Western Oregon University is a four-year public liberal arts university that offers a variety of programs leading to bachelor’s and master’s degrees. The university is organized into two schools — the College of Education and the College of Liberal Arts and Sciences. WOU’s picturesque campus is located in Monmouth, 20 minutes from the state capital of Salem.
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Western Oregon University is committed to providing equal opportunity in its recruitment, admissions, educational programs, activities and employment without discrimination on the basis of age, color, handicap, national origin, race, marital status, religion, sex, or sexual orientation. Inquiries may be directed to: Compliance Officer, 345 North Monmouth Avenue, Monmouth, OR 97361.

This publication can be made available in alternative formats to assist persons with disabilities.

Please give reasonable notice to the Field Services director, 503-838-8825.
Frequently asked questions regarding remuneration

If two or more mentor teachers share the supervision of one student, how are the fees and stipend divided?

Each person receives the eight hours of staff rates. The stipend is divided among the supervisors and sent to the school district.

If the student does not complete student teaching, do I still get the stipend and/or staff rates?

If you have completed a formative evaluation form for the student, or the student has been on site a minimum of five weeks, you will receive both.

If I do not need the staff rates, may I give them to another teacher in my building?

Yes. Please contact your district office regarding their policy.

If I have student teachers for two terms during the same school year, do I earn 16 hours of staff rates?

Yes. For each academic term of student teacher supervision provided, mentor teachers earn an enrollment privilege of 8 hours. If they have a student fall term and another spring term, they receive 16 hours. The 16 hours cannot be used in one academic term but you may divide the credits (3 plus 5) over two academic terms. You may not use more than 8 credits per term.

When I have one student teacher during the school year may I use the staff fee rates over two or more terms?

Yes. Each voucher can be used one time, independently. Please refer to the expiration date printed on the voucher.
Introduction

To Student Teacher Mentors:

Thank you for accepting a student from Western Oregon University into your classroom. The field experiences that students have are crucial to their preparation as future teachers. We deeply appreciate the time, energy and expertise you give to our students. You have been selected as a student teacher mentor because of your strong dedication to the teaching profession, your use of effective teaching strategies, your willingness to guide the progress of our WOU student teachers and your high level of professional ethics. We understand that your acceptance of a WOU student teacher adds significant responsibilities to your full-time professional duties. We regret that we are unable to adequately compensate you for this time. We can only express our appreciation for the collegial relationships we share in mentoring students through their field placement experience.

The Faculty
College of Education
Western Oregon University

Purpose of the Guide

This guide has been designed to assist you with the variety of issues related to accepting WOU student teachers in field experiences. These professional core experiences are required by the College of Education and TSPC for students working on their requirements for an Oregon teaching license. The professional core is progressive in terms of classroom responsibilities. The progression moves from observing to preparing and teaching short lessons to full-time student teaching in which the WOU teacher is responsible for the management of the classroom for a portion of the term. You will be receiving a packet which will include observation forms, suggestions for activities for each term and evaluation forms from the university supervisor assigned to your student.

Procedures for enrolling at staff rates

1. Copy the Staff Approval Request form from the Guide to Mentoring Student Teachers and mail the completed form to:
   Donna Slauson-Schmidt
   College of Education
   Education Building, Room 201
   Western Oregon University
   Monmouth, Oregon 97361
   503-838-8825

2. Upon verification of your participation as a supervisor, you will be mailed a letter entitling you to register for university coursework.

3. Take the letter to the Registrar’s Office at the college or university where you are registering to pay for the classes.

Submit request four weeks prior to your registering for classes at an Oregon University System institution.
Teacher preparation for school improvement: Assuring the productivity and professionalism of teachers

Table of Contents

Timelines and schedules for field experience and student teaching for all programs .................................................. 3

Professional core and field experiences .................................................................................................................. 5
- Initial teaching licensure leading to four authorization levels
- Undergraduate Initial Licensure Program
- Summary of field experiences

Special Education ....................................................................................................................................................... 8
- Overview of the special education programs

Personnel ................................................................................................................................................................. 10
- Desired characteristics of student teacher mentors
- Roles and responsibilities of student teacher mentors
- Roles and responsibilities of administrators and coordinators
- Roles and responsibilities of WOU student teachers
- Roles and responsibilities of university supervisors
- Opportunities for professional development training for mentor teachers

Dealing with concerns .............................................................................................................................................. 15
- Behaviors the mentor teacher should document
- Withdrawal from the program
- Who to contact when there are serious concerns

Teacher work sample methodology ...................................................................................................................... 18

Oregon teaching license information ...................................................................................................................... 22

Forms specific to individual programs will be provided by university supervisors.

Privileges for Mentor Teachers
Remuneration and Faculty Rates for Mentor Teachers as Defined by State System Regulations

Stipend. Mentor teachers who supervise students during the student teaching term (term IV) earn a stipend of $150 and staff fee privileges for 8 credit hours, which will be distributed as a 3 and 5 credit voucher which may be used at any college or university in the Oregon University System (OUS). The stipend is paid through a contact between Western Oregon University and the school district. The university pays $150. Most of the time the stipend is paid to the mentor teacher. In some cases, the school district administration has opted to put all of the stipend money into a general staff development fund. Mentor teachers should check with the principal of their school to find out how they will be receiving the stipend.

Staff rates. Mentor teachers who have student teachers for any of the three terms during the school year are eligible to take a maximum of 8 credit hours at staff rates. The staff rates may be used at any Oregon University System institution. If you wish to use these credits for extended programs please check with the Division of Extended Programs for eligibility. Currently the staff rate is $15 per credit hour. Mentor teachers must use the staff fee privilege within five successive academic terms (including summer session) following the term in which they have served as a mentor teacher. The staff rates can only be used to enroll one term. The credit vouchers will be sent directly to the school district for disbursement. It has been our policy that this enrollment privilege of staff rates be granted to one administrator at a cooperating school who has the responsibility for coordinating the supervision of one or more students teachers during the academic year. This is for one time only per academic year.

CHECK FOR SPECIFIC RESTRICTIONS AT EACH UNIVERSITY

The information in this publication is as accurate as was possible to obtain at the time of publication. The provisions are subject to change without notice and do not constitute a contract with Western Oregon University. The university is not responsible for any misunderstandings of its requirements or provisions that might arise as a result of errors in the preparation of the publication.
Timelines and Schedules for Field Experience and Student Teaching for All Programs

The timelines and schedules for student teaching may vary depending on the program. For Initial Teaching Licensure, the Oregon Teacher Standards and Practices Commission (TSPC) requires:

- fifteen weeks of full-time experience or the equivalent with part-time experience.
- at least nine weeks of field experience as full-time assignment in the school. During the nine weeks, the student teacher is assigned to the school for the hours required by full-time teachers. Student teachers are expected to assume major responsibility for the full range of teaching duties under the guidance of qualified personnel.
- full responsibility for the full range of teaching duties. At the elementary level, the student teacher may teach the full day. Middle or high school student teachers are responsible for at least three, 50 minute periods per day, or the equivalent. In a block schedule of 85 minutes, the student would be responsible for two block periods a day. Special education teachers may teach the full day or take partial responsibility for a case load.

The term schedule at Western Oregon University determines when students begin their final term of student teaching:

- Fall term: Students who student teach fall term begin the day teachers return to the district. Fall term student teachers are expected to attend in-service training and to assist with activities related to the start of the school year.
- Winter and spring terms: Students generally begin the day after school begins following the winter break or the spring break.
- Modified schedules: For those schools on a modified calendar, fall and winter term students will begin their time of service as written above. Students beginning student teaching in the spring will begin their obligation when that school resumes following its designated spring break.

The daily schedule for student teachers is the same as for cooperating/mentor teachers, and student teachers are expected to follow the teacher’s day including meetings and conferences. If students are absent for any reason, they are

7. Will the Oregon license qualify me to teach in other states? This varies from state to state and frequently changes. You will need to contact the licensing organization in that state. It will be to your advantage, however, to have your Oregon license before trying to qualify for an out-of-state license.

