



MASTER OF ARTS IN TEACHING  
(MAT)  
2011-2012

A Handbook for  
Secondary Student Teachers  
Cooperating Teachers, and  
University Supervisors

for

Secondary Education

College of Education  
EASTERN OREGON UNIVERSITY

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*The College of Education periodically revises all handbooks. This handbook is effective for 2011-2012.*

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Section I:  
General Program Information

## General Overview of Program

The Master of Teacher Education (MAT) program at Eastern Oregon University has a primary goal of preparing pre-service teachers to successfully enter the teaching profession through obtaining licensure from the Teachers Standards and Practices Commission of the State of Oregon while earning a master's degree from the University.

The program is a thirteen-month program with the first summer being an introduction to the coursework, including the rigors of the program. During the regular school year, students are placed in K-12 classrooms to work closely as an apprentice with mentor teachers. During the fall and winter terms, students return to campus for three sessions of classes. Each session is one week long. During the spring term, students remain in their K-12 classrooms full time and generally do not have on-campus classes to attend. The final summer offers coursework for completion of the master's degree.

**Important:** Attendance at the on-campus MAT courses is mandatory, and takes priority over placements, co-curricular and extra-curricular activities, and any Eastern Oregon University activity not associated with the MAT program. Absences, except for illnesses or family emergencies, are not permitted. Please see "Attendance Policy" information below for a full explanation on attendance expectations for the program.

## Course Schedule for Secondary Education

### First Summer

ED 601 Teaching as a Profession	1 credit
ED 650 Curriculum/Instruction/Assessment Core	2 credits
ED 653 Learning/Development/Classroom Dynamics Core	2 credits
ED 604 Classroom Based Action Research	1 credit
ED 660 Secondary Methods	2 credits
ED 656 Content Area Literacy	2 credits
<b>Total</b>	<b>10 credits</b>

### Fall Term

ED 651 Curriculum/Instruction/Assessment Core	2 credits
ED 654 Learning/Development/Classroom Dynamics Core	2 credits
ED 605 Classroom Based Action Research	1 credit
ED 657 Content Area Literacy	2 credits
ED 641 Exceptionality	3 credits
ED ___ Secondary Methods (Content Specific)	3 credits
<b>Total</b>	<b>13 credits</b>

### Winter Term

ED 652 Curriculum/Instruction/Assessment Core	1 credit
ED 654 Learning/Development/Classroom Dynamics Core	1 credit
ED 606 Classroom Based Action Research	1 credit
ED 658 Content Area Literacy	1 credit
ED ___ Secondary Methods (Content Specific)	3 credits
ED 640 Teaching in a Diverse Society	3 credits
ED 659 Adolescence Health	1 credit
ED 643 Technology in the Secondary Classroom	2 credits
ED 609 Field Placement	0 credits
<b>Total</b>	<b>13 credits</b>

### Spring Term

ED 696 Field Placement: Middle School	4 credits
ED 698 Field Placement: High School	4 credits
ED ___ Secondary Methods (Content Specific)	2 credits
ED 607 Classroom Based Action Research	1 credit
<b>Total</b>	<b>11 credits</b>

**Note:** Secondary Methods is a support class during this term with no requirement for meeting face-to-face. However, Blackboard, email, telephone, or other forms of contact will be required.

### Second Summer

ED 610 Courses (selected topics chosen by faculty each year)	<b>9 credits</b>
--	------------------

### Secondary Methods

Agriculture (-----)  
Art (661,662,663)  
Business (664, 665, 666)  
English Language Arts (667, 668, 669)  
Foreign Language (670, 671, 672)  
Mathematics (673, 674, 675)  
Music (676, 677, 678)  
Physical Activity and Health (679, 680, 681)  
Science (682, 683, 684)  
Social Studies (685, 686, 687)  
Speech and Drama (688, 689, 690)

**Note:** Secondary Education courses, except for Secondary Methods, will meet at the Integrated Services Building (ISB) located on Gekeler in La Grande. To get to the ISB building, drive south from the University on 6<sup>th</sup> St., past the football stadium until you reach Gekeler. Turn left and continue to the large, block building on the left side just prior to the Shell station. Park on the east side of the building and enter through the back. Secondary Methods instructors will contact you regarding the time and location of your meetings.

# MAT Program

## Year at a Glance 2011-2012

August '11							September '11							October '11							November '11						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6					1	2	3							1			1	2	3	4	5
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30			
														30	31												

December '11							January '12							February '12							March '12						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
				1	2	3	1	2	3	4	5	6	7				1	2	3	4				1	2	3	
4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11	4	5	6	7	8	9	10
11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18	11	12	13	14	15	16	17
18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25	18	19	20	21	22	23	24
25	26	27	28	29	30	31	29	30	31					26	27	28	29				25	26	27	28	29	30	31

April '12							May '12							June '12							July '12						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7			1	2	3	4	5						1	2	1	2	3	4	5	6	7
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
29	30						27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				

### Important Dates

- Aug : Begin your "A" placement when your assigned school In-service starts  
*Make sure to check your school placement website for the actual date!*
- 
- Sept: EOU Classes begin **9/26 - 9/30/11**
- 
- Oct: EOU Classes **10/17 - 10/21/11**
- 
- Nov: EOU Classes **11/7 - 11/11/11**  
*Make up classes if necessary - 10-3/10-7 ~ 10-31/11-4 ~ 11-14/11-15- due to Inclement weather*
- 
- Dec: **12/2/11** ~ Mini Work Sample Due- *this will be explained in summer & fall classes*  
 End of "A" placement ~ when your school district's Winter break begins
- 
- Jan: EOU Classes begin **1/9 - 1/13/12**  
**1/16/12** Holiday - No School  
**1/17/12** Begin your "B" placement
- 
- Jan/Feb: EOU Classes **1/30 - 2/3/12**
- 
- Feb: EOU Classes **2/20 - 2/24/12**  
*Make up classes if necessary - 1-16/1-20 ~ 2-6/2-10 ~ 2-27/3-2-12- due to Inclement weather*
- 
- Mar: **3/16/12** - Complete Work Sample "A "
- 
- Jun: **6/8/12** - Complete Work Sample "B"  
**6/16/12** - EOU Graduation  
**6/25/12** ~ Final Summer - Class Begins

## Guidelines for MAT Program

Teaching is a profession. The MAT program at EOU prepares you for that profession by providing the appropriate academic learning goals, by arranging opportunities to learn and demonstrate teaching skills, and by assessing your progress along the way. The teaching profession requires individuals who know content, who can translate that content to effective learning for students, who can work with others in a collaborative and positive way, and who show the dispositions of a caring, disciplined, and effective classroom leader. Learning to be a teacher isn't simply figuring out how to pass your classes. It entails attention to detail. It is for these reasons the program faculty make you aware of the following expectations:

**Attendance Policy:** Attendance is mandatory at EOU classes and in the student teaching placement. In most cases, absences are not acceptable. Allowances are made for illness or family emergencies. Personal days and vacation days are not acceptable reasons for absence from either MAT classes or student teaching placement. Professors for classes missed due to illness or family emergencies must be contacted via phone or email, prior to class whenever possible. Individual instructors may have other required methods for notification of absences. MAT student teachers are expected to follow the procedure of the student teaching placement school for reporting illness and emergencies. Generally, this requires calling the school and the Cooperating Teacher *prior* to the start of the school day. MAT student teachers must also notify their University Supervisors for every absence. If the student is absent for two or more consecutive days, the student teacher must contact the Placement Coordinator at the College of Education. In the event of an absence, the student teacher must provide plans for all lessons he or she is responsible for teaching. With prior written approval from the University Supervisor and Cooperating teacher, students may take time for travel to and from job interviews and/or a job fair.

**Responsibility for Texts and Assignments:** Students must obtain the required texts *by the first day of the term*. All textbooks will be available for purchase during summer term through the EOU bookstore. Submitting late work interferes with learning and progress. As a result, instructors retain the option of not accepting late assignments or reducing grades on late assignments. In addition, meeting professional obligations, such as deadlines, is an important quality for those within professional communities, and part of your development as a master's student is exhibiting such qualities. Should you encounter an unanticipated and uncontrollable life event that may prevent you from meeting an assignment deadline, *contact the instructor immediately* to request an extension. Any requests for extensions will be at the instructor's discretion.

