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Welcome to the Masters of Arts in Teaching Clinically Based Elementary Education Teacher Licensure Program Handbook

The faculty and staff in the College of Education welcome you to the Masters of Arts in Teaching – Clinically Based Elementary Education (MAT-CBEE). Our program is designed to provide a clinically immersive teaching licensure program that is run collaboratively with Oregon school districts. This means that during the two-year program candidates’ work within classrooms of Oregon school districts while taking online and hybrid/online courses through OSU eCampus. The relationship between school districts and the College of Education facilitates the convergence of research/theory and classroom practice to better prepare teacher candidates to become successful and innovative teachers for all students.

Students are responsible for informing themselves regarding Oregon State University Policies and Procedures. See Online Resources for helpful links to OSU Policies and Procedures.

This handbook is intended to provide you with important program-specific information.

NOTE: This handbook is under continuous revision as program refinements are made by faculty. If you have questions, please contact Justin Roach, MAT-CBEE Program Coordinator: justin.roach@oregonstate.edu or 541-737-2545.

Key OSU Program Contacts:

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Program Overview

The OSU MAT-CBEE is a two-year intensive graduate program in which students' complete graduate coursework and practicum and internship placements to earn a Masters of Arts in Teaching degree and an Oregon State Teaching License. We work in partnership with area school districts to provide a truly clinically-based experience for candidates and help school districts developed candidates who are proficient beyond what is typically expected of many first-year teachers.

What does it mean to be Clinically-Based?
Clinically based programs vary but the overall core principles are:

1. **Intensive classroom experience**: Clinically-based programs expect significantly more hours in the teaching practicum and internship experiences than other programs. In the first year, students will spend a minimum of 2 full days a week in their placements. In the 2nd year, students are often placed in their own classroom as full-time teachers throughout the year.

2. **Intensive Mentoring**: Students are given intensive mentoring support from both "clinical" teachers and university supervisors. Students in our Teach for Beaverton program, for example, are mentored 2 days a week and get about 20 hours a week of mentoring during the second year. The clinical teachers apply to be mentors and participate in training throughout the year.

3. **Classwork Tied to Intensive Experience**: Every course we offer is tied to your classroom experience throughout the year so students get hands on opportunities to practice the techniques, ideas, and skills they are learning.

Advantages: Results from our own program have been very positive. A recent program evaluation found that principals who hire our students feel that our graduates perform more like second- or third-year teachers in their first year of employment. Our hiring rate (2 cohorts so far) has been very strong. Research about clinically based programs suggests that these teacher candidates feel more prepared for the rigors of teaching and are less likely to leave a job than those graduates from traditional programs.

(Source: American Association of Colleges for Teacher Education: [https://secure.aacte.org/apps/rI/res_get.php?fid=482&ref=rI](https://secure.aacte.org/apps/rI/res_get.php?fid=482&ref=rI))

Learning Outcomes and the Ethical Educator

The MAT-CBEE program identifies learning outcomes aligned with InTASC (The Interstate New Teacher Assessment and Support Consortium) standards and assessment performance indicators. Details can be found online: [https://education.oregonstate.edu/program-learning-outcomes](https://education.oregonstate.edu/program-learning-outcomes)
Our program also strives to ensure all teachers entering the field are well prepared in professional educator practices and ethics. To that end, we align our disposition and ethical expectations with those of TSPC’s (Oregon Teacher Standards and Practices Commission) professional practices. Details can be found online: https://www.oregon.gov/tspc/Documents/Ethical_Educator_Brochure.pdf

OSU College of Education

Introduction
Oregon State University’s College of Education helps build strong communities with innovative educational leaders dedicated to curiosity and equity. Research-based resources and faculty help students succeed in the changing world of education. The College of Education is accredited for initial teacher preparation and advanced educator preparation programs by the National Council for Accreditation of Teacher Education (NCATE-Legacy). OSU teaching and counseling licensure programs are recognized by Oregon’s Teacher Standards and Practices Commission (TSPC).

Our Vision
The College of Education is an international leader in research and in the preparation of change agents in education and related fields.