8. Are there subject areas for which there is no endorsement? Yes, currently these include Computer Science and Talented and Gifted.

9. Am I permitted to teach outside of my endorsement area? Only as an emergency measure. All assignments outside the area of endorsement authorization are call mis-assignment. One- and two-period mis-assignments do not generally require additional preparation.

10. I don’t have proof in writing that I passed the discrimination test. Will I need it to get certified? The proof for this is your completion of the teacher education program.

11. How do I get my Praxis results if I lost the proof of passing? Contact the College of Education for information on how to obtain new score reports.
responsible for arranging absences in advance and following the school policy for arranging or calling in absences.

WOU student teachers may be absent for the following reasons:

- illness or personal emergency.
- professional reasons, such as attending campus seminars, serving on a search committee, serving on advisory/consortium committees or presenting at Academic Excellence Week.
- personal/professional reasons, requested and negotiated in advance (preferably two weeks), such as interviewing for jobs, attending the Portland Job Fair or attending a professional conference.

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Frequently asked questions

1. **Where do I start the licensing process?** Pick up a C-1 and C-2 form from the Field Services Office along with a fingerprint packet. You will also need to have documentation of your CBEST/Praxis scores and transcripts from all colleges and universities. You will send in the paperwork as soon as you complete your last term when all the grades are recorded on your transcript.

**Major steps in the process:**

a. Pick up the application packet and fingerprint packet
b. Make certain all your transcripts are ordered
c. Have verification of all required exams
d. Complete C-1 and C-2 forms
e. Get fingerprinted
f. Send fingerprint results to TSPC with a check to cover criminal history investigation
g. Send remaining forms with a separate check for licensure process

2. **Will I need verification of a First Aid card to get a license?** This is required by ORS 342.126 and by TSPC within 90 days of issuance of your first Oregon license.

3. **Will a school district interview me before I have my license?** It’s possible, so be prepared by attending interview workshops through the Career Services office.

4. **Can I get my license more quickly than the usual 30 days?** Summer is the busiest time for TSPC. If you are well-prepared and hand carry your documents, you might be able to reduce the time. You may get materials ready just prior to the end of your final term and give them to the Field Services Office with a note “hold for current term grades.” TSPC does offer “expedited service” for an additional $100, but its necessity must be demonstrated by a sponsoring school district.

5. **What can I do now to speed up the licensing process later?** You can request transcripts from other institutions, obtain your First Aid card and find and keep original test score reports in a safe place.

6. **Can TSPC turn me down? For what? And if they do, whom do I contact for help?** TSPC can turn you down if you have a felony or misdemeanor conviction and demonstrate a pattern of offenses. You may petition to TSPC and explain your conviction and provide a certified true copy of the court record. The director of Field Services can advise you on completing this process.
Continuing Teaching License

While holding the Initial Teaching License and prior to the passage of six years, the teacher will complete requirements for the Continuing Teaching License. In order to qualify for a Continuing Teaching License, the teacher will hold a master’s degree or equivalent and demonstrate advanced professional competencies through the successful completion of a Professional Development Plan. The continuing license is valid for five years, is renewable and will be based on successful teaching experience and completion of a Continuing Professional Development Plan (CPD). Any additional specializations gained through CPD will be noted on the license.

Teacher Licensure for 21st Century Schools
Effective January 15, 1999

<table>
<thead>
<tr>
<th>Pre-Service Preparation</th>
<th>Out-of-State Licenses</th>
<th>Alternative Entry Business, Industry, Military</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved Teacher Education Programs- 4, 5 &amp; 5th years</td>
<td>TSPC Evaluation and Licensure Tests</td>
<td>TSPC Evaluation, Licensure Tests and CPD Plan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initial License (Valid for 3 years, renewable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four Levels</td>
</tr>
<tr>
<td>Early Childhood (3 yrs.-Gr. 4)</td>
</tr>
<tr>
<td>Middle School (Gr. 5-10)</td>
</tr>
<tr>
<td>High School (Gr. 7-12)</td>
</tr>
<tr>
<td>With appropriate subject matter endorsement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mentor Teacher Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Options for Demonstration of Advanced Competencies</td>
</tr>
<tr>
<td>Approved College/University/District Program</td>
</tr>
<tr>
<td>Beginning Teacher Assessment Program</td>
</tr>
<tr>
<td>Certification by National Board</td>
</tr>
<tr>
<td>Three Years of Successful Teaching Experience</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced Preparation (Valid for 5 years, renewable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Specializations and/or Levels</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Continuing License (Valid for 5 years, renewable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>License Renewal Every 5 Years Based on Experience and CPD</td>
</tr>
<tr>
<td>National Board for Professional Standards Certification Encouraged</td>
</tr>
</tbody>
</table>

Professional Core and Field Experiences

Initial Teaching Licensure
Leading to Four Authorization Levels

The College of Education at Western Oregon University offers a four-term program leading to four authorization levels: early childhood education, elementary education, middle level education and high school education. WOU student teachers are enrolled in a program that attempts to integrate theory and practice and is based upon the philosophy of collaboration and proficiency. The proficiency-based program is comprised of integrated course work taught by teams of faculty who collaborate with the students across the authorization levels utilizing a cohort model. Field experiences are situated in regional partnerships and students work closely with university mentors in professional development seminars.

The professional core field experiences are progressive in terms of classroom responsibilities. The progression moves from observing to preparing and teaching short lessons to full-time student teaching in which the WOU teachers are responsible for the management of the classroom for a portion of the term.

Field-based activities and course performance outcomes are defined according to 14 proficiencies. According to those proficiencies, students should be able to:

- plan instruction that supports student progress in learning and is appropriate for the developmental level;
- establish a classroom climate conducive to learning;
- engage students in planned learning activities;
- evaluate, act upon and report student progress in learning;
- exhibit professional behaviors, ethics and values;
- exhibit professional leadership and development;
- develop an understanding and ability to apply knowledge of developmental psychology at the level of authorization;
- demonstrate knowledge of subject matter and ability to organize curriculum and instruction to support student understanding of subject matter;
- articulate and apply a philosophy of education which is appropriate to the students in the authorization level;
• exhibit technological literacy in both teacher productivity and integration of technology in classroom learning;
• communicate effectively through professional speaking;
• communicate effectively through professional writing;
• work collaboratively with others; and
• function as a reflective practitioner.

Specific information regarding benchmarks for achieving proficiencies, sources of evidence and scoring guides are available from the university supervisors.

The Initial Teaching License

• The design for the new teacher licensure standards makes provision for entry into the profession from a variety of backgrounds: business and industry, teaching experience in community colleges and four-year institutions, preparation in traditional teacher education programs and teaching in other states and countries.

• The Initial Teaching License will be valid for three years and will be renewable only once. Licenses expire on your birthday. The district will be expected to provide mentoring and orientation for the first-year teacher.

Applying for your Initial Teaching License

Upon graduation, you will be applying for your Initial Teaching License. The Initial Teaching License declares that you are certified to teach in the State of Oregon. Attached to your license will be one or more authorization areas which qualify you for specific age levels (early childhood, elementary, middle level and high school). In addition you may, upon passing the appropriate Praxis test, attach endorsements in subject and/or specialty areas (e.g. reading or integrated science). The initial license with authorizations and endorsements will be good for three years of teaching. You will need the following documents when you apply and they must be submitted together:

• an original copy of your CBEST or Praxis I PPST scores;
• an original copy of the scores for the Praxis II tests: Professional Knowledge, Subject Assessment/Specialty Area, or MSAT;
• official transcripts from each college/university you have attended;
• C-1 and C-2 forms; the C-2 form must be processed through the College of Education Office in the Education Building, Room 202;
• evidence of passing the discrimination test (taken as part of the program);
• fingerprint cards for the initial Oregon license. The cards and envelopes may be picked up in Ed 202; and
• a check or money order for $60 for licensure and $42 for fingerprinting cards. Allow 30 days for documents to be processed.

