



EASTERN OREGON
UNIVERSITY

COLLEGE OF EDUCATION

Initial Teacher Preparation
MAT Teacher Candidate Handbook
2025-26

Introduction

The Eastern Oregon University College of Education is committed to preparing exemplary teaching professionals. The Eastern Oregon College of Education created the Initial Licensure Program Handbook as a guide, support, and reference for Teacher Candidates, Mentor Teachers, and University Supervisors to collaborate in the continuous development of Teacher Candidates.

The journey you are about to begin is challenging, and your commitment to your growth as an educator will be essential as you progress through the program. These experiences are intended to develop you into a highly-qualified professional teacher but are also considered mutually beneficial to all participants. We have many policies, procedures, rules, and regulations that EOU must follow to ensure our graduates are eligible for licensure.

Congratulations on entering the education profession.

This handbook helps all stakeholders involved in developing future educators. For additional information, please visit the [College of Education](#) website.

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EOU INITIAL TEACHER PREPARATION PROGRAM-MAT PROGRAM

The MAT program includes a traditional 10-month program and a two-year program. Most courses are organized into five-week mini-terms coinciding with the EOU 10-week academic term (e.g., fall A includes weeks 1-5, and fall B includes weeks 6-10). The program's first term (summer) is six weeks, with the first week of the term in residence on the La Grande campus. During the summer, fall, winter, and spring mini-terms, all courses are hybrid format. Candidates are required to attend weekly synchronous and asynchronous meetings using a remote platform. Candidates must return to the La Grande campus for the Career Seminar and Spring Symposium.

EOU COLLEGE OF EDUCATION OUTCOMES

While each EOU College of Education's initial teacher preparation programs may vary in format, the goals of the coursework, field experiences, and student teaching remain the same. The objectives of the programs are:

All graduates of EOU's educator preparation programs will have a foundation in:

1. justifying instructional decision based on the developmental, academic, and cultural needs to support all learners
2. fostering a positive, low-risk learning environment for all learners;
3. applying understanding of content area(s) with sufficient breadth and depth to support student development and learning as defined by state and national standards;
4. employing multiple methods of assessment to monitor growth and guide instruction;
5. exhibit the established dispositions of a professional educator in a culturally responsive manner;
6. use instructional technology and engage students in appropriate technologies to support learning and engage learners using 21st century skills.

Additionally, graduates of EOU's elementary educator preparation programs will be able to:

7. teach reading effectively to all elementary students, including instruction in dyslexia and language acquisition.

The College of Education, is guided by the [Interstate Teacher Assessment and Support Consortium](#) (InTASC) model for beginning teacher licensure, evaluation, and development. These standards “describe the new vision of teaching needed for today’s learners, how teaching practice that is aligned to the new vision develops over time, and what strategies teachers can employ to improve their practice both individually and collectively” (InTASC Model Core Teaching Standards and Learning Progressions for Teachers, 2013, p. 3).

The Learner and Learning

- **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences.** The teacher uses an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning and encourage positive social interaction, active engagement in learning, and self-motivation.

Content

- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and create learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.

Instructional Practice

- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision-making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

TEACHER STANDARDS AND PRACTICES COMMISSION (TSPC)

The Teacher Standards and Practices Commission was created by the Oregon Legislative Assembly in 1965 to advise the state Board of Education on licensure, education and performance of teachers, and other matters on which the Board requested assistance. In 1973, the Legislative Assembly created a new state agency. It transferred the full responsibility for educator licensure, educator licensure preparation programs, and maintenance of professional standards of conduct to the Commission. In 1979, the authority for appointment of Commission members was moved from the state Board of Education to the Governor. The Commission's responsibilities apply to licensure and charter school registrations for teachers and administrators, licensure for personnel service specialists [school counselors, school psychologists, and school social workers], and certification for school nurses employed by Oregon public schools, pre-primary through grade 12. The Commission's responsibilities also apply to the Higher Education Coordinating Commission public institutions as well as independent colleges and universities in Oregon that prepare licensed educators. The Commission works in cooperation with the Governor's Office and Education Cabinet to ensure well-rounded policy from Oregon's public education services.