Our Mission
The College of Education develops change agents in the form of researchers, scholars, learning leaders, teachers, and counselors. Change agents make a difference by promoting innovation, social justice, and lifelong learning. They prepare citizens who are socially empowered, reflective, innovative, and caring members of our increasingly diverse communities and the world.

Our Values

- **Social Justice** – We value social justice in all aspects of our work. All disciplines must be situated in a context of social justice that acknowledges and embraces inclusivity.
- **Innovation** – We value being and developing leading edge change agents.
- **Intersection of Practice and Research** – We value the intersection of practice and research by informing our practice with our research and our research with our practice as change agents and educators.
- **Reflection** – We build reflective practices into all of our work and into the work of students. We consider the knowledge we have and determine what we don’t know. We are open to other perspectives.
• **Integrity** – We consider the impact in all of our decision making. We are change agents in the face of any form of oppression and ask ourselves, “What impact does this decision have on our programs, college, and students?”

Conceptual Framework

**Ethics & Professionalism**

- Demonstrate ethical and professional behavior in interactions with students, colleagues, families, and communities.
- Demonstrate understanding of the legal aspects of profession.

**Reflective Practitioner**

- Adopt and enact classroom practices that reflect broader educational & social issues that have an impact on school.
- Apply reflective practices to practice and to teaching and learning in the context of student learning.
Lifelong Learners

- Participate in professional development.
- Collaborate with colleagues in learning communities.
- Engage in professional associations and organizations.

Diversity & Equity

- Believe everyone deserves the opportunity to learn and can learn.
- Possess knowledge, skills, & dispositions to serve as professionals who understand and meet the needs of a diverse society.

Additional Information

For additional information, please see these online resources.

- About the College of Education: http://education.oregonstate.edu/about
- College of Education Visions and Values: http://education.oregonstate.edu/vision-and-values
- Conceptual Framework: http://education.oregonstate.edu/conceptual-framework

Program Definitions, Roles and Responsibilities

The MAT-CBEE is modeled after the medical residency process, which includes an immersive partnership with schools and school districts. As such, we have adopted similar medical residency terminology.

Practicum Teachers

First year graduate students/teacher candidates are referred to as “practicum teachers.” Practicum teachers are required to fulfill practicum duties in classrooms at least part-time while completing up to eight credits per term of both fully online and hybrid online courses. During the practicum (first) year, candidates must complete all licensure required state tests.

Resident Teachers

Second year graduate students/teacher candidates are called “resident teachers”. The resident teacher year includes full-time teaching fostered and mentored by experienced and carefully chosen clinical teachers. There may also be significant co-teaching time between the clinical and/or other resident teachers. Coursework is slightly reduced to allow more practicum hours that are connected to clinical practice. To be eligible for obtaining an Oregon teaching license, resident teachers must also complete the edTPA (Education Teacher Performance Assessment) Elementary Education assessment during their resident year.
Practicum & Resident Teacher Responsibilities

During the program, teacher candidates are expected to do the following:

- maintain a 3.0 GPA;
- maintain a positive professional and personal disposition in working with program personnel, clinical teachers, course instructors, fellow teacher candidates, school personnel, students, parents and other community members. Specific disposition behaviors are listed in the Candidate Disposition Inventory;
- read and sign the Candidate Disposition Inventory at the beginning of the program, and again at key benchmarks throughout the program, holding themselves accountable to high standards and ethics of professionalism;
- maintain strong communication with his/her clinical teacher, program staff, university supervisor, and instructors;
- observe his/her clinical teacher working with learners;
- consult with his/her clinical teacher in planning instructional units;
- be informally observed by his/her clinical teacher, OSU supervisors, and possibly principal and OSU staff while teaching and interacting with students;
- be formally observed by his/her clinical teacher and university field supervisor (providing the lesson plan on TaskStream at least 24 hours in advance) and possibly principal and OSU staff while teaching.

Clinical Teacher

Clinical teachers come from partner schools and are carefully vetted by OSU and school district leadership members. Clinical teachers are chosen based on their extensive classroom experience, attention to working with diverse students (including those from culturally and linguistically diverse backgrounds) and, experience or interest in teacher leadership opportunities. Clinical teachers provide crucial professional mentoring and co-teaching support for teacher candidates.