TSPC will answer questions and, after you get your initial license, keep you apprised to the schedule and requirements for keeping your license current or moving to a Continuing Teaching License. You can renew your Initial Teaching License one time for an additional three years. After six years you will need to renew your license and obtain a Continuing Teaching License. Modifications occur frequently and you will want to keep in contact with TSPC.
An Example of Student Activities During a Four-Term Sequence

Term One
Teacher candidates rotate among district schools to learn about student and teacher roles within each of the four authorization levels, spending one day or 7 1/2 clock hours at each level.

Term Two
Teacher candidates spend two weeks at one site teaching small groups and working with students one on one. At this point they complete a mini-unit of three lessons. This is at the second authorization level.

Term Three
Teacher candidates return to the same classroom as Term II for a four-week block. During this time the first work sample is completed.

Term Four
Student teachers are in their classrooms full-time (except for three seminar days on-campus) and have full teaching responsibility in their primary authorization area.
Overview of the Special Education Programs

There are five graduate teacher preparation programs in the Special Education Division. These programs include:

**Teacher Preparation: Deaf Education (TPD)** is designed to reflect an American Sign Language/English approach to education of deaf and hard of hearing students in various settings, such as a residential school, resource room, self-contained classroom, special classes, or as a consultant-itinerant teacher. All students admitted to this graduate program must meet the entrance standards established by both the university and the College of Education and demonstrate conversational sign language skills.

Option II is designed for students who do not hold regular education teaching licenses required to complete seven quarters of coursework.

Option I is designed for licensed teachers. Six quarters are required to complete the program.

The TPD graduate program includes two practicum experiences (total 2 credits) and two full-time student teacher experiences (15 credits).

**Special Educator I: Early Childhood/Elementary or Middle Level/High School** is designed for students who already hold a teaching license to add an endorsement to serve students with both mild and severe disabilities at one of two levels of authorization: early childhood/elementary or middle/high school. This graduate program requires 59 credits to complete.

**Special Educator II: Early Childhood/Elementary or Middle Level/High School** is a stand-alone endorsement for those without a teaching license and is designed to prepare teachers to serve students with both mild and severe disabilities at one of two levels of authorization: early childhood/elementary or middle/high school. In addition, these students must complete additional general education content and practicum. This graduate program requires 71 credits to complete.

Both Special Educator I and II require 6 credits of practicum and 12 credits of student teaching in one level of authorization. An additional authorization can be added for 18 credits of coursework and field experience. Students document proficiencies to meet TSPC and professional (Council for Exceptional Children) standards.

**Basic Endorsement in Early Intervention/Special Education** is an add-on program for people with elementary, special education or K-12 licenses and consists of 21 credit hours of course work and practica. All candidates complete a 12-hour early intervention core and a 9-hour special education core and/or a 9-hour early childhood education core, depending on license at entry. The early intervention core includes two, three-hour practica that give students experience
The Standard Endorsement for those with the Basic EI/SE I consists of 15 credit hours that combine advanced course work in special education and/or early childhood education as determined with an advisor.

**Basic Endorsement in Early Intervention/Special Education II** is a stand alone program for those without a license. The 46 credit hour basic endorsement program includes a 16 hour early intervention core (including practicum), a nine-hour special education core, a nine hour early childhood education core and a 12-hour final supervised field experience (student teaching.) The six hours of practicum in the early intervention core and the 12-hour student teaching experience will result in practical application knowledge with infants and toddlers, preschoolers and primary aged children. Those completing the early intervention and special education II basic program may qualify for the Standard Endorsement by completing 15 credit hours that combine advanced coursework in special education and/or early childhood education as determined with an advisor.

Students in both the Basic Endorsement in Early Intervention/Special Education I and II complete professional portfolios documenting their competencies in meeting professional standards and specific TSPC competencies for teaching.

**NOTE:**
Currently the Oregon Teacher Standards and Practices Commission is in the process of revising requirements for teaching licensure. The new Special Educator programs were put in place in September 1998.

Robert Brownbridge, Ph.D.
Special Educator Programs
503-838-8961

Mickey Pardew, Ph.D.
Early Intervention/ECSE Program
503-838-8765

Bev Cannon, Ph.D.
Teacher Preparation: Deafness Program
503-838-8444 V/TTY

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**Work Sample Specifications**

- The work sample should be in a three-ring binder.
- All materials associated with the work sample should be typewritten.
- The first page should be a cover page with name, title of work sample and the date.
- The work sample must have clear indications of the various sections. Tabs work best.

We may, with your permission, wish to copy your work sample.
PERSONNEL

Desired Characteristics of Student Teacher Mentors

The College of Education at Western Oregon University is committed to providing WOU student teachers with the highest quality field experiences. Toward that end, we request mentor teachers who:

• are experienced educators (they must have at least three years of teaching in the endorsement or authorization area in which the WOU teacher is assigned);

• have completed training in supervision or have exemplary supervision skills;

• are progressive in their supervision of students, model teaching as a profession and are viewed by others as leaders in education;

• view mentoring a student teacher as an opportunity for their own continued growth;

• are knowledgeable and put into practice current and effective curricular and instructional techniques incorporating technology, teamwork, inclusion, integrated curriculum, cooperative learning, authentic assessment and other promising approaches to teaching and learning;

• clearly understand the purpose and content of work sample methodology and will mentor the student in the classroom and in the larger school community;

• are willing to let the student take reasonable risks in the student teaching experience and will turn over the class to the student teacher at an appropriate time;

• will provide frequent oral and written feedback in a variety of teaching or professional situations.

Roles and Responsibilities of Student Teacher Mentors

In addition to being an exemplary role model, the mentor teacher has the responsibility for guiding the WOU teacher into full-time responsibility in the classroom. Toward that end, it is the responsibility of the mentor teacher to:

• provide a climate that allows the WOU teacher to meet the proficiencies required for student teaching by supporting multiple approaches and creative efforts;

• encourage many varied opportunities for learning and relevant experiences including observation, small group and total group teaching, parent

• Assess the status of students prior to instruction;

• Align instruction and assessment, through the development of instruction and assessment plans, with learning outcomes to be accomplished and the current status of students;

• Describe the teaching and learning context;

• Adapt outcomes desired and related plans for instruction and assessment to accommodate the demands of the teaching-learning context;

• Implement an appropriate instructional plan;

• Assess the post-instructional accomplishments of learners, depict on a student-by-student basis the growth in learning achieved; and

• Summarize, interpret and reflect on student growth in learning in light of the pre-instructional developmental levels of students and the context in which teaching and learning occurred. (McConney, Schalock, and Schalock, in press)

What follows is a description of the product, the work sample, that each student teacher will complete and submit for review by his/her supervisor.

To The Student Teacher:

Standards-based curriculum design is a very complex and time-consuming task. To help you with this process, we have provided a structure for designing work samples. Below, we have included a structure for the finished product and a “mental model” of the thinking process involved in creating the work sample.

The finished components of the work sample (or unit of instruction) include:

• the unit topic;

• the initial brainstormed graphic organizer;

• the context/setting;

• related national, state and district goals;

• rationale;

• unit goals (largely derived from state/district curriculum goals);

• the working graphic organizer; and

• the list of objectives to be taught to meet unit goals (in the order you wish to teach them - calendar).

TSPC requirements, your goals and objectives need to be extracted and presented in the following format in order to meet TSPC requirements.
Teacher Work Sample Methodology

In 1991, Oregon’s Legislative Assembly adopted a standards-based design for the state’s schools of the future. Reflecting a standards-based system for education, Teachers Standards and Practices Commission (TSPC) established competencies for teacher certification used in initial and continued (advanced) teaching licensure in Oregon. As part of the documentation in their attainment of required competencies and effectiveness in fostering student learning, pre-service teachers are required to submit two samples of their work from their student teaching experience. Evaluations of these work samples are one of the elements used in recommending pre-service teachers for initial licensure. TSPC and Western Oregon University require the completion of two teacher work samples with the final work sample built around a three- to five-week unit of instruction.