STANDARDS FOR COMPETENT AND ETHICAL PERFORMANCE AND DISPOSITION EXPECTATIONS

Teacher Candidates are expected to adhere to the Standards for Competent and Ethical Performance of Oregon Educators (584-020-0010, 584-020-0015, 584-020-0020, 584-020-0015, 584-020-0020, 584-020-0025, and 584-020-0030), the Ethical Educator (584-020-0035). These expectations are outlined and signed by all Teacher Candidates in Teaching as a Profession. A copy of this form can be found in the Appendix of this handbook.

Any breach of these standards may result in referral to the Admissions, Retention, and Dismissal (ARD) committee, possible dismissal from the Field Experience/Student Teaching placement, and termination from the initial teacher preparation program.

Please note: If a candidate is under investigation by any entity (i.e. DHS, CPS, TPSC, law enforcement, etc.), they must disclose that to the ARD Chairperson. The ARD Chair will then work with the appropriate college staff to address the situation on a case by case basis.

At any point, a formal complaint is considered or submitted to TSPC, and the Teacher Candidate will be immediately suspended from the program. Pending the outcome, a Teacher Candidate may be removed from the program.

Candidates will sign a copy of the Standards for Competent and Ethical Performance and Disposition Expectations, indicating they are aware of the standards and expectations they are held to while in their education program. A copy of this document can be found in Appendix A.

GENERAL POLICY AND PROCEDURES OF THE INITIAL TEACHER PREPARATION PROGRAM

ACADEMIC STANDING

- Candidates must maintain an overall program GPA of 3.0 or better
- Candidates must maintain a minimum of
 - **Graduate:** A C in each professional education course (EDU, MTHE, and ED)
- Candidates must maintain a grade of S (satisfactory) in Field Experience and Student Teaching
- Candidates must meet the program attendance expectations as outlined in the Program and Course Attendance section below
- Candidates must meet all transition point requirements for program retention and completion

PROGRAM AND COURSE ATTENDANCE

Candidates are expected to attend all program-required meetings; these include, but are not limited to: MAT Residency Week, Monday night synchronous classes, Career Seminar and Job Fair, and Spring Symposium. This also includes any triangle meetings with the candidate's University Supervisor and Mentor Teacher.

Course attendance policies are determined by individual course faculty and instructors. Please refer to course syllabi for course-specific attendance expectations.

For online synchronous Zoom classes, cameras should be on and you should be in a place where you can actively participate and engage in learning. Accommodations regarding cameras and course recordings must be made with individual instructors. If a candidate is provided a link to a recording, the candidate should not share the recording outside of the cohort. This is to protect the candidates' FERPA rights.

See General Policy and Procedures for Clinical Experiences for specific attendance guidelines for each field experience/student teaching placement.

REGISTERING FOR CLASSES

Candidates will review the program checksheet at the beginning of the program and will provide permission for Janet Frye to complete their registration. Candidates are responsible for making sure they do not have any holds that will prevent them from being registered.

TRANSITION POINTS

Candidates must meet the following transition points (requirements and assessments) as determined by the College of Education for retention in the program. Transition points are monitored by the Admission, Retention, and Dismissal Committee and are shared with program advisors. Program Advisors and Teacher Candidates meet every term to discuss progress toward completing the

requirements for each transition point. All requirements must meet the minimum threshold of achievement for retention.

*The Minimum Threshold of Achievement scores are reviewed annually. Candidates will be notified if a change is made to the minimum score.

TRANSITION POINT 1: ADMISSION FOR INITIAL TEACHER PREPARATION PROGRAM			
Assessment	Frequency	*Minimum Threshold of Achievement	Use of Results
All MAT Programs Application Essay	Once	MAT: Minimum of 6 pts	Used in screening for admission to Teacher Education Programs
All MAT Programs GPA	Once	MAT: 3.0 minimum for consideration <i>*if a candidate does not meet the minimum GPA for admission, a letter of explanation is required.</i>	Used in screening for admission to Teacher Education Programs
All MAT Programs Admissions Interview	Once	MAT: Minimum of 8 pts	Used in screening for admission to Teacher Education Programs
All MAT Programs Fingerprint Clearance	Once	MAT: Clearance passed	Used in screening for admission to Teacher Education Programs
All MAT Programs Assessments: Multiple Subject: • Elementary Subtest II Single Subject: • Content Area Test (ORELA)	Until meeting minimum threshold of achievement	MAT: Minimum of 220* <i>*or candidate meets Multiple Measures requirement</i>	Used in screening for admission to Teacher Education Programs