Clinical teachers play a vital role in preparing candidates. In this light, we ask clinical teachers to do the following during the program:

CT Responsibilities during Practicum Year

- provide opportunities for practicum students to immediately engage in regular classroom routines;
- help answer candidates’ questions about the school and district, referring him/her to others as appropriate;
- encourage candidates to observe teaching and debrief observations;
- discuss with candidates how instructional units meet the needs of students and demonstrate the planning process;
- encourage candidates to gain as much practice teaching as possible;
● observe candidates teaching and provide informal feedback (no paperwork required);
● alert the candidates’ university field supervisor and/or program coordinator of areas of concern that may prohibit him/her from successfully completing the program as soon as possible;
● meet with candidates’ university field supervisor to collaboratively complete the evaluation forms and discuss candidate progress as needed;
● complete short, monthly evaluation of practicum teachers;
● be reflective of their own practice to improve transparency and modeling.

CT Responsibilities during Resident Year

● provide mentoring for resident students in all aspects of teaching;
● co-teach with resident teachers;
● conduct formal observations;
● complete short, monthly evaluation of resident teachers.

University Field Supervisor

University field supervisors observe teaching candidates at their clinical sites. They gain valuable information from their observations and provide an important link between OSU and the clinical site. They are expected to do the following during the program:

● observe the assigned candidate teachers informally throughout the term;
● observe the assigned teacher candidate formally per the provided partnership observation schedule using the Formal Observation form in TaskStream and entering the appropriate data in TaskStream;
● provide feedback for improving instruction in a constructive, encouraging, and respectful manner, using tools shared in professional development seminars;
● serve as a positive role model and ambassador for OSU and our College of Education;
● respond to candidates’ emails and phone messages within 48 hours on school days;
● alert the MAT program coordinator of unusual circumstances and/or areas of concern that may prohibit a candidate from successfully completing the program;
● meet with candidates’ clinical teachers to collaboratively complete the Internship Team Evaluation form, and input the evaluation in TaskStream;
● optionally attend trainings and meetings to improve mentoring practice as provided.
**MAT-CBEE Program Details**

**Application to the Program**

All candidates must apply through the OSU graduate school. The OSU graduate school requires a minimum GPA of 3.0 for acceptance. Applicants with a GPA below a 3.0 are encouraged to apply as they may be accepted conditionally. Please contact the program coordinator, Justin Roach, if you have specific questions or concerns about GPA requirements.

The components of the application are:

- Three letters of professional reference
- Official transcripts from all post-secondary institutions attended
- Two essays
- Resume or curriculum vita
- Required online interview

Details for these sections are contained within the online application.

Final decisions for acceptance into the program are made collaboratively between the graduate school, College of Education program faculty and participating school districts, which may include district administrators, principals and clinical teachers.

Following acceptance into the program, candidates are required to complete the Course Mastery Sheet showing previous coursework that satisfies content entry requirements. Content mastery is required for effective teaching and may support passing of state required tests. The program coordinator will work with candidates in reviewing content mastery sheets and developing strategies for addressing any areas in need of attention. Depending on the circumstance, strategies may involve additional university coursework, targeted special projects either in coursework or clinical practice or, district professional development.

**Program Requirements**

To complete the Master of Arts in Clinically Based Elementary Education, candidates must do the following:

1. Complete all MAT coursework with a 3.0/B average or higher;
2. Demonstrate the content knowledge, pedagogical skills and personal and professional dispositions necessary to successfully work in classrooms
3. Submit the edTPA Elementary Education assessment

Please note that these requirements are only for completing and receiving the MAT degree from OSU; candidates may obtain the degree without necessarily getting an Oregon teaching licensure. There are additional requirements for being recommended.
by OSU for an Oregon teaching license, which are covered in the Licensure Requirement section.

Coursework: Program Prerequisites
There are three program prerequisites:

**ED 216. Purpose, Structure and Function of Education in Democracy**
Examines the system of education in a democratic society—past, present, and future. Historical, social, philosophical, political, legal, and economic foundations of education in Oregon, the USA, and other countries provide a framework for analyzing contemporary educational issues in schools, communities, and workplaces.