In addition to a licensure requirement, work samples at Western Oregon University are built around their use as teaching and research tools. Teacher Work Sample Methodology can be considered both an instructional and an evaluation tool. It is a model of effective teaching that is grounded in a conception of teaching and learning that is student centered, outcome based and context dependent. In essence, the completed work sample is an extended performance task that allows the assessment of the development of the effective teaching professional.

Work samples include a unit of instruction, evidence about pupil learning within the unit and use of pupil data for future instructional and reporting plans. A work sample displays, among other things, the objectives, instructional and assessment procedures, pupil performance data and interpretation of the success of a unit of instruction. Work sample methodology is designed to align assessment with instructional objectives with the goal of providing information relevant to instruction and achievement. Central to the methodology is the view of teachers as reflective practitioners. We believe this is essential to a teacher’s growth as a professional. WOU teachers are responsible for interpreting and reflecting on their accomplishments in fostering student learning and for describing how this information will inform future practice. As described below, this is integrated in the final step of completing a work sample.

Within the proficiency-based teacher education program, as with all teacher education programs at Western Oregon University, prospective teachers are required to use the following framework as a guide in the completion of work sample:

- Define the sample of teaching and learning;
- Identify the learning outcomes to be accomplished;
- Welcome discussion (but not necessarily implementation) of physical changes in the classroom organization that would fit the student teacher’s style. Sometimes it is good experience to let the student try something that you think may not work. We want our WOU teachers to learn from experience; it is far better to do this during student teaching when they are able to reflect and problem-solve supported by a mentor teacher and a university supervisor;
- Help the WOU teacher prepare to teach by:
  - assisting in selection of topics, lesson plans and learning activities that are appropriate for the grade and discipline areas;
  - guiding in selecting and using appropriate assessment procedures;
  - reviewing the lesson plans before they are taught;
  - identifying an appropriate block of time in which the WOU teacher will assume full responsibility for the classroom;
- Confer with the WOU teacher after observations by:
  - reviewing the results of the observations, discussing strengths and weaknesses, and helping set goals for improvement;
  - assisting in interpreting learning gains from assessment data;
- Supply the WOU teacher with your school policy handbook and provide access to information regarding special needs students (e.g. Individual Education Plans, TAG identification, non-confidential behavioral files);
- Introduce the WOU teacher to the “life of the school” and to essential personnel;
- Confer with the WOU teacher and the university supervisor throughout the term. If you begin to have concerns, it is very important to communicate early about any issues. Document the WOU student teacher’s growth, with the assistance of the university supervisor, by recording observations and other required evaluations on the assessment forms. Note: if there are serious concerns, another faculty member or the director of Field Services may be brought in to assist you with decisions that need to be made immediately about the WOU teacher;
- Follow up the field experience as you see fit. You will probably be asked
to write a letter of recommendation. Because you have had more opportunities than anyone else to observe the WOU teacher, this letter will be one of the student’s most meaningful recommendations. The WOU teacher will provide you with the appropriate form for this process.

Roles and Responsibilities of Administrators and Regional Coordinators

Western Oregon University is actively involved in Oregon’s school reform movement and is committed to forming professional partnerships with Oregon schools that model key elements of the 21st Century Schools Act. Toward that end, we request help from the school administrator to:

• select mentor teachers based on documented evidence of success in the standards-based reform movement in Oregon;
• select mentor teachers who are leaders in their field with CIM, CAM and authentic assessment;
• provide information for student teachers on the rules and culture of the school;
• explain the legal issues for student teachers in public schools;
• provide the time for mentor teachers to be trained in various methods of supervision and should themselves be active participants in these sessions;
• provide student teachers with opportunities to experience public school education outside of the classroom walls via assignments in hall duty, lunch duty, extra-curricular activities, etc.—all under the guidance of a mentor teacher;
• provide student teachers with the opportunity to attend parent conferences, school board meetings, site council meetings, student council meetings and other committee meetings which are part of the school or community culture;
• provide student teachers with an exit interview which helps prepare them for actual job interviews; and
• be well-versed on our program as the result of a formal training session conducted by our faculty.

Roles and Responsibilities of WOU Student Teachers

WOU teachers should be entering the student teaching experience well-prepared to plan and carry out instruction in your classroom, to orchestrate the overall management of the classroom, to handle daily responsibilities in a professional manner, and to contribute to the quality of your classroom. Their responsibilities include:

• that the greater the concern, the more important it becomes to clearly and carefully document the proficiencies that are not being met. It is the responsibility of the WOU supervisor to have accurate and appropriate documentation; and
• that the university supervisor and the mentor teacher have joint responsibility in grading student teaching performance. If there is a difference of opinion between the two, a policy must be followed where the university supervisor reviews College of Education Policy (Resolutions of Differences in Grading) with the cooperating/mentor teacher and the student.
include, but are not limited to:

- becoming familiar with and adhering to the regulations and philosophy of your school or education service district;
- following the school calendar and the schedule of the regular faculty day;
- being prompt, courteous and dependable as well as demonstrating a commitment to the entire student teaching experience;
- reporting any reason for absence to the school and the university supervisor;
- being neat, clean and appropriately dressed;
- developing lesson plans and two work samples of two- to five-weeks duration (which are part of the school's regular curriculum) as well as plans for other areas of instruction;
- assessing pupil performance and reporting that performance to others when appropriate;
- analyzing the pupil assessment data to make professional decisions about instruction;
- assuming full responsibility for teaching the period of time required by the program;
- participating in seminars arranged by the university faculty;
- assuming the responsibility for completion of program proficiencies; and
- completing evaluation surveys at the end of the term.

Roles and Responsibilities of University Supervisors

The university supervisor is the representative from WOU who is responsible for information, support and assistance in monitoring the progress of the student teacher in course requirements and in working with you and the WOU teacher to document the proficiencies required by the College of Education and the Oregon Teacher Standards and Practices Commission (TSPC). Toward that end, the university supervisor will:

- meet with you and the student to clearly specify the expectations of the field experience, including the schedules for the student and for university supervision, the schedule for moving through the required proficiencies including the full-time responsibility, the documentation required to assure the student has met the proficiencies and the paperwork that must be completed;
• provide you and the WOU teacher with forms to clearly and specifically document student teaching proficiencies;
• visit the classroom to evaluate the progress being made by the student teacher. These visits may include:
  • observing the WOU teacher and providing feedback
  • conferring with you, the mentor teacher
  • offering suggestions and guidance to the WOU teacher
  • evaluating units, lessons, and components of the work sample;
• Reviewing the term with you and the WOU teacher during a final conference. At this time the Student Teaching Summary Report will be completed; and
• Complete evaluation survey and letters of recommendation at the end of the term.

Opportunities for Professional Development Training for Mentor Teachers

Mentoring a pre-professional is a collaborative effort among the WOU student teacher, the university faculty member and the classroom teacher. Since each program has unique requirements, university faculty work one-on-one with mentor teachers to suggest data gathering instruments, explain proficiencies and describe the evaluation forms utilized throughout the experience. Information regarding work sample methodology and surveys is shared in the same manner. Should you or members of your faculty desire to have a member of the Western Oregon University faculty come to your school to answer questions or provide training in supervision and observation, please contact the director of Field Services, 503-838-8828, to schedule a workshop or a conference.

Dealing With Concerns

On occasion, you may have concerns about a WOU student teacher. These concerns may vary but could include:
• general unreadiness to student teach
• unexcused absences
• unprofessional behavior
• poor quality of work
• problems with relationships (students, colleagues, others)

With even a slight concern, it is better for both the WOU teacher and the supervising faculty to know of concerns early. We suggest you try the following:
• discuss your concern with the student and allow a couple of days for response;
• if you are not satisfied with the response, contact the university supervisor who will immediately make an appointment for a three-way conference with you and the WOU teacher. You may agree to withdraw the student at this point or to write an improvement plan including expectations, a timeline and method for evaluation of progress; and
• if you have a concern about a university supervisor (e.g., not scheduling and meeting with you or not supervising the student) call the director of Field Services office at 503-838-8828.