**Grade Requirements:** In order to successfully complete the MAT program, students must achieve the following per quarter:

1. Overall GPA of **3.0** or better
2. Minimum of C or better in each class
3. Grade of **S** (satisfactory) in practicum
4. No failure in core classes

Students who do not achieve this level will be put on an academic plan of assistance. If that is not sufficient, the student may be exited from the program at the end of the term.

**Extra Coursework During the MAT Program:** Students are not permitted to take additional courses outside of the identified MAT program during their MAT terms. Any exceptions to this will involve

extraordinary circumstances and must be approved in writing by the MAT coordinator or the Director of Teacher Education.

**Conditions of the Student Teaching Placements:** Cooperating schools must be approved by the University, and their districts must agree to the terms of the student teaching contract. Cooperating Teachers must be licensed in the content area of the student teacher's desired licensure. Because of contractual issues, students **must not** attempt to contact schools or districts to arrange a placement.

**MAT Student Conduct Code:** Students in the MAT program are expected to meet the academic and behavior standards set forth in the EOU Student Handbook found at <http://www.eou.edu/saffairs/handbook/index.html>. Students should also follow professional guidelines expected of teachers in the school district where they are student teachers. Students who violate the conduct code may be removed from the program or face other disciplinary action.

**Professional Behavior, Ethics, and Values:** Professional behavior, ethics, and values are the responsibility of the MAT student teacher and are included in the student teacher's assessment process. Confidentiality regarding identity of students, University faculty and Supervisors, and Cooperating Teachers must be maintained at all times.

**Schedule for MAT Student Teachers at Placement:** During student teaching, MAT students must conform to the same schedule, calendar, holidays, arrival and departure times, meetings and in-service workshops as the Cooperating Teacher and school district.

**Coaching:** MAT students may not be a paid coach or advisor by any school or district unless a signed agreement is on file with the MAT coordinator. The student teacher and the school district must agree that the MAT coursework, class schedule, and student teaching responsibilities take precedence over coaching. Coaching responsibilities cannot interfere with MAT class time. The agreement requires the signature of a school district administrator, the student teacher, and the MAT Coordinator. Similarly, students who are working as graduate assistant coaches for EOU must have a written agreement on file with the MAT Coordinator. Students who choose to volunteer as a coach may not allow coaching schedules to conflict with MAT classes or time in the classroom placement.

**Legal Restrictions:** The Oregon Tort Claims Act (ORS30.260 through 30.900) permits the University to accept responsibility only for the acts of its officers, employees and agents. Since a student teacher does not qualify as any of those persons, the University, by law, does not accept any liability for the acts, omissions, and conduct of the student teacher. The University does not provide coverage with state accident insurance, liability insurance, or worker's compensation insurance for MAT students.

**Substitute Teaching:** MAT student teachers are not to be utilized as paid or unpaid substitutes. If the cooperating teacher is out, and the student teacher takes over all of the classes, a licensed educator must still be present in the classroom.

**Mail and Telephone:** MAT student teachers must keep their mailing address and contact telephone number current with the Education office. Any changes to contact information should be sent to the MAT office coordinator.

**Email Account:** Every MAT student will be assigned an EOU email per University policy. Students are responsible for checking their EOU mail accounts regularly. All information that is sent electronically will be sent to EOU email addresses, not personal accounts.

**Required Tests:** A basic skills exam approved by the Teacher Standards and Practices Commission (TSPC) is a requirement for entry into the MAT program. Each MAT student enrolled in the secondary level must pass the appropriate content test(s) and the Protecting Student and Civil Rights exam for licensure. Students who wish to have authorization to teach at the Middle Level must also pass the Multiple Subjects Exam. Current information on testing requirements for the state of Oregon can be found at <http://www.orela.nesinc.com/>

**Submitting Assignments Electronically:** To send an assignment electronically to your professor, use the following protocol--

First initial and last name underscore course number underscore name of assignment  
mgraduate\_ED 601\_Reflection of chapter 4

Put your name and page number on every page submitted. Documents must be submitted as a Microsoft Word document (.doc). Do not submit using other formats.

**APA Style:** Educators use the American Psychological Association when writing papers and citing sources. Students are expected to be familiar with and use APA formatting and style in their work.

**Classroom-Based Research:** MAT students will be required to complete a classroom-based research project during their “A” and “B” placements as part of course requirements. During the “**A**” placement students will learn how to gather data, synthesize information, and use the APA format for writing a research document. During the “**B**” placement, students will put their learning into practice by completing a classroom-based research project. The process of completing an action research project will be covered in class. *Please share this information with your cooperating teacher(s). This will not require additional work on their part, but they may offer good suggestions regarding your project.*

## DEFINITIONS OF KEY TERMS

**Authorization:** *The age level(s) with which Oregon educators are licensed to work.*

Teacher Standards and Practices Commission (TSPC) authorization levels include:

Early Childhood (ECE) – Age 4 through Grade 4

Elementary – Grade 3 through Grade 8 **in an Elementary School**

Middle – Grade 5 through Grade 10 **in a Middle or Junior High School**

High School – Grade 7 through Grade 12 **in a High School**

Eastern Oregon University student placements are:

Primary – Kindergarten through Grade 3

Elementary – Grade 3 through Grade 6

Middle – Middle School or Junior High School

High School – High School

**Cohort:** A group of MAT students enrolled in the same segment of the program (such as Elementary or Secondary) during the same academic year.

**Cooperating Teacher:** A licensed teacher who possesses at least three years of successful teaching experience in an approved school and is willing to direct and supervise an MAT student teacher in his or her classroom. The Cooperating Teacher is approved by the principal, the school district, and the University. The Cooperating Teacher must hold the appropriate authorization and endorsement for the content he or she is teaching.

**Endorsement:** A specific area of content specialization in which an educator is licensed to work with students. Elementary endorsement is considered “multiple subjects”.

**Field Placement:** Student teaching and practicum in approved schools for the purposes of instruction, assessment of competency, and integration of classroom experience with academic study.

**Field Placement Site:** A school approved by the Teacher Standards and Practices Commission (TSPC) in which an MAT student teacher is assigned during “A” and “B” (and, if required, “C”) Placements for part- and full-time experiences while learning how to teach effectively.

**MAT Student:** A graduate student, fully admitted to the MAT program, enrolled in graduate courses, and assigned to a school classroom under the direction of a licensed teacher.

**Methods:** Courses taught by expert practitioners in a particular content area. MAT students are required to take content methods courses for each endorsement area. Content methods courses are taught during the fall, winter, and spring terms.

**Plan of Assistance:** A formal, written agreement involving the MAT student, the Secondary Coordinator, and the University Supervisor, or another faculty member, to enable the student who is struggling to achieve success through a pro-active program to assist the student to maintain the appropriate level of professionalism within the MAT program. The plan of assistance may involve academic or placement achievements.

**Student Teaching:** A planned teaching assignment under the supervision of qualified school district and University personnel for *at least fifteen weeks. A minimum of nine weeks must be full-time experience.* In a full-time experience, the MAT student teacher works cooperatively and independently to assume the duties of a full-time teacher (as defined by the school district job description). The purpose of student teaching is to develop and demonstrate the competencies required for initial licensure

**Supervision:** A helping, formative process designed to improve the instruction and professional growth of MAT student teachers. The Cooperating Teacher provides direct supervision at the school site, and the University Supervisor provides periodic supervision through formal and informal observation visits.

**Teacher Standards and Practices Commission (TSPC):** Oregon’s state teacher licensing agency that determines criteria for licensing, endorsements, and authorizations. TSPC also designates steps for license renewal and revocation. The website for TSPC is [www.tspc.state.or.us](http://www.tspc.state.or.us).