**ED 253 - Learning Across the Lifespan**
An exploration of how learning occurs at all ages from early childhood through adulthood. Covers major and emerging theories and styles, self-reflection on implications of how learning occurs for self and others, and the impact of these issues on the development and delivery of instruction.

These courses are offered online during the academic year and summer session through OSU Ecampus. It may be that candidate’s undergraduate course work included similar courses as the program prerequisites. If you believe that you have taken equivalent courses please contact Justin Roach to discuss if these courses satisfy program prerequisites. **Candidates must complete each of these courses or demonstrate they have taken equivalent courses prior to the start of the resident year (year two).**

Coursework: Graduate Level Courses

**Framework**
This program is designed to integrate knowledge of theory and research on teaching and learning with clinical practice. As such, design and teaching of courses will have strategic and intentional elements that provide opportunities for students to reflect on connections between clinical practice and theory and research as well as use theory and research as guides to inform future instructional choices.

We have built the hybrid courses around an integrated framework of clinical practice, face-to-face meetings and online coursework (Figure 1). For all modules in hybrid courses students will find how these three components build on each
other and therefore help to smooth the pathways between clinical practice and research and theory. The fully online courses, which are also shared with other programs, may have a similar integrated framework at the intersection between research/theory and practice; however, syllabi and course modules may not have the same specificity as the hybrid online courses.

Courses
Candidates are required to complete 51 credits of graduate coursework. Up to 15 credits of pertinent coursework can be transferred from previous graduate program. Please check with the program coordinator, if you have questions about transfer credits.

Included below is the OSU course number and title, class format (fully online or online hybrid that involve face-to-face meetings), number of credits and catalog descriptions. The course list is organized by term offered. This course list begins with the cohort entering in 2019-2021.

Summer Year 1

ED 520 (PPS Only). Classroom Management & Discipline in K-12 (Hybrid Online - 3 credits) Knowledge of discipline and classroom management techniques through examination of the literature and school observations. Explore factors that influence behavior problems, including those associated with social and/or multicultural student populations.

ED 590. Social Justice in Education (Fully Online – 3 credits) Examines social, environmental and ecological justice in educational settings focusing on bias critique in text, development of social justice curriculum, and creation of an action related to a social justice issue. The interconnectedness of social and ecological justice is also explored. Various international justice standards are used to ground students' work in curriculum development.

Fall Year 1

ED 520 (Beaverton and Satellite Program Students Only). Classroom Management & Discipline in K-12 (Hybrid Online - 3 credits) Knowledge of discipline and classroom management techniques through examination of the literature and school observations. Explore factors that influence behavior problems, including those associated with social and/or multicultural student populations.

ED 528. Assessment for Learning (Hybrid Online – 3 credits) Applies the formative learning cycle to through development of an assessment plan. Examines various formative assessment practices that promote higher order thinking and empower students to show evidence of their learning through self-assessment and feedback.

ED 509. Practicum (Fully Online – 2 credits)
Winter Year 1

SED 552. Mathematics Methods: Practicum (Hybrid Online – 3 credits)
Theoretical background, practical knowledge, and skills for teaching in mathematics
classrooms (grades 3-12). Instructional methods/modes, classroom management,
contemporary curriculum goals and instructional planning.

ED 572. Foundations of ESOL Education (Fully Online – 3 credits)
Examines characteristics of English language learners (ELLs), key theories in language
acquisition, the role of culture in language development, and instructional program
models for ELLs, while considering implications for classroom instruction.

ED 509. Practicum – Math edTPA (Fully Online – 2 credits)

Spring Year 1

ED 582. Strategies for Developing Literacy (Hybrid Online – 3 credits)
Focus on teaching of reading to K-5 students. Instruction in pedagogical techniques and
assessment on teaching vocabulary, comprehension, phonics and fluency. Strategies
related to motivation to read, integration of cultural diversity and social justice and the
needs of diverse learners in literacy development are also addressed.