Behaviors the Mentor Teacher Should Document

When there is a concern about a student teacher and the problem persists, it is important to maintain records that describe the behavior and document when it occurs. Behaviors that should be documented include:
• late arrival/early departure;
• not planning for assigned responsibilities;
• inappropriate dress;
• poor communication — including not communicating enough, communicating too much or inappropriate communication;
• lack of initiative;
• lack of cooperation with the established program goals;
• lack of participation and collegial interaction within the school culture;
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• lack of cooperation with the established program goals;

• lack of participation and collegial interaction within the school culture;
include, but are not limited to:

- becoming familiar with and adhering to the regulations and philosophy of your school or education service district;
- following the school calendar and the schedule of the regular faculty day;
- being prompt, courteous and dependable as well as demonstrating a commitment to the entire student teaching experience;
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- assuming full responsibility for teaching the period of time required by the program;
- participating in seminars arranged by the university faculty;
- assuming the responsibility for completion of program proficiencies; and
- completing evaluation surveys at the end of the term.

Withdrawal from the program

A procedure exists to withdraw students from student teaching. Students may need to be withdrawn because they are clearly not going to be able to meet the requirements or because of health or family emergency issues. The university supervisor will help the student teacher through the withdrawal process. Sometimes unforeseen problems arise and students may need to be removed because of stress in the classroom or at the site (for example: the cooperating/mentor teacher may have health or other problems; a unique issue may surface regarding students in the class; there may be a due process hearing; or many other reasons). Any time a teacher or principal requests that a student be moved from the classroom or school, the university will respond to that request and will assist the student in obtaining another placement.

Who to Contact When There Are Serious Concerns

On very rare occasions, a serious conflict develops between the mentor teacher and the student teacher, the student teacher and the university supervisor, or the university supervisor and the mentor teacher. In order to be fair and reasonable with all of the parties involved, it is important to set a meeting with the conflicting individuals and appropriate supervisors such as the school administrator and/or the Field Services director from the university.

When there is a serious conflict, it generally involves differences in opinion about grading or whether the student should be passed in student teaching. There are several issues in regard to fair and reasonable grading:

- that the student has been given written expectations and requirements and grading procedures;
- that the student’s progress be documented with written observations and recommendations for improvement;
- that early notification be given when it appears the student may not meet requirements (see Formative Evaluation Form). It is unreasonable to wait until the end of the term to let the student know when there is a significant deficit in proficiencies. Such notification is most valuable prior to the middle of the experience;

Roles and Responsibilities of University Supervisors

The university supervisor is the representative from WOU who is responsible for information, support and assistance in monitoring the progress of the student teacher in course requirements and in working with you and the WOU teacher to document the proficiencies required by the College of Education and the Oregon Teacher Standards and Practices Commission (TSPC). Toward that end, the university supervisor will:

- meet with you and the student to clearly specify the expectations of the field experience, including the schedules for the student and for university supervision, the schedule for moving through the required proficiencies including the full-time responsibility, the documentation required to assure the student has meet the proficiencies and the paperwork that must be completed;
to write a letter of recommendation. Because you have had more opportunities than anyone else to observe the WOU teacher, this letter will be one of the student’s most meaningful recommendations. The WOU teacher will provide you with the appropriate form for this process.

Roles and Responsibilities of Administrators and Regional Coordinators

Western Oregon University is actively involved in Oregon’s school reform movement and is committed to forming professional partnerships with Oregon schools that model key elements of the 21st Century Schools Act. Toward that end, we request help from the school administrator to:

- select mentor teachers based on documented evidence of success in the standards-based reform movement in Oregon;
- select mentor teachers who are leaders in their field with CIM, CAM and authentic assessment;
- provide information for student teachers on the rules and culture of the school;
- explain the legal issues for student teachers in public schools;
- provide the time for mentor teachers to be trained in various methods of supervision and should themselves be active participants in these sessions;
- provide student teachers with opportunities to experience public school education outside of the classroom walls via assignments in hall duty, lunch duty, extra-curricular activities, etc. — all under the guidance of a mentor teacher;
- provide student teachers with the opportunity to attend parent conferences, school board meetings, site council meetings, student council meetings and other committee meetings which are part of the school or community culture;
- provide student teachers with an exit interview which helps prepare them for actual job interviews; and
- be well-versed on our program as the result of a formal training session conducted by our faculty.

Roles and Responsibilities of WOU Student Teachers

WOU teachers should be entering the student teaching experience well-prepared to plan and carry out instruction in your classroom, to orchestrate the overall management of the classroom, to handle daily responsibilities in a professional manner, and to contribute to the quality of your classroom. Their responsibilities include:

- that the greater the concern, the more important it becomes to clearly and carefully document the proficiencies that are not being met. It is the responsibility of the WOU supervisor to have accurate and appropriate documentation; and
- that the university supervisor and the mentor teacher have joint responsibility in grading student teaching performance. If there is a difference of opinion between the two, a policy must be followed where the university supervisor reviews College of Education Policy (Resolutions of Differences in Grading) with the cooperating/mentor teacher and the student.
Teacher Work Sample Methodology

In 1991, Oregon’s Legislative Assembly adopted a standards-based design for the state’s schools of the future. Reflecting a standards-based system for education, Teachers Standards and Practices Commission (TSPC) established competencies for teacher certification used in initial and continued (advanced) teaching licensure in Oregon. As part of the documentation in their attainment of required competencies and effectiveness in fostering student learning, pre-service teachers are required to submit two samples of their work from their student teaching experience. Evaluations of these work samples are one of the elements used in recommending pre-service teachers for initial licensure. TSPC and Western Oregon University require the completion of two teacher work samples with the final work sample built around a three- to five-week unit of instruction.

In addition to a licensure requirement, work samples at Western Oregon University are built around their use as teaching and research tools. Teacher Work Sample Methodology can be considered both an instructional and an evaluation tool. It is a model of effective teaching that is grounded in a conception of teaching and learning that is student centered, outcome based and context dependent. In essence, the completed work sample is an extended performance task that allows the assessment of the development of the effective teaching professional.

Work samples include a unit of instruction, evidence about pupil learning within the unit and use of pupil data for future instructional and reporting plans. A work sample displays, among other things, the objectives, instructional and assessment procedures, pupil performance data and interpretation of the success of a unit of instruction. Work sample methodology is designed to align assessment with instructional objectives with the goal of providing information relevant to instruction and achievement. Central to the methodology is the view of teachers as reflective practitioners. We believe this is essential to a teacher’s growth as a professional. WOU teachers are responsible for interpreting and reflecting on their accomplishments in fostering student learning and for describing how this information will inform future practice. As described below, this is integrated in the final step of completing a work sample.

Within the proficiency-based teacher education program, as with all teacher education programs at Western Oregon University, prospective teachers are required to use the following framework as a guide in the completion of work sample:

- Define the sample of teaching and learning;
- Identify the learning outcomes to be accomplished;

conferences and participation in professional meetings and extra-curricular activities;

- welcome discussion (but not necessarily implementation) of physical changes in the classroom organization that would fit the student teacher’s style. Sometimes it is good experience to let the student try something that you think may not work. We want our WOU teachers to learn from experience; it is far better to do this during student teaching when they are able to reflect and problem-solve supported by a mentor teacher and a university supervisor;

- help the WOU teacher prepare to teach by:
  - assisting in selection of topics, lesson plans and learning activities that are appropriate for the grade and discipline areas;
  - guiding in selecting and using appropriate assessment procedures;
  - reviewing the lesson plans before they are taught;
  - identifying an appropriate block of time in which the WOU teacher will assume full responsibility for the classroom;

- confer with the WOU teacher after observations by:
  - reviewing the results of the observations, discussing strengths and weaknesses, and helping set goals for improvement;
  - assisting in interpreting learning gains from assessment data;

- supply the WOU teacher with your school policy handbook and provide access to information regarding special needs students (e.g. Individual Education Plans, TAG identification, non-confidential behavioral files);

- introduce the WOU teacher to the “life of the school” and to essential personnel;