TRANSITION POINT 2: ENTRY TO STUDENT TEACHING

Assessment	Frequency	*Minimum Threshold of Achievement	Use of Results
All MAT Programs GPA	Every term	3.0	Used in screening for program retention and for entry to student teaching
All MAT Programs Program Courses	Every term	Grades of C or better	Used in screening for program retention and for entry to student teaching
Elementary Only Dyslexia Screening Assignment <i>Completed in EDU 623</i>	Once (retakes may be approved with instructor approval)	Indicator 1 – At least 3 Indicator 2 – At least 3 Indicator 3 – At least 2	Used in screening for entry to student teaching Used for making improvements in programs Document candidate development with CoE, state, professional, and national standards
Elementary Only Elementary Subtest I	Must be achieved prior to full-time Student Teaching	Pass with score of 220+	Used in screening for entry to student teaching Used for making improvements in programs Document candidate development with CoE, state, professional, and national standards
All Programs Observation <i>Completed in EDU 607B/EDU 609B</i>	Once Due the 9th week of fall term	Minimum of 10 pts	Used in screening for entry to student teaching Used for making improvements in programs Document candidate development with CoE, state, professional, and national standards

TRANSITION POINT 3: EXIT FROM INITIAL TEACHER PREPARATION PROGRAM

Assessment	Frequency	*Minimum Threshold of Achievement	Use of Results
All Programs Professional Teaching Portfolio	Once Completed during student teaching during spring term For Licensure – Until passed	MAT Elementary: 55* MAT Secondary: 42* *These are the passing scores for the 2025-26 cohort.	Used in screening for exit from program and licensure recommendation Used to make improvements in programs Document development with CoE, state, professional, and national standards
All Programs Observations	4 times each by BOTH the University Supervisor and the Mentor Teacher Completed during student teaching #1 due 5th week of winter term #2 due 9th week of winter term #3 due 5th week of spring term #4 due 9th week of spring term	University Supervisor- Danielson Rubric #1 – minimum of 10 pts #2 – minimum of 11 pts #3 – minimum of 12 pts #4 – minimum of 13 pts Mentor Teacher: Satisfactory Progress as indicated on the Google Form.	Used in screening for exit from program and licensure recommendation Used to make improvements in programs Document development with CoE, state, professional, and national standards
All Programs Evaluation (CPAST)	Twice - Completed during student teaching Eval #1- Due week 10 of winter term Eval #2- Due week 10 of spring term	#1 (winter) minimum of 26 pts #2 (spring/final) minimum of 38 pts	Used in screening for exit from program and licensure recommendation Used to make improvements in programs Document development with CoE, state, professional, and national standards

INTERNS TEACHING ON A RESTRICTED LICENSE
(FOLLOWS ALL REQUIREMENTS ABOVE EXCEPT OBSERVATIONS/EVALUATIONS-SEE BELOW)

Assessment	Frequency	*Minimum Threshold of Achievement	Use of Results
All Programs Observations from University Supervisor	Once During Fall Term #1 due 9th week of fall term (Friday) Four Completed during student teaching #1 due 5th week of winter term #2 due 9th week of winter term #3 due 5th week of spring term #4 due 9th week of spring term	Fall Term #1 – minimum of 10 pts Student Teaching #1 – minimum of 10 pts #2 – minimum of 11 pts #3 – minimum of 12 pts #4 – minimum of 13 pts	Used in screening for exit from program and licensure recommendation Used to make improvements in programs Document development with CoE, state, professional, and national standards
Observations from Mentor/Administrator	Three #1 due 9th week of fall term #2 due 9th week of winter term #3 due 9th week of spring term	Satisfactory Progress	Complete Google Form
All Programs Evaluation (CPAST)	Twice - Completed during student teaching Eval #1- Due week 10 of winter term Eval #2- Due week 10 of spring term	#1 (winter) minimum of 26 pts #2 (spring/final) minimum of 38 pts	Used in screening for exit from program and licensure recommendation Used to make improvements in programs Document development with CoE, state, professional, and national standards

Clinical Experiences (Field Experiences and Student Teaching) are often the most meaningful and rewarding experiences in teacher education. The expectations of the field experience and student teaching experiences represent the developmental knowledge, skill, and dispositions collectively represent a bridge between the knowledge, skills, and dispositions developed through program course work and the practical application of those professional attributes as a Teacher Candidate and, subsequently, as a classroom teacher.