ED 548. Students with Special Needs (Fully Online – 2 credits)
Explores the broad range of special needs that are represented in today's classrooms.
Addresses various types and characteristics of disabilities as well as collaborating with
specialists and families with children with special needs. Discussion strategies and
instructional practices to enhance the learning of diverse students in the inclusive
classroom.

ED 509. Practicum – Literacy edTPA (Fully Online – 2 credits)

Summer Year 2

ED 553. K-5 STEM Integration in Diverse Classrooms (Fully Online – 3 credits)
An investigation of theory and practice related to science teaching and learning in
diverse classrooms through integration of science, math, literacy and social studies.

ED 558. Wellness and Fine Arts (Hybrid Online – 2 credits)
Exploration of recent trends and research-based practices in the teaching of wellness,
physical education, and fine arts. Includes strategies, assessments, special needs,
integrating curriculum through developmentally appropriate practices, content
standards, and the value of developing holistic learners though an effective wellness
and fine arts program.
Fall Year 2

ED 559. Strategies for Integrating Humanities (Hybrid Online – 3 credits)
Pedagogical approaches to teaching language arts and social studies in K-5, multiple subject classrooms. Focus on developing research-based daily lessons and unit plans that integrate curriculum, support national standards, and use an inquiry approach for student learning.

ED 509. Practicum – edTPA Preparation (Fully Online – 3 credits)

Winter Year 2

SED 597. Science Methods: Practicum I (Hybrid Online – 2 credits)
Theoretical background, practical knowledge, and skills for teaching in science classrooms (grades 3-12). Instructional methods/modes, classroom management, contemporary curriculum goals and instructional planning.

ED 509. Practicum – edTPA Preparation (Fully Online – 3 credits)

Spring Year 2

ED 524. Teacher as Reflective Practitioner (Fully Online – 3 credits)
Designed to help teachers make complex judgements based upon their knowledge and understanding of their students, the curriculum, and larger social and cultural issues through reflective practice. Problem solving related to teaching with strong focus on generating new knowledge about teaching, learning, and assessment.

ED 510. Internship (6 credits)

Clinical Work

Year 1 – The Practicum Year and Working as a Restricted Substitute
In year 1, candidates will be working in a practicum placement with a clinical teacher at least two days per week at their school placement, or in their own classroom with a mentor, in a permanent position or as a long-term substitute teacher. These placements depend on the needs and priorities of partner school districts with the important consideration of providing candidates with a truly clinically-based, mentor-intensive experience. Practicum hours may include some evenings such as “back-to-school night,” parent-teacher conferences and other important school events. These events fulfill program requirements, and it should be noted that candidates may not be paid for either the two or more days or the extra time spent at school-related events.
Candidates not in their own classroom during year 1 may have the opportunity to substitute teach. Some partner districts will support candidates in obtaining a restricted substitute license. Here are some details related to the restricted substitute license:

- Candidates are not required to take advantage of this opportunity to substitute teach; it is optional. However, applying for and obtaining the license may be required.
- Candidates do not need to start substitute teaching right away. Some candidates decide they are ready right away while others wait until they gain experience in district classrooms through the practicum. Candidates can take advantage of this opportunity whenever they feel ready, or not at all.
- Candidates may have to participate in some district trainings and/or professional development. In the position of substitute, candidates are employees of the district.
- Candidates are required to take and pass the Civil Rights/Ethics exam and obtain proper finger print clearance prior to working as a substitute. This will be required to obtain the proper licensure and is also a MAT program requirement.

Year 2 – The Resident Year and Internship
We expect that all candidates will progress to year 2. Progression to the resident year of the program is not, however, automatic, as it requires success in clinical work, coursework performance, and meeting professional and ethical standards. The resident year internship typically provides some opportunity for income for the candidate, as per specific district partnership agreements.

Events to Build Community
In an online program, development of cohort and professional relationships with program personnel is sometimes challenging. This support is vital to success in the program and beyond into teaching. As such, we will have cohort community events that will provide opportunities for professional growth and community development. We anticipate that there will be 2-4 events per term and a single event held in Corvallis prior to the start of the school year.