- confer with the WOU teacher and the university supervisor throughout the term. If you begin to have concerns, it is very important to communicate early about any issues. Document the WOU student teacher’s growth, with the assistance of the university supervisor, by recording observations and other required evaluations on the assessment forms. Note: If there are serious concerns, another faculty member or the director of Field Services may be brought in to assist you with decisions that need to be made immediately about the WOU teacher;

- follow up the field experience as you see fit. You will probably be asked
Desired Characteristics of Student Teacher Mentors

The College of Education at Western Oregon University is committed to providing WOU student teachers with the highest quality field experiences. Toward that end, we request mentor teachers who:

- are experienced educators (they must have at least three years of teaching in the endorsement or authorization area in which the WOU teacher is assigned);
- have completed training in supervision or have exemplary supervision skills;
- are progressive in their supervision of students, model teaching as a profession and are viewed by others as leaders in education;
- view mentoring a student teacher as an opportunity for their own continued growth;
- are knowledgeable and put into practice current and effective curricular and instructional techniques incorporating technology, teamwork, inclusion, integrated curriculum, cooperative learning, authentic assessment and other promising approaches to teaching and learning;
- clearly understand the purpose and content of work sample methodology and will mentor the student in the classroom and in the larger school community;
- are willing to let the student take reasonable risks in the student teaching experience and will turn over the class to the student teacher at an appropriate time;
- will provide frequent oral and written feedback in a variety of teaching or professional situations.

Roles and Responsibilities of Student Teacher Mentors

In addition to being an exemplary role model, the mentor teacher has the responsibility for guiding the WOU teacher into full-time responsibility in the classroom. Toward that end, it is the responsibility of the mentor teacher to:

- provide a climate that allows the WOU teacher to meet the proficiencies required for student teaching by supporting multiple approaches and creative efforts;
- encourage many varied opportunities for learning and relevant experiences including observation, small group and total group teaching, parent

- Assess the status of students prior to instruction;
- Align instruction and assessment, through the development of instruction and assessment plans, with learning outcomes to be accomplished and the current status of students;
- Describe the teaching and learning context;
- Adapt outcomes desired and related plans for instruction and assessment to accommodate the demands of the teaching-learning context;
- Implement an appropriate instructional plan;
- Assess the post-instructional accomplishments of learners, depict on a student-by-student basis the growth in learning achieved; and
- Summarize, interpret and reflect on student growth in learning in light of the pre-instructional developmental levels of students and the context in which teaching and learning occurred. (McConney, Schalock, and Schalock, in press)

What follows is a description of the product, the work sample, that each student teacher will complete and submit for review by his/her supervisor.

To The Student Teacher:

Standards-based curriculum design is a very complex and time-consuming task. To help you with this process, we have provided a structure for designing work samples. Below, we have included a structure for the finished product and a “mental model” of the thinking process involved in creating the work sample.

The finished components of the work sample (or unit of instruction) include:

- the unit topic;
- the initial brainstormed graphic organizer;
- the context/setting;
- related national, state and district goals;
- rationale;
- unit goals (largely derived from state/district curriculum goals);
- the working graphic organizer; and
- the list of objectives to be taught to meet unit goals (in the order you wish to teach them - calendar).

TSPC requirements, your goals and objectives need to be extracted and presented in the following format in order to meet TSPC requirements.
across the age range of the endorsement (i.e., birth through primary level). The Standard Endorsement for those with the Basic EI/SE I consists of 15 credit hours that combine advanced course work in special education and/or early childhood education as determined with an advisor.

**Basic Endorsement in Early Intervention/Special Education II** is a stand alone program for those without a license. The 46 credit hour basic endorsement program includes a 16 hour early intervention core (including practicum), a nine-hour special education core, a nine hour early childhood education core and a 12-hour final supervised field experience (student teaching.) The six hours of practicum in the early intervention core and the 12-hour student teaching experience will result in practical application knowledge with infants and toddlers, preschoolers and primary aged children. Those completing the early intervention and special education II basic program may qualify for the Standard Endorsement by completing 15 credit hours that combine advanced coursework in special education and/or early childhood education as determined with an advisor.

Students in both the Basic Endorsement in Early Intervention/Special Education I and II complete professional portfolios documenting their competencies in meeting professional standards and specific TSPC competencies for teaching.

**NOTE:**
Currently the Oregon Teacher Standards and Practices Commission is in the process of revising requirements for teaching licensure. The new Special Educator programs were put in place in September 1998.

Robert Brownbridge, Ph.D.
Special Educator Programs
503-838-8961

Mickey Pardew, Ph.D.
Early Intervention/ECSE Program
503-838-8765

Bev Cannon, Ph.D.
Teacher Preparation: Deafness Program
503-838-8444 V/TTY

---

1.0 (List your first goal here)
   1.1 (List the first lesson objective that matches your unit goal)
   1.2 (List the second...)
   1.3 (And so on...until all of the objectives for this goal are listed)

2.0 (List your second goal here)
   2.1 (List the first lesson objective that matches your unit goal)
   2.2 (List the second...)
   2.3 (And so on...until all of the objectives for this goal are listed)

3.0 (List your third..final goal in a similar manner)
   3.1 (List the first lesson objective that matches your unit goal)
   3.2 (List the second...)
   3.3 (And so on...until all of the objectives for this goal are listed);

• lesson plans. Your work sample should contain well-developed lesson plans along with any supporting materials, transparencies, worksheets, manipulatives or other resources that you might be using;

• unit pre- and post-assessment items for each unit goal;

• pretest/post-assessment results displayed by cluster and by goal;

• narrative data interpretation;

• reflective essay; and

• appendices.

**Work Sample Specifications**

• The work sample should be in a three-ring binder.

• All materials associated with the work sample should be typewritten.

• The first page should be a cover page with name, title of work sample and the date.

• The work sample must have clear indications of the various sections. Tabs work best.

We may, with your permission, wish to copy your work sample.
Special Education
Overview of the Special Education Programs

There are five graduate teacher preparation programs in the Special Education Division. These programs include:

**Teacher Preparation: Deaf Education (TPD)** is designed to reflect an American Sign Language/English approach to education of deaf and hard of hearing students in various settings, such as a residential school, resource room, self-contained classroom, special classes, or as a consultant-itinerant teacher. All students admitted to this graduate program must meet the entrance standards established by both the university and the College of Education and demonstrate conversational sign language skills.

Option II is designed for students who do not hold regular education teaching licenses required to complete seven quarters of coursework.

Option I is designed for licensed teachers. Six quarters are required to complete the program.

The TPD graduate program includes two practicum experiences (total 2 credits) and two full-time student teacher experiences (15 credits).

**Special Educator I: Early Childhood/Elementary or Middle Level/High School** is designed for students who already hold a teaching license to add an endorsement to serve students with both mild and severe disabilities at one of two levels of authorization: early childhood/elementary or middle/high school. This graduate program requires 59 credits to complete.

**Special Educator II: Early Childhood/Elementary or Middle Level/High School** is a stand-alone endorsement for those without a teaching license and is designed to prepare teachers to serve students with both mild and severe disabilities at one of two levels of authorization: early childhood/elementary or middle/high school. In addition, these students must complete additional general education content and practicum. This graduate program requires 71 credits to complete.

Both Special Educator I and II require 6 credits of practicum and 12 credits of student teaching in one level of authorization. An additional authorization can be added for 18 credits of coursework and field experience. Students document proficiencies to meet TSPC and professional (Council for Exceptional Children) standards.

**Basic Endorsement in Early Intervention/Special Education I** is an add-on program for people with elementary, special education or K-12 licenses and consists of 21 credit hours of coursework and practica. All candidates complete a 12-hour early intervention core and a 9-hour special education core and/or a 9-hour early childhood education core, depending on license at entry. The early intervention core includes two, three-hour practica that give students experience.

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**WORK SAMPLE SCORING SCALE**

(Based upon the scoring scale designed by Office of Assessment and Evaluation, Oregon Department of Education, January 1996)

6 **Exemplary Work** at this level is both exceptional and memorable. It is often characterized by distinctive and unusually sophisticated problem-solving approaches and solutions.