**University Supervisor:** The liaison between the Cooperating Teacher, the MAT student teacher, and the University. The University Supervisor performs formal and informal observations and conducts evaluations at the middle of the term and at the end of the student teacher’s placement. Each Supervisor performs a minimum of three Form C observations in the “A” placement and a minimum of three Form C observations in the “B” placement. If a “C” placement is required, two Form C observations must be completed. The Supervisor makes an introductory visit to each placement site near the beginning of each student teacher’s placement to insure that the Cooperating Teacher has all the materials needed and understands the nature of the placement, etc. Additionally, the Supervisor schedules a final conference at the end of each placement to answer questions and to finalize paperwork requirements.

## FIELD EXPERIENCE INFORMATION

**Eastern Oregon University acknowledges with gratitude the important roles taken by public school teachers and administrators who assist our student teachers in the Master's of Arts of Teaching (MAT) program. Authentic classroom experiences are possible only with the cooperation of professional educators and through the field experiences they provide the University students.**

### **Information for All Candidates**

The field experience, also called student teaching, is a key component, of the MAT program. All students will have two placements, designated as "A" and "B". Placements "A" and "B" require work samples.

"A" Placement is a student teaching placement at an approved school that accommodates the student's content area (endorsement) and grade level (authorization) appropriate for licensure. The student teacher will remain in the A placement during the designated school's first semester, beginning the first day of the Cooperating Teacher's contract (pre-planning week) and ending the last day prior to Winter break. During the A placement, a mini-work sample is required. All MAT students complete an "A" Placement.

"B" Placement is a student teaching placement at an approved school that, whenever possible, provides a second authorization level appropriate for licensure. When appropriate, a "B" Placement may provide opportunity for experience with a second content endorsement. All students will begin their "B" Placements in January after winter break, according to the schedule distributed during MAT orientation. "B" Placement continues until the last teacher contract day of the school year in the district where the student teacher is placed. Two full work samples are completed during "B" Placement. All MAT students complete a "B" Placement.

A Work Sample is a curriculum unit consisting of a *minimum of 10 lessons*, planned and taught by the MAT student teacher, which illustrates and documents his or her ability to foster learning and to act as a reflective teacher. The work sample is designed according to the Oregon Curriculum Content Standards and contains the following: goals for a unit of study, instructional plans to accomplish these goals, data on learning results, interpretation of data, and reflection on teaching and learning. The Cooperating Teacher acts as a resource, conducts observations, gives feedback, and provides verification that the work sample was taught. The Cooperating Teacher must verbally approve the work sample while the University Supervisor must formally approve it prior to it being taught. The University Supervisor conducts observations, gives feedback, and provides the **final evaluation** of each work sample. The two work samples are done in B placement; whereas a mini work sample is required in A placement. A mini work sample requires 5 lessons to be taught. More detailed information regarding Work Samples will be provided in the fall term.

Throughout the MAT program, students will practice and demonstrate the skills, knowledge, and competencies of an initially licensed teacher, as defined by TSPC. These skills, knowledge, and competencies will be specifically evaluated during student teaching and will include planning for and engaging students in appropriate learning experiences, assessing student progress and planning

subsequent instruction based on assessment data, establishing a classroom climate conducive to learning, and professional dispositions.

Evaluations of student teachers will be based upon data collected from lesson plans, observations, work samples, and personal conferences between Cooperating Teachers, University Supervisors, and MAT student teachers. A minimum of three formal observations will be completed by both the University Supervisor and the Cooperating Teacher in each placement. University Supervisors may plan additional informal observation visits to evaluate progress and provide support.

Student teachers are held to high professional standards while in their placements. Student teachers are expected to act in accordance with school policies and procedures and maintain the same schedule as the teachers, including arrival and departure times. MAT student teachers are expected to attend all in-service functions considered appropriate by the school administration and the Cooperating Teachers. This may include attending faculty meetings, IEP meetings, or other requirements at the school site.

### **Information for Candidates Seeking K-12 Authorizations in Physical Education, Health, Music and Art**

Students wishing K-12 authorization in art, music, or physical education will have an additional placement, “C” Placement, to gain experience at the elementary level. “C” Placement is a student teaching placement at an approved school that can accommodate a K-12 authorization in art, music, or physical education. The “C” placement is generally completed at the elementary level, requiring a total of 90 hours. Only students seeking a K-12 authorization in art, music or physical education complete a “C” Placement. As with the “A” and “B” Placements, a “C” Placement is arranged by the University Placement Coordinator.

Although a work sample is not required in the “C” Placement, students must present significant evidence of satisfactory work in the form of a case study, mini work sample or other approved documentation at that authorization level. A minimum of two formal observations must be completed by both the Cooperating Teacher and the University Supervisor during the “C” Placement.

**The field experience, University coursework, and seminars should be closely coordinated through communication among Cooperating Teachers, MAT student teachers, and University personnel.**

Cooperating schools can expect their MAT Student Teachers to:	MAT Student Teachers can expect their placement site and Cooperating Teachers to:
<ol style="list-style-type: none"> <li>1. Attend school every day</li> <li>2. Arrive on time and complete assigned tasks</li> <li>3. Be professionally dressed</li> <li>4. Show initiative both inside and outside the classroom.</li> <li>5. Participate in school activities as schedule permits</li> <li>6. Interact with and be courteous toward school personnel, students, and families</li> <li>7. Notify the school, Cooperating Teacher, and University Supervisor in case of absence</li> <li>8. Participate in duty schedules (lunch, recess, hall, etc.)</li> <li>9. Be aware of learners' needs and differences</li> <li>10. Provide a positive adult role model at all times</li> <li>11. Observe Cooperating Teacher modeling specific lessons</li> <li>12. Phase in to the planning/teaching role and ultimately take full responsibility for teaching</li> </ol>	<ol style="list-style-type: none"> <li>1. Model methods and strategies in each curriculum area</li> <li>2. Introduce the student teacher to other faculty and families as part of the teaching team</li> <li>3. Provide objectives (i.e. things to watch for) in modeled lessons</li> <li>4. Provide both formal and informal feedback on lessons and classroom management</li> <li>5. Communicate regularly with the student teacher and the University Supervisor</li> <li>6. Develop a base of trust which will allow the student teacher to take risks and try new strategies</li> <li>7. Give continuous support</li> <li>8. Provide a positive and realistic experience which will allow the student teacher to grow</li> <li>9. Act as a resource for the student teacher in various curriculum areas</li> <li>10. Help prepare the student teacher to plan, manage, and enjoy taking responsibility for the class</li> </ol>

### “A” Placement Recommended Schedule

TIME FRAME	STUDENT TEACHER	COOPERATING TEACHER	UNIVERSITY SUPERVISOR	STUDENT TEACHING REQUIREMENTS
August--September	Contact placement school for pre-service meetings Report to “A” placement for pre-service meetings. This begins A placement. <b>“A” Placement Verification Form</b> Complete <b>Form B-1</b>	Introduce student to school’s policies Recommend classes for student to visit for observations. Complete <b>Form A</b>	Arrange initial orientation with student and Cooperating Teacher Informal visits (1)	1. Be introduced to class 2. Identify one “primary course” to teach 3. Teach partial component of a minimum of three class periods within primary course
October	Discuss Mini Work Sample with Cooperating Teacher	Informal observation Formal observation <b>Form C</b>	Informal visit (2) Formal observation <b>Form C</b>	1. Design and lead teach primary course consecutively for two weeks.
November	Teach Mini Work Sample	Formal observation <b>Form C</b>	Formal observation <b>Form C</b>	1. Lead teach full-time in primary course 2. Teach up to three concurrent courses for a minimum of one week 3. Teach more than one prep for at least several days in a row 4. Teach mini-work sample
December	Submit Mini-Work Sample to University Supervisor for grading by due date on MAT calendar Complete <b>Form B-2</b>	Formal observation <b>Form C</b> <b>Form D with University Supervisor</b>	Formal observation <b>Form C</b> <b>Form D with Cooperating Teacher</b>	1. Teach full day for a minimum of two weeks 2. Submit Mini- Work Sample to Univ. Supervisor if not already done so

All Forms are to be submitted via E-mail. Please e-mail all forms to Candy McGilvray at [cmcgilvr@eou.edu](mailto:cmcgilvr@eou.edu)

All forms may be found on EOU’s website ([http://www.eou.edu/ed/forms/mat\\_forms.html](http://www.eou.edu/ed/forms/mat_forms.html) ). Eastern Oregon University cannot be held responsible for information on any website other than those directly linked from the EOU homepage. If you have further questions or concerns, please contact the College of Education main office at (541) 962-3772.