Supervision of Teacher Candidates
A required program assessment is observation of candidates teaching and interaction with students. We refer to formal and informal observations and feedback on practicum experiences as “supervision.” Supervision occurs in both informal and formal contexts. During your work in classrooms clinical teachers and university supervisors will provide supervision in an informal manner by observing your work with students and providing constructive feedback and suggestions. During formal observations, candidates will be required to submit lesson plans. During some observations and edTPA assessments, candidates will be required to video record themselves teaching.
Licensure Requirements
Details on licensure, including fees, can be found online:
https://education.oregonstate.edu/licensure

State Required Tests
All candidates for Oregon teaching licenses for teaching multiple subjects are required to take a Civil Rights/Ethics exam AND the Elementary (Multiple Subjects) Subtests I and II. Here is a link to the Oregon Teacher Standards and Practices Commission webpage that contains this information. Each test has an associated fee. Teacher candidates should take the Civil Rights/Ethics exam as soon as possible after acceptance and before the start of the school year, as it is required to be in the classroom. Candidates are expected to have completed and passed both Subtests by the summer between years one and two.

edTPA
edTPA is a national assessment used to evaluate new teachers on their path to getting a license. This is a required portfolio assessment that graduate students will practice in year one and create a formal and final version in the fall and winter term of year two. OSU faculty and supervisors and district personnel and clinical teachers will provide support in the preparation of the portfolio assessment. There is a required fee for submitting an edTPA assessment portfolio that will be graded by a qualified and trained outside reviewer. Here is a link to the edTPA website. Candidates will receive edTPA documents and assessment instructions during their coursework.

Program Costs
Tuition
Candidates can calculate program costs using the Ecampus tuition calculator. Please do note that candidates may be eligible to work as a restricted (conditional license) substitute, as a paid intern, or possibly other district positions. Candidates will also be eligible to apply for College of Education fellowships for year two. Please consult the OSU Financial Aid and Scholarships web page if you are interested in researching opportunities for grants, fellowships and loans.

OSU College of Education Database
The College of Education uses the database TaskStream for graduate student assessment, organizing data on candidates (such as observations) and to contribute to required accreditation reporting. Graduate students pay a required $50 yearly fee for using TaskStream.

Additional Fees
Additional fees and program costs are outlined in the candidate Welcome Letter.
Working with Youth
All program staff, teacher candidates, clinical teachers and university field supervisors may use OSU’s Youth Programs Policies and Guidelines handbook as a reference for working with children in non-school based activities.

Retention Policy
Student retention in the Professional Teacher Education Program is based upon the academic and professional judgment of the university faculty responsible for the evaluation of students’ academic, practicum, and student teaching performance. Both the university faculty and partnering school districts consider not only academic abilities and skill performance when making retention decisions about a student, but also such aspects as whether the student has appropriate levels of maturity, judgment, emotional stability, sensitivity to others, and whether or not the student exhibits appropriate professional conduct. The teacher education faculty has developed this Retention Policy based upon continuous evaluations of students in the Professional Teacher Education Program by university faculty and staff, and by public school cooperating teachers and administrators.

Students are evaluated on the benchmarks from the Professional Dispositions and learning outcomes found in course syllabi including, the ability to successfully plan for instruction; establish a classroom climate conducive to learning; exhibit professional behaviors, ethics and values; evaluate student progress; and on their ability to engage students in planned learning activities. The following information and procedures are established to guide decisions regarding the retention of students in the program.

Throughout each term, faculty members, clinical teachers, personnel from partnering schools, and/or supervisors meet to evaluate each student’s progress and teaching effectiveness. Those students assessed as having difficulty will receive feedback concerning their progress from the appropriate university faculty and/or program lead. A candidate who continues to struggle will be provided with a Plan of Assistance. This plan will be created by the program lead in cooperation with the supervisor, teacher candidate, and district partners. Each plan will outline benchmarks and a timeline to be met and supports provided to the candidate in efforts to help them be successful in the program. Supports could include, but are not limited to: extra observations with feedback/suggestions, check-in meetings for additional reflection, additional materials, and flexible timelines.