Student Teaching (MAT program)

Student Teaching is the culminating experience for pre-service candidates. During this time, Teacher Candidates work as full-time teaching non-paid interns. The Student Teaching experience allows an intensive, long-term experience to develop further the Teacher Candidate's knowledge, skills, and dispositions. Traditional undergraduate and MAT candidates will assume the assigned responsibilities and duties of the Mentor Teacher under the direction of a University Supervisor.

Instructional Assistants

Instructional Assistants will complete the student teaching components in their current job placement. They must teach reading, math, science, and social studies lesson units. They may have more than one Mentor Teacher to complete these units. They will work closely with the Placement Office and their University Supervisor for a specific completion plan.

Restricted License or Emergency License

Teacher Candidates who are teaching on a restricted or emergency license will complete student teaching in their own classroom. The district administration will assign a Mentor Teacher or District Evaluator. The candidate will be assigned a University Supervisor.

TSPC has determined that Teacher Candidates "(6) must complete at least 600 hours (equaling 15 weeks at 40 hours per week) of student teaching according to the program requirements of the accredited Educator Preparation Program (EPP). The length and scope of the clinical placement must be of sufficient length and consistency to allow the student teacher to develop and demonstrate all clinical competencies required for licensure and experience all facets of a typical classroom teacher's day (584-400-0140). (a) The student teaching must be in a school setting, with a qualified mentor teacher, during which the candidate assumes the full range of responsibilities of a classroom teacher to develop and demonstrate the competencies required for initial licensure. (b) The assignment of responsibilities may be incremental, in keeping with the objectives of the experience. (c) The student teaching must be supervised by a mentor teacher, as provided in (3)(a) of this rule and 584-400-0145, *Mentor Teachers*.

EOU has determined that teacher candidates must demonstrate full control of the classroom for at least three weeks of consecutive (non-interrupted) teaching during the student teaching experience.

The College of Education faculty believes in the value of meaningful clinical experiences, and the faculty values the partnership that it has with local schools, school administrators, and teachers. The

collaboration among the Student Teacher, the Mentor Teacher, the University Supervisor, the faculty, and the College of Education is at the heart of a successful field experience.

MAT	
Experience	Attendance Policy
Practicum (Fall)	<ul style="list-style-type: none"> Two Days Per week: Wednesday & Thursday - full teacher contract time. The first day of the practicum experience is the first day of the teacher contract for your district. Maximum 2 absences per term/placement in the fall The second absence will result in a referral to the ARD committee for attendance issues. The students may receive an unsatisfactory grade (U) for the field experience and will be required to complete the experience again the next term that experience is offered. This will delay program completion. Candidates follow the school district's calendar.
Student Teaching (winter/spring)	<ul style="list-style-type: none"> Every day - full teacher contract time Maximum five total absences during student teaching (winter/spring terms). The fifth absence will result in a referral to the ARD committee for attendance issues. After the fifth absence, the students may receive an unsatisfactory grade (U) for the field experience. Candidates will be required to complete the experience again the next term that experience is offered. *This will delay program completion. Candidates follow the school district's calendar. <i>Career Seminar - excused day from placement to be on campus</i> <i>Spring Symposium - excused day from placement to be on campus</i>

MAT candidates completing the program as an Intern teaching on a restricted license, completing the two-year program, or anyone employed by a school district may have a different schedule for practicum and student teaching experiences. The Placement Coordinator will provide students with their practicum and student teaching requirements and attendance expectations.

IDENTIFICATION BADGES

Schools are secure environments, and access to schools is controlled. In recognition of the schools' efforts to ensure the safety and security of their students and staff, EOU Teacher Candidates are required to wear an identification badge when in the schools for Field Experience and Student Teaching visits. Candidates working on restricted licenses are exempt from this expectation.

PLACEMENT PROCEDURES

School placements rely on the ongoing, positive, and collaborative relationships between the College of Education and partnering schools. The partnerships that the College of Education enjoys with local education agencies result from many years of successful Teacher Candidate placements, a shared expectation of excellence, and a common educational mission. When EOU students are placed in the schools for Field Experiences and Student Teaching, they become part of this long-standing partnership and are expected to be positive contributors.

