as the primary advisors for the undergraduate education *Double Degree* program. Policies are clearly and consistently described in publications, *catalogs* and online documents. Recruitment and admission policies are viewable at the following links: *prospective students*, *admissions information*, and *online services for current students*.

The PTCE unit ensures that its academic calendars, catalogues, publications, grading policies, and advertising are accurate and current through annual updates and reviews by all parties involved in generating this information. The Advising Office reviews the catalogues yearly at the prompting of the University. Academic calendars are maintained by the University, as are grading policies. *Ecampus* provides advertising for professional education programs offered through its venues.

**Element 2: Unit Budget**

OSU professional teacher and counselor education programs are supported by a combination of state support, on-campus tuition, E-campus tuition, fees, grants and contracts, and private giving. The College of Education, the four other OSU colleges with teacher preparation, and the Cascades Campus manage these funds. Education and General Fund (E&G) allocations are distributed annually by the student credit hour productivity, number of majors, and research productivity. Ecampus revenues distributed each quarter (for the previous quarter’s enrollment) in accordance with a university-wide formula whereby 80% of the revenue is returned to the providing unit, 10% held by Ecampus for operations and investments, and 10% to the Provost’s Office for central operations. In addition to these revenue sources, all OSU education students are charged three fees: 1) $50 per term resource fee; 2) $25 per credit course fee for all supervised school internships; and 3) $100 service fee for teacher and counselor licensure processing.

The College of Education, as the recognized authority for professional education at OSU, manages student fees for all PTCE unit programs to ensure the promotion of continuous improvement. Expenses associated with accreditation, licensure and placement, and technology support (including the database) are covered in part through these fees. Grants and contracts (sponsored programs), described in Standard 5, Element 3 are other examples of additional funding that support the work of the unit.

During the past two decades, Oregon has attempted to make the transition from a resource-based economy to a more mixed manufacturing and service economy with an emphasis on high technology. Oregon’s hard times of the early 1980s signaled basic changes had occurred in traditional resource sectors - timber, fishing, agriculture - and the state worked to develop new economic sectors to replace older ones. Most important, was the state’s growing high-tech sector centered in the three counties around Portland. When the boom of the 1990s collapsed, Oregon was again confronted with high unemployment (the highest in the nation), widespread hunger, and a diminishing safety net of social services. Unemployment in Oregon grew from an average rate of 5.1 percent in 2000 to an average of 8.1 percent in 2003 while the national unemployment rate was between 4.6 and 4.8 percent. In 2005, the annual rate was 6.1 percent. With no sales tax, the state budget depends critically on the collection of income taxes, which lags at a time of
high unemployment. This has placed extreme pressures on the level of state funding for higher education (Ballot Measure 5, 1990).

Major changes to the budget since the last accreditation visit are related to the greater budgetary authority since the reestablishment of the School (now College) of Education and OSU’s adoption of a distributed budget model. Both of these changes have resulted in greater budgetary independence and responsibility. A complete budget report will be available in the onsite Exhibit Room. There has been considerable increase in private giving for student scholarships since the College of Education was re-established. OSU is in the middle of its first Capital Campaign. The College of Education is actively participating in this campaign and as of December 31, 2008 raised $9,235,469.00. From 2002, the number of student scholarships has increased from about 30 to 50. Progress has also been made in planning for the complete refurbishment of Education Hall. The 2005 Oregon legislature allocated $8.7 million for the refurbishment of the exterior and as of December 31, 2008, approximately $1.5 million of private funds has been raised in support of interior renovation.

**Element 3: Personnel**

Oregon State University does not have a university-wide workload standard. However, there are standard position descriptions with common expectations for those in tenure-track appointments and those with instructor appointments. A typical tenure track appointment includes 60% for teaching and advising, 25% for research, and 15% for service. A typical fixed-term instructor appointment includes 85% for teaching and advising, and 15% for service. Nine-month doctoral faculty receives compensation during the summer for doctoral advising. Refer to the faculty workload spreadsheet for individual teaching and clinical supervision assignments.