**Note: These are recommended, but may not fit the calendar of each district. Therefore, modifications must be made by the cooperating teacher and university supervisor.**

## “B” Placement Recommended Schedule

TIME FRAME	STUDENT TEACHER	COOPERATING TEACHER	UNIVERSITY SUPERVISOR	STUDENT TEACHING REQUIREMENTS
January	Transition into “B” placement by date on MAT calendar. Begin planning Work Sample 1 <b>B” Placement Verification Form</b> Complete <b>Form B-3</b>	Introduce student to school’s policies Supervise student in initial teaching, giving recommendations for improvement Assist in choosing Work Sample 1	Arrange initial orientation with student and cooperating teacher	<b>Before the end of the month:</b> 1. Begin slowly; get to know new students 2. Identify one period or block that will be the “primary course” responsibility during “B” placement
February	Submit Work Sample 1 proposal to University Supervisor, with Cooperating Teacher’s approval, prior to teaching it	Informal observation Formal observation <b>Form C</b> during <b>Work Sample 1</b> (may be done in early March) Informal observations	Informal visit (2) Formal observation <b>Form C</b> (may be done in early January)	<b>Before the end of the month:</b> 1. Design and lead teach primary course consecutively for at least one week 2. <b>Work Sample 1</b> Proposal complete
March	<b>Complete Work Sample 1</b> and get to University Supervisor to Grade by date on MAT calendar	Continued support for student teacher.	<b>Grade Work Sample 1</b>	<b>Before the end of the month:</b> 1. Before end of month, lead teach full-time in primary course 2. Teach up to two concurrent courses for a minimum of one week 3. Completed <b>Work Sample 1</b>
April	Submit <b>Work Sample 2</b> to University Supervisor, with Cooperating Teacher’s approval, prior to teaching it	Formal observation <b>Form C</b>	Formal observation <b>Form C</b>	<b>Before the end of the month:</b> 1. Lead teach full day 2. Submit <b>Work Sample #2 Proposal</b> to University Supervisor for approval prior to teaching 3. May begin teaching <b>Work Sample 2</b> once approval has been obtained
May through June	Complete <b>Work Sample 2</b> , getting completed version to University Supervisor for grading by May 15 Complete <b>Form B-4</b>	Formal observation <b>Form C</b> Complete <b>Form D-2</b> with University Supervisor Complete <b>Form E</b> with University Supervisor	<b>Grade Work Sample 2</b> Final 3-way meeting with student and Cooperating Teacher. Complete <b>Form D-2</b> with Cooperating Teacher Complete <b>Form E</b> with Cooperating Teacher	<b>Before the end of the month:</b> 1. Lead teach full day 2. Teach <b>Work Sample 2</b> if not completed 3. Submit completed work sample no later than June 8 to University Supervisor 4. Close down classroom at end of school year 5. <b>Finish on last day of Cooperating Teacher’s contract</b>

**SECTION II**  
**MAT Student Teachers**

## **Becoming an MAT Student Teacher**

During the initial summer, each student will be placed in a cohort that will enable them to have a peer support group. The year, especially during the fall and winter, becomes work-intensive and having support is beneficial for the students. You will be in that cohort during the remainder of your coursework at EOU. Each cohort will have the same classes, most which are located at the Integrated Services Building located on Gekeler Lane.

As stated previously, students are to attend classes from the start to the completion. If circumstances, such as illness, dictate that you cannot attend, it is your responsibility to contact each professor with an explanation. This is best done through email or a telephone call. Do not rely upon another student to deliver the information. Required coursework may still be due, based on the individual syllabus. In some courses, participation or attendance may be part of the grade. Depending on the syllabus for each class, it may not be possible for absences to be made up.

Once in your placement, please adhere to the following requirements:

- Teaching is a profession. Professional dress and behavior are expected within the program. This includes both “A” and “B” placements and within the MAT courses.
- Remember that when you are in your placement, you are to follow the guidelines for the faculty at the individual sites. This includes arrival and departure times, attendance at school meetings, and other duties as assigned.
- Check EOU email on a daily basis. This may be the only way to contact some students. For instance, if inclement weather causes MAT classes to be rescheduled, the first method of contact will be via email.
- MAT students need to communicate with their Cooperating Teachers and University Supervisors regarding any issues or situations. University faculty members are also available for our students.
- MAT coursework must be completed in a timely fashion. Incompletes are at the discretion of the professor. Grades in the MAT program are on an A-F scale, with no plus or minus grades given.
- Since teachers are recognized as moral and ethical leaders, behavior within the community must follow those same guidelines.
- Be timely in your completion of required MAT coursework, placement forms, and Work Sample requirements as an example of professionalism and courtesy to your peers and EOU faculty and staff.
- Any major situation that may affect your student teaching or your MAT classes should be immediately discussed with the Secondary Coordinator or MAT Coordinator.

## **Important Information**

The following information is frequently asked by students entering the program.

### **Parking for on Campus Classes**

Parking permits are required for most of Eastern Oregon University's parking lots during the regular school year. The parking lot at the Community Stadium on 6<sup>th</sup> Ave. provides free parking year round. All parking is free on campus during summer sessions. No parking permit or fee is required for the Integrated Services Building parking. Most students will not find a need to purchase a parking permit, as most classes will be held at the Integrated Services Building. However, if students are interested in purchasing a permit for on-campus parking, they may visit the Cashier's Office in Inlow Hall.

### **Lodging**

Students attending our classes from a distance requiring overnight lodging may stay in the designated University residence hall for a nominal fee, based on availability. Please contact Residential Life (541-962-3553) for more information on fees and availability. Otherwise, you must make your own lodging arrangements. There are some reasonably priced hotels located in La Grande.

### **Adding Endorsements**

Students may not request any additional endorsements once they have been admitted into the program. The complexities of placing students for multiple endorsements, particularly if not requested before entering the program, make it impractical to add endorsements once students are in the program. If an endorsement area was not requested at the time of admission, it cannot be added during the MAT program. If a student is interested in adding additional endorsements, the Teacher Licensure Coordinator can provide assistance in developing a plan for adding an endorsement after completion of the MAT program.

### **Professional Requirements**

Students are required to have at their placements:

- Excellent attendance
- Professional attire
- Professional behavior
- Strong work ethic

### **Required Examinations for Licensure:**

Please refer to <http://www.orela.nesinc.com/> for current testing requirements

- **A basic skills exam is required prior to program admission. Accepted tests include EAS, CBEST and Praxis I**
- **Praxis or NES Content exam appropriate to your endorsement area**
- **ORELA Multiple Subjects Exam, subtests I and II (if seeking Middle Level Endorsement)**
- **ORELA Protecting Student and Civil Rights**

## **Intervention and Plan of Assistance**

Observation and supervision of student teachers is a formative process. Intervention is expected for those student teachers who are not making satisfactory progress in coursework or in any category designated as critical by TSPC or other educational entities. This intervention will be accomplished in the form of a plan of assistance. A sample plan of assistance is provided on the next two pages.

In the case of lack of adequate progress in EOU coursework, a plan of assistance will be developed by the course instructor in collaboration with the Cohort Advisor.

In the case of lack of adequate performance in the field placement, the plan of assistance will be developed by the EOU University Supervisor in collaboration with the Cohort Advisor. If the Cohort Advisor is the University Supervisor, then another faculty member will collaborate. The Director of Teacher Education and Placement Coordinator will be notified that the student teacher has been placed on a plan of assistance.

To implement a plan of assistance, the Cohort Advisor will hold a conference with the student teacher to discuss the plan. The University Supervisor or other faculty member will also be present at the conference, and the student teacher may choose to be accompanied by another person. The Cohort Advisor will explain the plan of assistance and will listen to relevant comments from the student teacher. The plan of assistance will be implemented as written or the plan may be modified and then implemented based on the outcome of the conference.