Field Experiences and student teaching are conducted in a school with experienced teachers licensed in the candidate's desired licensure content area. The Placement Coordinator makes them in close collaboration with the school principal or district administration. **Candidates are not permitted to contact schools or districts to arrange a placement.** *Any candidate who attempts to contact schools or districts to arrange a placement will be referred to the ARD committee for possible suspension or dismissal from the program.*

Field Experiences and Student Teaching are made primarily within a 50-mile radius of campus. Teacher candidates should expect to incur travel time and associated expenses; the College of Education cannot supplement these expenses.

Teacher candidates may be assigned to a school or district where a relative is employed for part-time practicums. However, for full-time practicum and student teaching experiences, candidates will not be placed in a school where a relative is employed or a district where a relative is in a district-wide leadership position, if a suitable placement is available within a 50-mile radius of the candidate's residence.

If no appropriate placement is available within this radius, placement in a school or district where a relative is employed may be considered, provided the relative does not serve in a supervisory capacity over the candidate.

PROCESS FOR SECURING PLACEMENTS:

- The EOU Placement Coordinator reaches out to the district superintendent. The District Superintendent communicates with the EOU Placement Coordinator to determine if EOU will work directly with the principal or with the District Placement Coordinator (HR) to secure placements.
- The Placement Coordinator reaches out to the Principal or District Placement Coordinator (HR), outlining the expectations of the experiences. Upon request of the principal or district Placement Coordinator, EOU may send the candidate's resume (as submitted as part of the application packet) and set up an interview with the candidate and the potential Mentor Teacher. If an interview is required, the candidate must inform the EOU Placement Coordinator that the interview was conducted/completed.
- The candidate should not have any additional contact with the district until the EOU Placement Coordinator has sent the candidate confirmation of placement.
- The EOU Placement Coordinator, in collaboration with the principal or the District Placement Coordinator (HR), partners the Teacher Candidate with the Mentor Teacher.
- The EOU Placement Coordinator will send a placement confirmation email to the Teacher Candidate, the Mentor Teacher, the course instructor or University Supervisor, the Principal, and/or the District Placement Coordinator.
- **Upon receiving the placement confirmation email, the candidate must contact the Mentor Teacher within 48 hours. Not reaching out to the Mentor Teacher within this timeframe will result in an ARD referral for professional concerns. *In addition, candidates must schedule and meet with the Mentor Teacher before the first day of placement.***

QUALIFICATIONS OF MENTOR TEACHERS

Field Experiences and Student Teaching:

Per EOU Mentor Teacher qualifications (in alignment with TSPC 584-400-0145), Mentor Teachers must:

- Hold a qualified license
 - Preliminary Teaching License; Professional Teaching License; Teacher Leader License; Legacy Teaching License; Basic Teaching License; Standard Teaching License; Initial I Teaching License; Initial II Teaching License; Continuing Teaching License; Distinguished Teaching License; Preliminary CTE Teaching License (May only supervise candidates pursuing CTE endorsements); Professional CTE Teaching License (May only supervise candidates pursuing CTE endorsements); and American Indian Language Teaching License (May only supervise candidates pursuing American Indian Language Teaching License and endorsement)
- A Mentor Teacher must hold the same endorsement that the teacher candidate is preparing for during the Commission-required student teaching, unless the Mentor Teacher is an Alternative Mentor Teacher (a currently licensed teacher with a related license or endorsement area).
- Have three full years of teaching experience or two years with recommendation by the building Principal with evidence of meeting the Characteristics of a Mentor teacher, and no longer be in probationary status.
- Be co-selected with a partnering school district (EOU and school district MOU), and

- Completes the EOU Mentor Teacher Training.
- Interns teaching on a restricted license- If a school district has employed a candidate as a teacher who holds an active and valid Restricted Teaching License, EOU and the employing school district must develop an agreement to address the Mentor Teacher requirements within the Commission-required student teaching. It is the Teacher Candidate's responsibility to schedule a meeting with the Placement Coordinator and the building administrator to develop this agreement.

OTHER INFORMATION REGARDING PLACEMENTS

- The Placement Coordinator may place candidates in multiple regional districts for the course of their program.
- Placements may require travel within a reasonable commuting distance (approximately 50 miles).