5 **Strong Work** at this level exceeds the standard. It is thorough, complex and consistently portrays exceptional control of content, skills and problem-solving strategies.

4 **Proficient Work** at this level meets the standard. It is strong, solid work that has many more strengths than weaknesses. Work at this level demonstrates mastery of content, skills and problem-solving strategies and reflects considerable care and commitment.

3 **Developing Work** at this level shows basic but inconsistent mastery and application of content and skills. It shows some strengths but tends to have more weaknesses overall.

2 **Beginning Work** at this level is often superficial, fragmented or incomplete. It may show a partial mastery of content and skills, but it needs considerable development before reflecting the proficient level of performance.

1 **Exploring Work** at this level is minimal. It typically portrays a lack of understanding and use of appropriate skills and strategies. Work at this level may contain major errors.
An Example of Student Activities During a Four-Term Sequence

Term One
Student teachers rotate among district schools to acquire knowledge of students’ and teachers’ roles within each of the four authorization levels. As student teachers rotate utilizing a schedule provided by a faculty member, each school will host three to four students for a period of two weeks until each student completes seven and one half clock hours at each authorization level. During this term, student teachers are required to gather observational data as they view students and teachers in different settings.

Term Two
During terms two and three, student teachers will be placed at the same site. They will spend approximately two days a week on site teaching small groups and working with students one on one. This experience will lead to student teachers spending all day on site during the eighth or ninth week of the term with the opportunity to teach at least one formally planned lesson.

Term Three
Although this schedule can vary due to on campus instructional classes, student teachers traditionally will spend two days a week during the first four weeks of the term in the schools. During the next three weeks, they will be on site all day to complete the student teaching phase of their second choice of authorization. During this three weeks, they will complete their first work sample. An opportunity for time to become acquainted with the term four mentor and new school site will be provided during this term as well.

Term Four
Student teachers will be on site for full responsibility student teaching in their primary authorization area during the entire term with the exception of three seminar days when they are required to be on campus.

Appendix
Oregon Teaching License Information

Introduction
The rules and regulations for obtaining and for maintaining an Oregon license are numerous and complex. In addition, there is a significant amount of paperwork to complete. This is designed to give you some of the basic information about general requirements and procedures for licensing in Oregon. It is derived from a document of Oregon Administrative Rules that covers nearly 120 pages of regulations. There are three important things to remember:

- apply for the initial license immediately upon completion of the program even if you do not plan to teach. Teachers who do not have, or do not maintain, the initial license must meet new requirements and the requirements do change;
- take very seriously any correspondence received from Oregon Teacher Standards and Practices Commission (TSPC) because it will tell you specifically what must be done to keep a license current; and
- meet all the requirements for your education program (i.e., two work samples and required testing) and you will meet the requirements for your initial license.

Oregon Teacher Standards and Practices Commission
The Teacher Standards and Practices Commission’s goal is to ensure that every student is provided with a competent and ethical educator. TSPC establishes rules for licensing, issues teaching licenses and takes appropriate disciplinary action against teachers in violation of Oregon statutes or performance standards. The commission also adopts standards for teacher preparation programs offered by Oregon colleges and universities and evaluates programs to assure compliance with the standards. TSPC consists of 17 members appointed by the governor and subject to confirmation by the Senate. The Oregon teaching license is obtained from:

Oregon Teacher Standards and Practices Commission
465 Commercial St. N.E.
Salem, Oregon 97301
503-378-3586
Fax: 503-378-4448
www.tspc.state.or.us

Western Oregon University
College of Education
• exhibit technological literacy in both teacher productivity and integration of technology in classroom learning;
• communicate effectively through professional speaking;
• communicate effectively through professional writing;
• work collaboratively with others; and
• function as a reflective practitioner.

Specific information regarding benchmarks for achieving proficiencies, sources of evidence and scoring guides are available from the university supervisors.

The Initial Teaching License

• The design for the new teacher licensure standards makes provision for entry into the profession from a variety of backgrounds: business and industry, teaching experience in community colleges and four-year institutions, preparation in traditional teacher education programs and teaching in other states and countries.

• The Initial Teaching License will be valid for three years and will be renewable only once. Licenses expire on your birthday. The district will be expected to provide mentoring and orientation for the first-year teacher.

Applying for your Initial Teaching License

Upon graduation, you will be applying for your Initial Teaching License. The Initial Teaching License declares that you are certified to teach in the State of Oregon. Attached to your license will be one or more authorization areas which qualify you for specific age levels (early childhood, elementary, middle level and high school). In addition you may, upon passing the appropriate Praxis test, attach endorsements in subject and/or specialty areas (e.g. reading or integrated science). The initial license with authorizations and endorsements will be good for three years of teaching. You will need the following documents when you apply and they must be submitted together:

• an original copy of your CBEST or Praxis I PPST scores;
• an original copy of the scores for the Praxis II tests: Professional Knowledge, Subject Assessment/Specialty Area, or MSAT;
• official transcripts from each college/university you have attended;
• C-1 and C-2 forms; the C-2 form must be processed through the College of Education Office in the Education Building, Room 202;
• evidence of passing the discrimination test (taken as part of the program);
• fingerprint cards for the initial Oregon license. The cards and envelopes may be picked up in Ed 202; and
• a check or money order for $60 for licensure and $42 for fingerprinting cards. Allow 30 days for documents to be processed.

TSPC will answer questions and, after you get your initial license, keep you appraised to the schedule and requirements for keeping your license current or moving to a Continuing Teaching License. You can renew your Initial Teaching License one time for an additional three years. After six years you will need to renew your license and obtain a Continuing Teaching License. Modifications occur frequently and you will want to keep in contact with TSPC.
Continuing Teaching License

While holding the Initial Teaching License and prior to the passage of six years, the teacher will complete requirements for the Continuing Teaching License. In order to qualify for a Continuing Teaching License, the teacher will hold a master’s degree or equivalent and demonstrate advanced professional competencies through the successful completion of a Professional Development Plan. The continuing license is valid for five years, is renewable and will be based on successful teaching experience and completion of a Continuing Professional Development Plan (CPD). Any additional specializations gained through CPD will be noted on the license.

Teacher Licensure for 21st Century Schools
Effective January 15, 1999

<table>
<thead>
<tr>
<th>Pre-Service Preparation</th>
<th>Out-of-State Licenses</th>
<th>Alternative Entry Business, Industry, Military</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved Teacher Education Programs-4, 5 &amp; 5th years</td>
<td>TSPC Evaluation and Licensure Tests</td>
<td>TSPC Evaluation, Licensure Tests and CPD Plan</td>
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<td>College Recommendation and Licensure Tests</td>
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</tr>
</tbody>
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<tr>
<th>Initial License (valid 3 years, renewable annually)</th>
<th>Four Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood (3 yrs.-Gr. 4)</td>
<td>Elementary (Gr. 3-8)</td>
</tr>
<tr>
<td>Middle School (Gr. 5-10)</td>
<td>High School (Gr. 7-12)</td>
</tr>
<tr>
<td>With appropriate subject matter endorsement</td>
<td>Mentor Teacher Program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced Preparation</th>
<th>Options for Demonstration of Advanced Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved College/University/District Program</td>
<td>TSPC Evaluation, Licensure Tests and CPD Plan</td>
</tr>
<tr>
<td>Beginning Teacher Assessment Program</td>
<td>TSPC Evaluation, Licensure Tests and CPD Plan</td>
</tr>
<tr>
<td>Certification by National Board</td>
<td>TSPC Evaluation, Licensure Tests and CPD Plan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Continuing License (valid 5 years, renewable)</th>
<th>Additional Specializations and/or Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three Years of Successful Teaching Experience</td>
<td>National Board for Professional Standards Certification Encouraged</td>
</tr>
<tr>
<td>License Renewal Every 5 Years Based on Experience and CPD</td>
<td>National Board for Professional Standards Certification Encouraged</td>
</tr>
</tbody>
</table>

Professional Core and Field Experiences
Initial Teaching Licensure Leading to Four Authorization Levels

The College of Education at Western Oregon University offers a four-term program leading to four authorization levels: early childhood education, elementary education, middle level education and high school education. WOU student teachers are enrolled in a program that attempts to integrate theory and practice and is based upon the philosophy of collaboration and proficiency. The proficiency-based program is comprised of integrated course work taught by teams of faculty who collaborate with the students across the authorization levels utilizing a cohort model. Field experiences are situated in regional partnerships and students work closely with university mentors in professional development seminars.