A plan of assistance identifies areas of concern, provides a plan for improvement, specifies expected performance levels, and provides dates for further review of assessing the student teacher's progress. The plan of assistance, the review meetings, and the resolution of the plan must be documented in writing.

Copies of the written plan will be provided to the student teacher and will also be kept by the Cohort Advisor and the Director of Teacher Education. If a student teacher successfully completes the plan and is recommended for licensure, all written documentation related specifically to the plan will be destroyed. However, if the student teacher is not recommended for licensure, all written documentation will become part of the student's file.

Failure to sign the Plan of Assistance does not revoke the plan. The Plan is still in effect with a notation that the student refused to sign the document.

**Eastern Oregon University  
College of Education  
Sample Plan of Assistance**

*This is an example of a written plan of assistance. Relevant information, including student name and meeting date, has been modified in order to insure confidentiality.*

*Date of Initial Meeting: July 1, 2005*

**University Representatives and Signatures:**

Frank Bushakra, Elementary Advisor: \_\_\_\_\_

Ray Brown, Secondary Advisor: \_\_\_\_\_

**Student:** Sally Smith

**Areas of Concern:**

1. Volume of Voice – Domain III, Descriptor 21  
Implementing instructional plans – Keeping voice at an appropriate level
2. Behavior management – Domain II, Descriptor 13  
Monitor student conduct and take appropriate action when misbehavior occurs
3. Work Ethic – Domain V, Descriptor 39  
Exhibit energy, drive and determination to become a professional educator
4. Time management – Domain I, Descriptor 7  
Estimate time required for teacher-directed instruction, student-managed learning and practice

*Expected Performance:*

1. Sally will keep her voice at a lower, more appropriate volume when she is teaching, giving instructions, or dealing with behavior issues. Currently her voice is too loud, as reported by the cooperating teacher.
2. During circle, Sally will develop a repertoire of strategies for dealing with students who are not sitting properly, attending to the lesson, or talking during the lesson. Currently, Sally is correcting children perhaps more than is needed, and is using a limited number of strategies.
3. Sally will not leave her designated teaching times for errands or phone calls.
4. Sally will keep her lessons to the designated time frames given her by the teacher.

*Plan for Meeting the Expected Performance:*

1. Sally will videotape herself for two hours, take the tape home to review, and reflect on her observations of her voice (and other things such as behavior management) and discuss with Cohort Advisor; Cohort Advisor will check with Sally and the classroom teacher on each observation visit to see how things are going with the volume of voice.
2. Sally will review the text from the MAT classroom management course and develop a list of other

possible strategies for dealing with distracting behaviors during circle time. She will discuss the implementation of these strategies with her classroom teacher and Cohort Advisor. She will maintain a daily log of circle time, relative to her use of behavior management strategies and their effectiveness. Cohort Advisor will check the journal on each observation visit.

3. Sally will remain in the classroom during her designated teaching times. She will work on shifting her student teacher's vision of her role: she is the teacher. She will not assume the classroom teacher is available to cover her class.
4. Sally will check with the classroom teacher prior to teaching to confirm the instructional time frames for each of her lessons. Sally will watch the clock and be sure to keep to those agreed-upon time frames.

**Scheduled Review Dates:**

Cohort Advisor has six scheduled visits for observations. He and Sally will take time before or after each observation to not only review the lesson observed, but to review Sally's progress on meeting the terms of this Plan of Assistance.

By signing below, Sally acknowledges that the University Representatives have clearly indicated the areas of concern and expected performances to work toward. Further, the signature below also acknowledges that all questions have been answered about the areas of concern, expected performances, and the review dates. Sally also acknowledges that if she fails to meet the requirements and expected performances described in this Plan, she can be administratively removed from the MAT Program at any time during the term.

**Signature:** \_\_\_\_\_

## **Termination from Program**

If the student teacher does not successfully complete a plan of assistance, the student teacher may be removed from the field placement. This decision will be made by the Director of Teacher Education in collaboration with the Cohort Advisor and the faculty members who have signed the plan of assistance.

If the field placement site personnel (Cooperating Teacher and school administrator) find it necessary to terminate a student teacher's placement and provide documentation of a student teacher's unprofessional behavior or negative interaction with children or peers, the University will concur with the decision to terminate the placement. The student teacher's status in the program will be reviewed at that time by the Director of Teacher Education in collaboration with the program faculty.

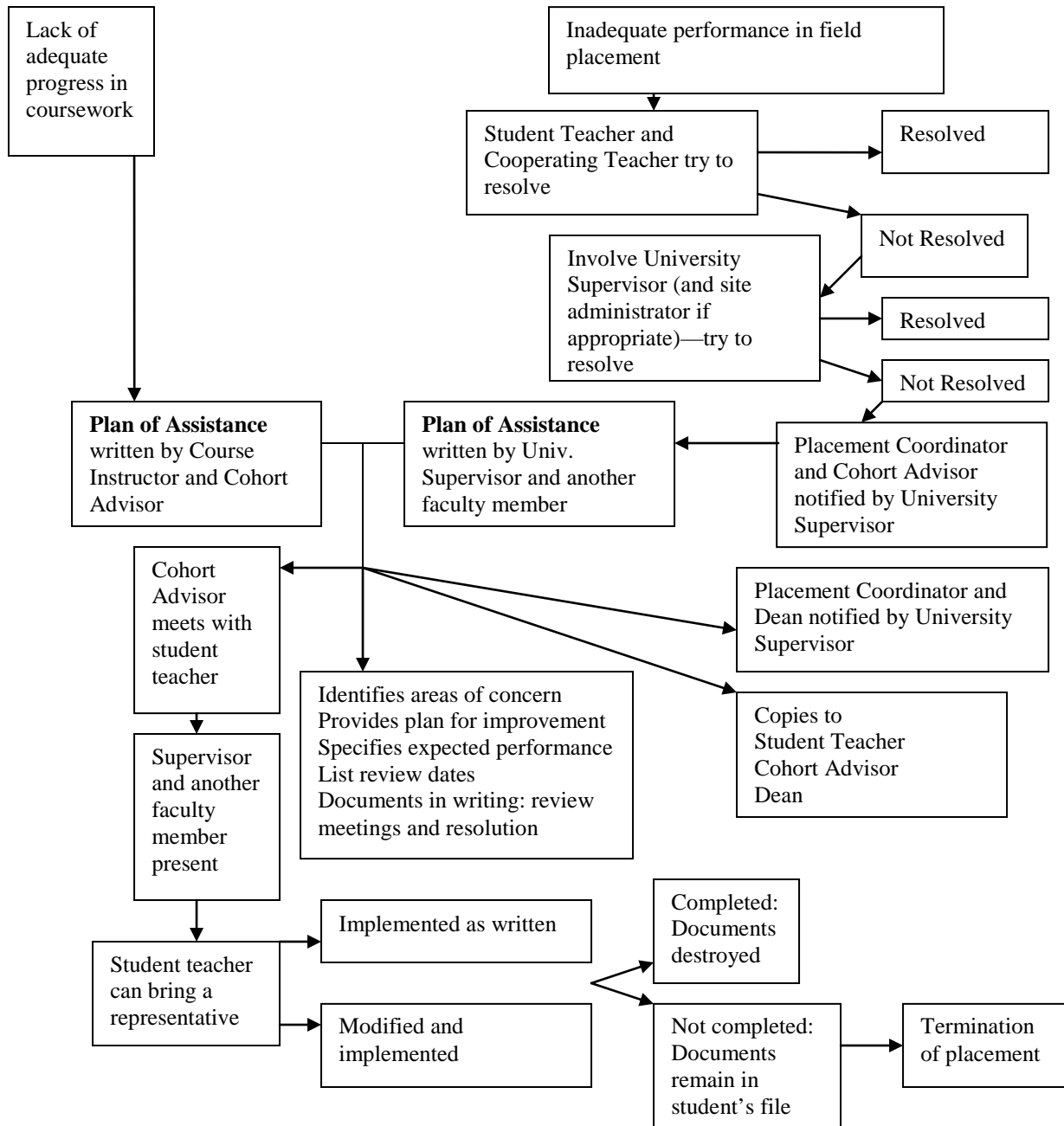
## **Repeating a Placement**

If a student does not successfully complete student teaching, the student teacher may apply to the Director of Teacher Education for another field placement if there is sufficient time during the term for either A placement or B placement. The Director will consult with program faculty and make a decision whether to allow the student teacher another opportunity. Student teachers will be given *only one additional* opportunity to successfully complete the student teaching. This provision does not apply to students removed from placements due to unprofessional acts or violations of the EOU Student or Field Site Codes of Conduct.