Term-to-term faculty are recruited from a competitive “instructor pool.” Upon hire, they participate in an individual orientation to familiarize themselves with the process and procedures of the unit. Term-to-term faculty are evaluated each term through student evaluations. At the completion of four terms of instruction, they receive an in-depth evaluation and are then eligible for an increase in salary. (See the Part-time Faculty Policy in the Electronic Exhibit). A Blackboard site created in the fall of 2008 facilitates communication and provides resources to support term-to-term faculty. The following list provides an example of some of the information accessible on this site, such as syllabi development, accreditation, evaluation and assessment, conceptual framework, competencies and proficiencies, handbooks, and links to additional OSU resources. A website developed in fall 2008, for cooperating teachers and university supervisors provides access to resources and information they need to be effective in their assignments. Additionally, individual faculty work with cooperating teachers and university supervisors to provide ongoing communication and support.

Support personnel provide a range of assistance for the Professional Teacher and Counselor Education Unit. *Table 6.2 Support Staff* in the Electronic Exhibit provides a description of this support.

All faculty within the PTCE unit are expected to find external funding to support their own professional development through grants, partnerships, etc. Additionally, the College of
Education provides an annual professional development allocation of $750 per faculty member within the College. Effective fall 2009, this $750 professional development allocation will support all full-time faculty in the Professional Teacher and Counselor Education unit whose work assignment is predominantly with licensure and teacher preparation. There is also a discretionary fund that faculty can apply to for additional financial support.

**Element 4: Unit Facilities**

The PTCE unit is primarily located in six buildings on the Corvallis Campus and one building on the Cascades Campus in Bend. All full-time faculty members have private offices equipped with telephone, computer, printer, and necessary furniture. Shared office space is available for term-to-term faculty with telephone, computer, printing, and copying access. Classrooms (both general purpose and enhanced) and library/media center facilities to support teaching and learning are available across campus. The Valley Library, classrooms, and computer labs are also available for students on the OSU Campus. The OSU Cascades Campus provides a library, classrooms, and computing facilities for students.

The Department of Teacher and Counselor Education (TCE) in the College of Education provides administrative support for licensure and placement supports programs across the PTCE unit. In the summer of 2008, this department and the College of Education Student Services and Advising relocated into a single office in order to provide a more comprehensive service to both students and faculty. This arrangement has enhanced communication and collaboration for support and administrative staff and resulted in improved service to the PTCE unit as a whole.

**Element 5: Unit Resources Including Technology**

Information technology and other resources available to support faculty and candidates include:

- College of Education database
- Assessment Coordinator (0.5 FTE, 12-month)
- Licensure and Placement Officer (1.0 FTE, 12 months)
- Licensure and Field Services Coordinator (0.5 FTE, 12 months)
- Technology and Database Manager (1.0 FTE, 12-month)
- Ecampus
- Valley Library and OSU Cascades Library
- Community Network provides computer workstation support
- Blackboard – all education courses include access and utilization of this technology
- Individual program technology resources

The Assessment Coordinator position (January 2007), while primarily hired to coordinate the NCATE/TSPC accreditation process, has provided leadership that has led to rethinking and revising of the current unit wide assessment. Because of this self-study, several changes with the data collection and assessment are being implemented in 2008. The Technology and Database Manager in collaboration with Community Network have been instrumental in facilitating an interface between the College of Education’s database and TSPC’s database of all licensed teachers in the state. This interface allows improved access to our graduates. The College of Education Database is accessible to all faculty across the PTCE unit. Agricultural Education,
Music Education, Physical Education, and Science and Mathematics Education maintain an additional program specific database. Refer to data base summaries in Electronic Exhibit for each program.

Both OSU Corvallis and OSU Cascades have exceptional library resources. The library resource summary in the Electronic Exhibit provides a detailed overview of resources and their availability and accessibility to teacher education candidates at the Corvallis campus. A separate report summarizes the library resources available on the Cascades Campus.

In summary, the PTCE unit at OSU has the leadership and authority, through its Director of Professional Education, Licensure Coordinators, its budget, facilities, and personnel to prepare candidates to meet professional, state, and institutional standards the preparation of professional educators.