The professional core field experiences are progressive in terms of classroom responsibilities. The progression moves from observing to preparing and teaching short lessons to full-time student teaching in which the WOU teachers are responsible for the management of the classroom for a portion of the term. Field-based activities and course performance outcomes are defined according to 14 proficiencies. According to those proficiencies, students should be able to:

- plan instruction that supports student progress in learning and is appropriate for the developmental level;
- establish a classroom climate conducive to learning;
- engage students in planned learning activities;
- evaluate, act upon and report student progress in learning;
- exhibit professional behaviors, ethics and values;
- exhibit professional leadership and development;
- develop an understanding and ability to apply knowledge of developmental psychology at the level of authorization;
- demonstrate knowledge of subject matter and ability to organize curriculum and instruction to support student understanding of subject matter;
- articulate and apply a philosophy of education which is appropriate to the students in the authorization level;
WOU student teachers may be absent for the following reasons:

- illness or personal emergency.
- professional reasons, such as attending campus seminars, serving on a search committee, serving on advisory/consortium committees or presenting at Academic Excellence Week.
- personal/professional reasons, requested and negotiated in advance (preferably two weeks), such as interviewing for jobs, attending the Portland Job Fair or attending a professional conference.

**Frequently asked questions**

1. **Where do I start the licensing process?** Pick up a C-1 and C-2 form from the Field Services Office along with a fingerprint packet. You will also need to have documentation of your CBEST/Praxis scores and transcripts from all colleges and universities. You will send in the paperwork as soon as you complete your last term when all the grades are recorded on your transcript.

   **Major steps in the process:**
   a. Pick up the application packet and fingerprint packet
   b. Make certain all your transcripts are ordered
   c. Have verification of all required exams
   d. Complete C-1 and C-2 forms
   e. Get fingerprinted
   f. Send fingerprint results to TSPC with a check to cover criminal history investigation
   g. Send remaining forms with a separate check for licensure process

2. **Will I need verification of a First Aid card to get a license?** This is required by ORS 342.126 and by TSPC within 90 days of issuance of your first Oregon license.

3. **Will a school district interview me before I have my license?** It’s possible, so be prepared by attending interview workshops through the Career Services office.

4. **Can I get my license more quickly than the usual 30 days?** Summer is the busiest time for TSPC. If you are well-prepared and hand carry your documents, you might be able to reduce the time. You may get materials ready just prior to the end of your final term and give them to the Field Services Office with a note “hold for current term grades.” TSPC does offer “expedited service” for an additional $100, but its necessity must be demonstrated by a sponsoring school district.

5. **What can I do now to speed up the licensing process later?** You can request transcripts from other institutions, obtain your First Aid card and find and keep original test score reports in a safe place.

6. **Can TSPC turn me down? For what? And if they do, whom do I contact for help?** TSPC can turn you down if you have a felony or misdemeanor conviction and demonstrate a pattern of offenses. You may petition to TSPC and explain your conviction and provide a certified true copy of the court record. The director of Field Services can advise you on completing this process.
Timelines and Schedules for Field Experience and Student Teaching for All Programs

The timelines and schedules for student teaching may vary depending on the program. For Initial Teaching Licensure, the Oregon Teacher Standards and Practices Commission (TSPC) requires:

- fifteen weeks of full-time experience or the equivalent with part-time experience.
- at least nine weeks of field experience as full-time assignment in the school. During the nine weeks, the student teacher is assigned to the school for the hours required by full-time teachers. Student teachers are expected to assume major responsibility for the full range of teaching duties under the guidance of qualified personnel.
- full responsibility for the full range of teaching duties. At the elementary level, the student teacher may teach the full day. Middle or high school student teachers are responsible for at least three, 50 minute periods per day, or the equivalent. In a block schedule of 85 minutes, the student would be responsible for two block periods a day. Special education teachers may teach the full day or take partial responsibility for a case load.

The term schedule at Western Oregon University determines when students begin their final term of student teaching:

- Fall term: Students who student teach fall term begin the day teachers return to the district. Fall term student teachers are expected to attend in-service training and to assist with activities related to the start of the school year.
- Winter and spring terms: Students generally begin the day after school begins following the winter break or the spring break.
- Modified schedules: For those schools on a modified calendar, fall and winter term students will begin their time of service as written above. Students beginning student teaching in the spring will begin their obligation when that school resumes following its designated spring break.

The daily schedule for student teachers is the same as for cooperating/mentor teachers, and student teachers are expected to follow the teacher’s day including meetings and conferences. If students are absent for any reason, they are
Privileges for Mentor Teachers
Remuneration and Faculty Rates for Mentor Teachers as Defined by Oregon University System Regulations

Mentor teachers who supervise students during the student teaching term (term IV) earn a stipend of $150 and reduced tuition privileges for eight credit hours, which will be distributed as a three and five credit voucher. The vouchers may be used for reduced tuition for classes only at Western Oregon University. The stipend is paid through a contract between WOU and the school district. Payment is sent to the school district for distribution. In some cases, the school district administration opts to put all of the stipend money into a general staff development fund. Mentor teachers should check with the principal of their school to find out how they will be receiving the stipend.

If the mentor chooses not to use the voucher, they can be banked by the school and passed on to other licensed educators in the district, but must be used within five quarters from when they were first issued. The voucher becomes effective the term following the experience. Each voucher has an expiration date printed on the front.

The maximum number of credit hours that can be used by a licensed educator is eight for any term, though there is no Oregon University System limit on how many terms he or she can use reduced tuition voucher credits. Additionally, these vouchers are only issued in increments of three and five credit hours and someone registering for one credit hour must use either a three or five credit voucher. Please check with WOU for restrictions on the use of these vouchers.

The procedure for using the vouchers is as follows:
- The licensed educator collects the voucher from the district or school, assuring it is properly endorsed on the back side.
- The licensed educator takes the voucher in person to the WOU College of Education, Education Building Room 202.
- The College of Education issues a form to authorize payment toward classes at WOU.
- The licensed educator presents the authorization form when registering for the class.

Original vouchers must be presented (photocopies will not be accepted) and lost vouchers will not be replaced. Vouchers issued through Winter 2004 will continue to be honored under the old rules through their expiration date. Please call 503-838-8235 for further information.
Frequently asked questions regarding remuneration

If two or more mentor teachers share the supervision of one teacher candidate, how are the fees and stipend divided?
Each mentor receives the stipend which is sent to the district office for distribution. A student teacher generates a three-credit reduced tuition voucher for Term III student teaching and a three- and five-credit reduced tuition voucher for Term IV student teaching. These vouchers are sent to the district office at the end of each term for distribution and are shared by the mentor teachers.

If the student does not complete student teaching, do I still get the stipend and/or staff rates?
If you have completed a formative evaluation form for the student, or the student has been on site a minimum of five weeks, you will receive both.

If I do not need the staff rates, may I give them to another teacher in my building?
Yes. Please contact your district office regarding its policy.

If I have teacher candidates for two terms during the same school year, do I earn 16 hours of staff rates?
Yes. For each academic term of teacher candidate supervision provided, mentor teachers earn an enrollment privilege of eight hours. If they have a teacher candidate fall term and another spring term, they receive 16 hours. The 16 hours cannot be used in one academic term but can be divided the credits (three plus five) over two academic terms. You may not use more than eight credits per term.

When I have one teacher candidate during the school year may I use the staff rates over two or more terms?
Yes. Each voucher can be used one time, independently. Please refer to the expiration date printed on the voucher.
College of Education
Mission Statement

We serve the children of Oregon through the preparation of teachers who are academically strong, competent in all aspects of teaching and prepared to contribute to the continuously evolving state of education.