## **Removal from Program without Plan of Assistance**

The College of Education reserves the right to remove a student from the program due to a violation of professional behaviors or ethics (Domain V of OAR 584-017-0100) or based on a consensus of opinion from faculty members who consider the individual to be detrimental to the program based on unsatisfactory performance in the University classroom or field placement.

**Eastern Oregon University's Protocol for Intervention  
Regarding MAT Intern Field Placement**



## Student Progress Tracking Web Page

The College of Education maintains a web page that education students should visit in order to monitor the status of their program requirements. Students may access the “Student Progress Tracking” web page to view which of the required forms has been submitted to the College of Education by the student, the Cooperating Teacher, and the University Supervisor. Students may also view information regarding submission of their work samples.

Information regarding standardized testing is provided, including such data as the name of the test, the date the test was taken, and the score earned. If a student has achieved a passing score on a test, then “p” will appear after the appropriate score. If a student has not yet been successful in attaining a passing score, then “np” will appear after that score.

Students who wish to access their “Student Progress Tracking” data should visit:

[http://chinook.eou.edu/forms/cueste/mat\\_default.html](http://chinook.eou.edu/forms/cueste/mat_default.html)

Once the web page has loaded, students will need to follow these steps:

- 1) Click on **Login**.
- 2) The login screen requires that the student enters data in the following three fields:
  - First Name*
  - Last Name*
  - Password* (last 4-digits of social security number)
- 3) Click on the **Submit** button to access your record.

Please realize that it will take several working days from the time of submission of documents for related information to appear on the website.

If you have any questions regarding information contained on the “Student Progress Tracking” web page, please contact:

Janet Frye, MAT Office Coordinator, if you notice any inaccuracies in your record.  
(541) 962-3772 or [jfrye@eou.edu](mailto:jfrye@eou.edu)

## Licensure Process

Throughout the academic year, student teachers monitor the status of their MAT program requirements by accessing their “Student Progress Tracking” web page at:

[http://chinook.eou.edu/forms/cueste/mat\\_default.html](http://chinook.eou.edu/forms/cueste/mat_default.html)

as discussed on Page 27 of this handbook.

Upon completion of MAT program requirements, students can initiate the licensure process according to the steps outlined below:

Steps to Licensure	How Will I Know When I Am Ready?
<p>1. Click on the <b><u>MAT C-2 link</u></b> at the bottom of the web tracking page and complete the “Request for C-2 Processing” form. Click on the “Submit” button when finished.</p> <p>2. Click on the <b><u>TSPC link</u></b> at the bottom of the web tracking page to access the “Fast Track Application for Educator License” (C1-I) form and instructions.</p>	<p>You are ready to begin the licensure process if:</p> <p>You have passed required standardized tests, and</p> <p>Passing of the Civil Rights test</p> <p>You have completed all MAT student teacher placement and course requirements.</p> <p><b><i>Please note:</i></b> <i>Your master’s degree will not be posted until after completion of Summer Term.</i></p>

For Oregon licensure, TSPC (Teacher Standards and Practices Commission) requires the following two items:

**1. C-2 Form – Recommendation for Initial Teaching License**

*This form is the verification of program completion that the College of Education will submit to TSPC upon student request.*

To begin the licensure process, the student will visit:

<http://www.eou.edu/ed/forms/c2readyMAT.html>

to access the “Request for C-2 Processing” form necessary for submission to the College of Education. After the form has been electronically submitted, the student will receive an online acknowledgement of the completed data that was sent.

**2. C1-I Form – Fast Track Application for Educator License**

*This form is the application for Initial teaching license that the student will mail to TSPC with the required processing fee (currently \$100).*

To obtain the application to be mailed to TSPC, the student will visit:

<http://www.tspc.state.or.us/forms.asp?op=5&id=0>

to access the “Fast Track Application for Educator License” (C1-I) form necessary for completion and submission to TSPC.

Once the application has been mailed to TSPC, students may check the status of their licensure by using the “TSPC Educator License Inquiry” feature found on the TSPC website:

[http://www.tspc.state.or.us/lookup\\_query.asp?op=9&id=0](http://www.tspc.state.or.us/lookup_query.asp?op=9&id=0)

***By utilizing the “fast track” application process outlined on this page, applicants will receive their Initial licenses in less than a month, usually in about two weeks.***

**SECTION III**  
**Cooperating Teachers**

## Placement Site Overview

You have been selected as a Cooperating Teacher because we believe you have the personal qualities and professional expertise to mentor and to encourage students in our teacher education program. You will be responsible for sharing your classroom with a graduate student who has chosen a year of education coursework in our elementary or secondary preparation program.

We at Eastern Oregon University acknowledge the essential role and important responsibilities assumed by experienced educators serving as Cooperating Teachers in our teacher education program and are grateful for their contribution in developing future teachers. We recognize and value the years of experience and knowledge shared through collaboration with University Supervisors at EOU and with the MAT student teachers in our education program. We realize the great value of mentoring, and we are grateful for the contribution you make to our program, to the next generation of teachers, and to the future of education in our country.

### About the MAT Program

The Master of Arts in Teaching (MAT) student teachers have earned bachelor's degrees in varied subject areas with an overall GPA of at least 3.0. For admission to the program, they must have passed an approved test of basic skills (CBEST or Praxis I: PPST) and a state approved test of academic subject competency (Praxis II: Subject Area Test) in order to obtain their desired endorsements. Student teachers must also provide references and verification of documented experience working with children in an instructional setting. Students must be screened through an official law enforcement agency by fingerprinting, according to state law

The MAT program is comprised of a rigorous program of graduate coursework that includes five terms of coursework and a full academic year of classroom experiences. Student teachers undergo two fifteen-week placements that generally provide experience at two different authorization levels.

## SPECIFIC PLACEMENT SITE DETAILS

**Confidentiality:** All College of Education personnel and Cooperating Teachers maintain a client relationship with our students; therefore, we must respect and protect their rights to privacy. Details regarding student teachers' performances should not be discussed with anyone other than the University Supervisor, building administrator, Placement Coordinator, or Cohort Advisor. If a Plan of Assistance becomes necessary, the University Supervisor will initiate the process according to the protocol outlined on Page 21 of this handbook.

**Handbook:** Cooperating Teachers should become familiar with the *entire* contents of this MAT handbook so they will be prepared to guide student teachers throughout the year.

**Work Samples:** Two completed work samples consisting of at least ten lessons each are required for licensure by the Oregon State Teacher Standards and Practices Commission (TSPC). The Cooperating Teacher monitors the development of the student teacher's work sample while the University Supervisor performs the evaluation of each work sample. To assist in the preparation of work samples, **information will be provided to the student teachers in the fall and sent to Cooperating Teachers by the Placement Coordinator.** MAT student teachers complete one mini work sample during "A" placement and the two work samples during "B" placement.

The student teacher is not to begin teaching a work sample until a complete draft of the work sample proposal has been submitted to and approved by the University Supervisor. The University Supervisor may refer to the Work Sample Student Guide to assist in understanding this process. This is a critical element to be completed during the work sample process as the supervisor is not required to accept a work sample that has already been taught without this initial approval. ***Cooperating Teachers should remind their student teachers that this step is essential.***

## WORKING RELATIONSHIPS

**University:** You are our essential connection to the classroom at the school placement site. We value your input and insights regarding the success of our students and their field placement experiences.