Academic Standards
Students must meet the academic standards of the program in order to continue in the Professional Teacher Education Program. (3.0 OSU GPA, 3.0 GPA in coursework, and 3.0 GPA in content mastery).
In addition, course outlines may define academic performance necessary for continuation in the program. The academic standards as outlined in the benchmarks and course syllabi must be met in order to continue.

**Professional-Ethical Standards**

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

The candidate must demonstrate acceptable 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;
5. Technology use that includes “netiquette”, ensuring copyright, not plagiarizing, not using computers inappropriately for pornography or personal gain.

The values, commitments, and professional ethics are those which influence behaviors toward students, families, colleagues, communities, and technology use. They affect student or client learning, motivation, and development, as well as their own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. Professional behavior includes respect, honor and integrity, altruism, responsibility and accountability, leadership, caring, compassion, and communication, and excellence of scholarship.

The College of Education at Oregon State University holds candidates accountable in both academics and practice. It 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 negatively influence job performance are considered as significant as low academic performance on assignments.

Professional-Ethical Standards are sent to students accepted to programs, signed along with acceptance forms, and placed in student files. These Standards are posted on the College of Education website and are also provided in program handbook appendix.

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 review process which may result in termination of their program and/or not being recommended for licensure.
Clinical Practice Standards
A student may be removed from a clinical site by the Professional Teacher Education Program if his or her performance does not meet benchmark requirements, or if performance is determined to be consistently inadequate, inappropriate, or unprofessional by the university supervisor and other stakeholders.

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

The process identified in the steps below will be afforded the student if it is felt that he or she is not making satisfactory progress as outlined in the benchmarks and/or course syllabi:
Academic or Professional Concern Process

1. Concern* is reported to Program Coordinator by faculty, staff or participating school district personnel.

2. Program Lead and district personnel investigate and follow up.

3. If Program Lead and district personnel determine that an infraction has occurred, Leadership Team is alerted.

4. Program Lead and district personnel meet with student to discuss infraction.

5. If the problem is not successfully resolved, if it is a repeat infraction, or if infraction is deemed serious enough to jeopardize licensure or continuation in the program, the Program Lead and district personnel collaborate with Leadership Team and Director of Licensure to develop a plan of assistance. Leadership team begins discussion on whether student will continue in Teach for Beaverton or be placed in a traditional or modified student teaching placement.

6. Program Lead and district personnel meets with student, implements plan of assistance. Plan of assistance shared with clinical teacher.

7. If the problem is not resolved through the plan of assistance, or if the original infraction is serious enough to disapprove licensure of continuation in the program, the Leadership Team will decide if student should be removed from the program.

8. The student is notified by Leadership Team. The student may appeal to the Dean of the College of Education.

*Concerns may be issues of judgement, ethics, choices and situations related to candidate behaviors. The dispositions form and school district and university policies and standards provide guidelines for candidate behaviors. Concerns may also be related to performance such as communication with mentors and program personnel, coachability, interactions with colleagues, relationship with students, coursework, etc.
Examples of acceptable professional behavior include the following:

**Professional Conduct: Students, Clients, Youth, and Adult Learners**

Candidate exhibits professional conduct towards the above mentioned in the following ways:

a. Treats everyone in a fair, kind, and just manner
b. Shows preference toward no individual or any particular group
c. Shows respect, empathy, and value to all; accepting every individual for who they are, even when their values may be inconsistent with own values
d. Respects cultural and family traditions
e. Puts needs of clients or learners ahead of one’s own interests
f. Uses listening skills, tact, sensitivity, and supportive behavior
g. Contributes to leadership and team building
h. Does not misuse power relationships

**Professional Practice**

Candidate follows expected professional standards of practice including the following:

a. Assumes responsibility and accountability for all personal and professional actions
b. Complies with building-district rules and-or procedures that are not in conflict with professional ethics
c. Complies with the university, course, and program area policies and expectations (e.g., University conduct code, classes, interactions with faculty, staff and peers)
d. Does not use institutional or professional privileges for personal gain or advantage
e. Demonstrates appropriate manner including being punctual to work, being prepared for class, showing affection-warmth appropriately (e.g., using praise, rewards, or smiles), completes work in a timely fashion, models educated language devoid of profanity, vulgarity, dresses professionally, etc.
f. Keeps all confidential information confidential and only shares with those directly involved with the case at hand
g. Reports child abuse following State requirements and regulations
h. Continues to work on, and take advantage of, professional growth opportunities, feedback from peers and instructors, keeping current on trends and knowledge, etc.

i. Is positive, helpful and supportive, providing a good role model.