**University Supervisors:** It is vital that effective communication is maintained between the Cooperating Teacher and University Supervisor. ***You may contact the University Supervisor regarding questions or concerns at any time.*** The University Supervisor will provide e-mail or phone number details, and you are encouraged to contact the supervisor *immediately* if any concerns or problems arise. The supervisor will remain available to assist you with paperwork reporting requirements and College of Education procedures. Two formal three-way conferences are required during each placement; however, you are welcome to attend any post-observation conferences that the supervisor conducts with your student teacher.

**When Issues Arise:** If a student is absent or his/her behavior is not professional, contact the University Supervisor immediately. The University Supervisor will then handle the situation or contact EOU faculty if necessary.

## COOPERATING TEACHER RESPONSIBILITIES

As a Cooperating Teacher, your role is to mentor the student teacher and to model proper classroom techniques. *Your primary obligation is to assist the student teacher in developing effective instructional methods and learning appropriate classroom management strategies.* Throughout the duration of the student teacher's placement in your classroom, continued open communication with the student teacher and the University Supervisor is critical.

The following guidelines are intended to provide you with an overview of your duties:

- Develop a positive working relationship with your student teacher and University Supervisor.
- Clearly communicate your expectations to your student teacher and the University Supervisor during the orientation visit.
- Provide a phone number and/or an e-mail address to the University Supervisor to maintain frequent contact and to obtain answers to questions or to receive assistance regarding concerns.
- Introduce your student teacher to the building administrator, faculty, and staff.
- Encourage your student teacher to participate in faculty meetings, inservices, school activities, and relevant field trips.
- Follow the University's suggested timelines concerning your student teacher's participation in the classroom (refer to Page 16 for elementary guidelines and Page 16 for secondary).
- Monitor the progress of paperwork required of you and your student teacher, and obtain clarifications when necessary.
- Offer frequent informal observations as a means of providing further opportunities for instructional support and discussion.
- Make appropriate recommendations to your student teacher regarding improvement in instruction, classroom management, and assessment.
- Participate in at least **2** three-way conferences including your student teacher and University Supervisor.
- Maintain confidentiality regarding your student teacher's performance.
- Collaborate with the University Supervisor to establish a Plan of Assistance when the need arises in accordance with the procedures outlined on Page 22 of this handbook.
- Submit all forms to the College of Education *as they are completed* and before the end of the appropriate term (refer to Page 32 for a summary of the required forms).
- Be a source of content information for your student teacher.
- Assist with lesson and unit planning.
- Oversee the work sample process.
- Remind your student teacher to submit the "General Characteristics of the Work Sample" for approval by the University Supervisor before your student teacher begins teaching the work sample unit.
- Collaborate with the University Supervisor during completion of the final evaluation.
- Provide to the University Supervisor your signature on specific forms: Form D-1 or Form D-2 (Final Evaluation), Form E (Summary Report – at end of "B" placement only), and Work Sample Scoring Guide.
- Retain copies of *all* paperwork that is submitted to the College of Education, and provide your student teacher with copies for their personal use.
- Offer ongoing support and encouragement to your student teacher.

## COMPLETION OF PLACEMENT SITE REQUIREMENTS

Following is a summary of the forms that you will be required to accurately complete and submit in a timely manner to the College of Education.

### “A” Placement:

<i>Form A – Student Teacher Progress Report</i>	<b>1</b> required
<i>Form C – Student Teaching Observation Evaluation</i>	<b>3</b> required
<i>Form D-1 – Final Evaluation of “A” Placement</i>	<b>1</b> required. This will be submitted by the University Supervisor with input from the Cooperating Teacher. The Cooperating Teacher may choose to submit an additional Form D-1

### “B” Placement:

<i>Form A – Student Teacher Progress Report</i>	<b>1</b> required
<i>Form C – Student Teaching Observation Evaluation</i>	<b>3</b> required
<i>Form D-2 – Final Evaluation of Student Teaching</i>	<b>1</b> required. This will be submitted by the University Supervisor with input from the Cooperating Teacher. The Cooperating Teacher may choose to submit an additional Form D-1

### “C” Placement (for those in art, music, physical education)

<i>Form C—Student Teaching Observation Form</i>	<b>2</b> required
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**All forms are submitted electronically. Being sent from your email address will constitute your signature. You will find all of the required cooperating teacher forms for the MAT program on the College of Education website: <http://www.eou.edu/ed/>**

*For details regarding the timelines pertinent to the MAT cohorts, refer to Page 8 of this handbook. For details regarding the supervision and evaluation plans for the MAT cohort, refer to Page 12 of this handbook.*

Retain copies of *all* paperwork that is submitted to the College of Education. Furthermore, in order to provide your student teacher with a record of his/her teaching progress and to account for the possibility of accidentally misplaced forms, be sure to **give your student teacher copies of all paperwork** submitted to the College of Education.

***The student teacher’s licensure process will be delayed if all required paperwork is not on file in the College of Education upon completion of the program.***

\* \* \*

If you have questions or concerns at any time, please contact the College of Education main office at (541) 962-3772 or the Placement Coordinator at (541) 962-3338.

## Cooperating Teacher Benefits

The field experience for MAT student teachers is one of the most significant aspects of our teacher education program. The opportunity for a student teacher to work with an experienced professional for an entire term is critical. Mentor teachers shape the next generation of classroom leaders.

The rewards for Cooperating Teachers are both tangible and intangible. A long-term relationship with a student teacher can bring the intangible reward of knowing that one has contributed to the profession by nurturing and encouraging a new colleague, thereby influencing a generation of future students. If we do a good job with our teacher education programs and field experiences, we provide our children with strong and caring leaders.

There is a modicum of tangible rewards that also come with being a Cooperating Teacher and mentor. The Oregon University System has a contract agreement with all public schools in the state to provide small cash remuneration, reduced university enrollment tuition benefits, and other professional development privileges to the cooperating school and teacher as a general acknowledgement of the contributions made on behalf of the student teacher.

Following are details regarding compensation that is awarded to Cooperating Teachers:

- Eastern Oregon University will pay the *school district* \$200 for each student teacher's 15-week placement. Payment will be made to the district following the end of each student teacher's placement. The school district may, depending on local bargaining contracts, pay the entire amount to each Cooperating Teacher for his/her work as a mentor.
- Eastern Oregon University will provide the *school district* with a credit voucher worth five (5) credits toward **reduced** tuition for qualified University courses. The Cooperating Teacher is named on the credit voucher, although the voucher may be assigned to any professional educator within the same district.

Each Cooperating Teacher will receive a certificate documenting that their experience as a mentor has earned them the equivalent of ten (10) professional development units (PDU's) for each student teacher placement.

For more information regarding Cooperating Teacher benefits, please contact:

**College of Education  
Eastern Oregon University  
One University Blvd.  
La Grande, OR 97850  
(541) 962-3772**

**SECTION IV**  
**University Supervisors**

## Supervision Overview

### Introduction

You have been selected as a University Supervisor because we believe you have the personal characteristics and professional expertise to mentor and to encourage students in our teacher education program. You will be responsible for supervising graduate students who have chosen a year of education coursework in our elementary or secondary preparation program.

We at Eastern Oregon University acknowledge the essential role and important responsibility assumed by experienced educators serving as University Supervisors in our teacher education program. We recognize and value the years of experience and wisdom shared with Cooperating Teachers at the placement site and with the MAT student teachers in our education program. We realize the great value of mentoring, and we are grateful for the contribution you make to our program, to the next generation of teachers, and to the future of education in our country.

### About the MAT Program

The Master's of Teacher Education (MAT) student teachers have earned bachelor's degrees in varied subject areas with an overall GPA of at least 3.0. For admission to the program, they must have passed an approved test of basic skills and a state approved test of academic subject competency in order to obtain their desired endorsements. Student teachers must also provide references and verification of documented experience working with children in an instructional setting.

The MAT program is comprised of a rigorous program of graduate coursework that includes five terms of coursework and a full academic year of classroom experiences. Student teachers undergo two fifteen-week placements that generally provide experience at two different authorization levels.

### Specific Supervision Details

**Confidentiality:** All College of Education personnel maintain a client relationship with our students; therefore, we must respect and protect their rights to privacy. Details regarding student teachers' performances should not be discussed with anyone other than the Cooperating Teacher, building administrator, Placement Coordinator, or Cohort Advisor. If a Plan of Assistance becomes necessary, the protocol outlined on Page 20 of this handbook should be followed.

**Handbook:** University Supervisors should become familiar with the *entire* contents of this MAT handbook so they will be prepared to guide student teachers throughout the year.

**Travel Reimbursement:** Supervisors will receive reimbursement for travel expenses incurred when visiting school sites for observations and evaluations of student teachers and for related conferences with student teachers and Cooperating Teachers. Refer to Page 38 of this handbook for further details.

**Work Samples:** Two completed work samples consisting of at least ten lessons each are required for licensure by the Oregon State Teacher Standards and Practices Commission (TSPC). The University Supervisor evaluates each work sample. MAT student teachers complete one miniwork Sample during "A" placement, and two full work samples during "B" placement.

The student teacher is not to begin teaching a work sample until a complete draft of the work sample proposal has been submitted to the University Supervisor for approval. The supervisor will review the Work Sample Student Guide and sign the first page of the scoring guide to indicate approval. This is a critical element to be completed during the work sample process as the supervisor is not required to accept a work sample that has already been taught without this initial approval. ***University Supervisors should clearly communicate to their student teachers that this step is essential.***

Specific Guidelines regarding the format and scoring of work samples will be provided in the fall term.

## WORKING RELATIONSHIPS

**University:** You are our essential communication link to the schools. We need your input and insights regarding the success of our students and their field placement experiences. After each placement's initial visit with your student teacher, please contact the Placement Coordinator if there is any discrepancy with the placement from the original agreement.

**Host Schools:** As the College of Education's most visible representatives in the schools, the impression made by the University Supervisor is paramount. Upon arrival at a school site, remember to register in the school office before visiting the student teacher's classroom. Please be visible to the faculty and principals – make an effort to meet the administrators and remain available to hear any concerns or suggestions. You will often receive inquiries regarding Eastern's teacher education program, and it is your responsibility to provide accurate and timely information. If you are unable to answer questions, please direct them to appropriate education faculty.

**Cooperating Teachers:** It is your responsibility to make sure that effective communication occurs regularly between the student teacher and the teacher. ***Do not presume that open and effective communication is occurring.*** Provide your e-mail address or phone number and encourage the teacher to contact you *immediately* if any concerns or problems arise. Remain available to assist the teacher with paperwork reporting requirements and College of Education procedures. Two formal three-way conferences are required during each placement; however, be sure to invite the Cooperating Teacher to attend any post-observation conferences you hold with your student teacher.

## University Supervisor Responsibilities

As a University Supervisor, your role is to establish and maintain communication between the University, the MAT student teacher, the Cooperating Teacher, and the building administrator at the placement site. *Your primary obligation is to advocate for your student teacher's best interests.* This cannot be accomplished without regular contact with your student teacher and the Cooperating Teacher.

The following guidelines are intended to provide you with an overview of your duties:

- Establish a friendly and positive working relationship with the Cooperating Teacher and building administrator.
- Clearly communicate program expectations to your student teacher, the Cooperating Teacher, and the building administrator during orientation visits to each placement site.
- Provide a phone number and/or an e-mail address to your student teacher and the Cooperating Teacher to maintain frequent contact and to remain available to answer questions or to address concerns.
- Monitor the progress of paperwork required of your student teacher and the Cooperating Teacher, and offer clarifications when necessary.
- Arrive to observations and conferences in a timely and professional manner, and follow the school's policies relative to visitors.
- Plan formal observations in advance of your visits, and be prepared to visit on a more frequent basis if your student teacher requires additional support.
- Offer informal observations as a means of providing further opportunities for instructional support and discussion.
- Arrange for at least **2** three-way conferences with your student teacher and the Cooperating Teacher in each placement.
- Maintain confidentiality regarding your student teacher's performance.
- Initiate a Plan of Assistance when the need arises in accordance with the procedures outlined on Page 22 of this handbook.
- Submit all forms to the College of Education *as they are completed* and before the end of the appropriate term (refer to Page 38 for a summary of the required forms).
- Review the "General Characteristics of the Work Sample" for approval before your student teacher begins teaching each work sample unit.
- Collaborate with the Cooperating Teacher during completion of final evaluations and work sample scoring guides.
- Obtain the Cooperating Teacher's signature on specific forms: Form D-1 and Form D-2 (Final Evaluations), Form E (Summary Report), and Work Sample Scoring Guide (for each work sample).
- Retain copies of *all* paperwork that is submitted to the College of Education, and provide your student teacher with copies for their personal use.
- Offer ongoing support and encouragement to your student teacher.

## COMPLETION OF SUPERVISION REQUIREMENTS

Following is a summary of the forms that you will be required to accurately complete and submit in a timely manner to the College of Education.

### “A” Placement:

<i>Form C – Student Teaching Observation Evaluation</i>	<b>3</b> required
<i>Form D-1 – Final Evaluation of “A” Placement</i>	<b>1</b> required, with input from Cooperating Teacher
<i>Mini Work Sample Scoring Guide (for Work Sample #1)</i>	<b>1</b> required, <u>with work sample attached</u>

### “B” Placement:

<i>Form C – Student Teaching Observation Evaluation</i>	<b>3</b> required
<i>Form D-2 – Final Evaluation of Student teachership</i>	<b>1</b> required, with input from Cooperating Teacher
<i>Form E -Student Teaching Summary Report</i>	<b>1</b> required, with input from Cooperating Teacher
<i>Work Sample Scoring Guide (for Work Samples 1/2)</i>	<b>2</b> required, <u>with work sample attached</u>

Remember to obtain the Cooperating Teacher’s signature on *Form D-1, Form D-2, Student Teaching Summary Report, and Work Sample Scoring Guides.*

For details regarding the timelines pertinent to the **MAT** cohorts, refer to Page 11 of this handbook. For details regarding the supervision and evaluation plans for the **MAT** cohort, refer to Page 12 of this handbook.

Retain copies of *all* paperwork that is submitted to the College of Education. Furthermore, in order to provide your student teacher with a record of his/her teaching progress and to account for the possibility of accidentally misplaced forms, be sure to **give your student teacher copies of all paperwork** submitted to the College of Education.

***The student teacher’s licensure process will be delayed if all required paperwork is not on file in the College of Education upon completion of the program.***

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You will find all of the required supervision forms for the MAT program on the College of Education website: <http://www.eou.edu/ed/>

If you have questions or concerns at any time, please contact the College of Education main office at (541) 962-3772 or the Placement Coordinator at (541) 962-3338.

## **University Supervisor Employment Procedures**

All University Supervisors are responsible for the accuracy and timeliness of required paperwork. Following are guidelines to assist you in determining the status of your employment.

### **New Supervisors**

If you have recently been hired by EOU to work as a University Supervisor, the following employment paperwork will be sent to you. All required paperwork must be completed and returned to Beth Upshaw in the College of Education:

- Employee's Withholding Allowance Certificate (W-4)
- Employment Eligibility Verification Form (I-9) – *please remember to include a copy of your driver's license and social security card*
- Unclassified Resource Employee Information Sheet
- Current vita

### **Current Supervisors**

You will be asked to complete a new Unclassified Resource Employee Information Sheet in order to update your information.

### **Previous Supervisors**

If there has been a lapse in service of over eighteen months, you will be asked to complete a new employee packet.

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Once all required paperwork has been submitted to Beth Upshaw in the College of Education, a request for payment will be made. An agreement will be sent to each University Supervisor indicating the number of students to be supervised and the amount of compensation to be paid.

A travel log form will be provided to each University Supervisor so reimbursement for travel expenses incurred when visiting school sites may be obtained. A completed travel log should be submitted *monthly* to the College of Education.

For more information regarding University Supervisor employment procedures, please contact:

**Beth Upshaw, Assistant to the Dean**  
**College of Education**  
**Eastern Oregon University**  
**La Grande, OR 97850**  
**(541) 962-3772**  
[bupshaw@eou.edu](mailto:bupshaw@eou.edu)