**Professional Conduct: Professional Colleagues**

Candidate demonstrates proper professional respect in the following ways:

a. Treats all professional colleagues with whom he or she has contact equitably and respectfully

b. Does not make false statements about a colleague or placement setting

c. Is forthright, honest, and respectful with colleagues

d. Talks with the person with whom there is a problem and does not spread gossip.

e. Respects each colleague’s freedom of choice and expression and does not attempt to violate any individual’s professional integrity

f. Admits errors and takes responsibility for mistakes

**Professional Conduct: General Community**

Candidate shows support of the school systems, workplaces, community settings, and other environments:

a. Makes every effort to fully inform parents about their children and to assist families in educational or other endeavors, ensuring that responsible parties are informed with needed information.

b. Makes every effort to understand and respect the values and traditions of diverse cultures and groups represented in the community.

c. Maintains a positive and active role working for the betterment of all members of the community.

d. Makes every effort to respect organizations, institutions and groups within the community, which necessitates a sensitivity and openness to various group cultures.

**Technology Use**

Uses technology in appropriate, ethical ways:

a. Follows “netiquette” rules of behavior

b. Does not plagiarize, follows copyright rules, downloads files with permission
c. Does not use technologies inappropriately for such things as pornography, personal gain, or other exploitive uses.

Dealing with Concerns
As candidates enter the program, and then again at key points throughout their practicum and resident years, program faculty and candidates will review the required dispositions for the program and the profession. Among them, we expect teacher candidates to be honest and earnest in their attempts to communicate with their OSU and district program personnel, clinical teachers, university faculty, and their fellow teacher candidates.

When serious issues arise (for any of the concerned parties), it is important to deal with these quickly and respectfully. As soon as a concern arises, please contact the MAT Program Lead, Justin Roach, at justin.roach@oregonstate.edu or 541-737-2545. Please keep emails very brief and professional, as these may be shared; a simple request for a meeting is enough.

Successful Program Completion

“Residency programs result in more confident and well-prepared beginning teachers on day one of their teaching career. ... Graduates are far more advanced in their practice than traditional student teachers and know district philosophy and teaching approaches...”

- Education Northwest | First-Year Evaluation of Teach for Beaverton, p18

Successful completion of the OSU CBEE MAT program will provide candidates with an Oregon Teaching License, Masters of Arts in Teaching Degree, and district and university relationships. It is our hope that candidates positively impact their communities and schools through high standards for professional practice and standards, with a focus on the whole child.
Appendix A – Forms

Teacher Candidate Dispositions Statement

FERPA Consent Form

Disposition Concern and Remediation Plan

Academic Professional Progress Report
## Appendix B – Schedules

### Course Schedule Table

<table>
<thead>
<tr>
<th></th>
<th>Summer Prerequisites (O)</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED216</td>
<td>Purpose, Structure &amp; Function of Education in a Democracy</td>
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<td>ED253</td>
<td>Learning Across the Lifespan</td>
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<td>EDS20 Classroom Management &amp; Discipline K-12 (H) (PPS only)</td>
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<td>EDS90 Social Justice in Education (O)</td>
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<td>EDS20 Classroom Management &amp; Discipline K-12 (H) (BSD only)</td>
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<td>SED552 Math Methods: Practicum I (H)</td>
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<td>EDS572 Foundations of ESOL Education (O)</td>
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<td>EDS48 Students with Special Needs (O)</td>
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<td>EDS558 Wellness and Fine Arts (H)</td>
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<td>SED553 Science Methods: Practicum I (H)</td>
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## Supervision Assessment Schedule

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<td>Clinical Teachers (by week 7)</td>
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<td>Resident</td>
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<td>Clinical Teachers (by week 7)</td>
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<td>None</td>
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<tr>
<td>Resident</td>
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