CHANGE IN PLACEMENT

Although highly uncommon, circumstances sometimes necessitate consideration of a change in placement for a Teacher Candidate. In such situations, the Teacher Candidate, faculty, Mentor Teacher, University Supervisor, or school administrator concerned about a student placement should contact the Placement Coordinator. Since a change in placement can significantly disrupt a Teacher Candidate's program and the continuity of a PreK-12 classroom, requests for changes are carefully considered. In most cases, other appropriate solutions are considered first to resolve any issues that may interfere with a placement's success. In collaboration with the Admissions, Retention, and Dismissal Committee, the Placement Coordinator determines that a change placement is warranted. In that case, every effort will be made to secure a new placement for the Teacher Candidate in a manner that is fair and minimally disruptive to everyone involved. **However, since the schools ultimately control placement in the schools, the College of Education cannot guarantee the availability of a new placement.**

The Placement Coordinator will communicate any changes to the placement to the Teacher Candidate, Mentor Teacher, University Supervisor, and CoE.

REQUIRED CLOCK HOURS

Attendance in the schools during Field Experiences and Student Teaching is governed by TSPC Educator Preparation Program requirements. The College of Education emphasizes the quality of clinical experiences rather than the number of hours, and our program requirements exceed the minimum state requirements (OAR 584-400-0020). Teacher Candidates are expected to meet the College of Education Program requirements for program/degree completion and recommendation for licensure (*See Schedule of Triangle Meetings, Observations and Evaluations*).

TIMESHEET

Candidates must communicate their absences with the EOU Placement Coordinator by submitting the Attendance Google form. Candidates are also responsible for documenting any days missed on their timesheet, obtaining the Mentor Teacher's signature, and submitting the form in the appropriate course by the due date. Students are responsible for the accuracy of the timesheet. Course instructors will verify the timesheet with reported absences and share any discrepancies with ARD.

COLLEGE OF EDUCATION FIELD EXPERIENCE AND STUDENT TEACHING COMPETENCIES

The Student Teaching Competencies represent the knowledge, skills, and dispositions that Teacher Candidates are expected to develop and demonstrate through courses and Field Experiences in their professional preparation, culminating in the Student Teaching experience. The program is designed to provide Teacher Candidates with increasingly complex experiences in clinical settings that will prepare them to be effective professionals in diverse classroom settings. The Mentor Teacher, Course Instructors, and Placement Coordinator supervise field Experiences.

Expectations of the experiences are developmental and align with coursework expectations. Below you will see the expectations for each placement. The student teacher is a pre-professional non-paid intern for the school where they are placed. Therefore, participation in all aspects of school life (e.g., departmental and faculty meetings, curriculum planning, extra-curricular activities, professional association concerns, teacher training) is essential.

The fall field experiences allow the Teacher Candidate to observe and assist with preparing the classroom and establishing routines and instruction. The candidate should gradually take on more responsibility and connect the theory learned in coursework with practices observed and implemented in the classroom. Below are the EOU curricula expectations for each fall field experience.

FALL-MAT EDU 609A	
Development, Learning & Motivation	<ul style="list-style-type: none"> ● Observe and identify differences in cognitive, linguistic, social, emotional and physical development
Curriculum	<ul style="list-style-type: none"> ● Social-Emotional Learning supports ● Observe and identify school management practices (i.e. PBIS< proximity, etc.) ● Expectations, rules, routines and procedures
Instruction	<ul style="list-style-type: none"> ● Observe and identify instructional strategies ● Observe and identify how technology is used in instruction
Assessment	<ul style="list-style-type: none"> ● Observe and identify how technology is used in assessment
Professionalism	<ul style="list-style-type: none"> ● Methods of communication ● Observe professional standards ● Conflict resolution ● Mandatory reporting ● Identify and explain personnel and roles (i.e. departments, leadership) ● Understand confidentiality (academic and behavior)

WINTER- MAT EDU 609B	
Development, Learning & Motivation	<ul style="list-style-type: none"> ● Subject knowledge ● Build rapport ● Differentiate lessons for learners
Curriculum	<ul style="list-style-type: none"> ● Use a variety of resources to plan ● Use Oregon CCSS to develop lessons
Instruction	<ul style="list-style-type: none"> ● Plan in collaboration with the mentor teacher ● Practices (through planning and teaching) engagement strategies ● Uses a variety of teaching strategies
Assessment	<ul style="list-style-type: none"> ● Uses assessments alongside the mentor teacher ● Reviews assessment with the mentor teacher to understand instructional decisions ● Evaluate (some) students individually e.g. reading and math
Professionalism	<ul style="list-style-type: none"> ● Professional demeanor and ethical behavior ● Communicates and collaborates effectively ● Reflective practice

WINTER/SPRING MAT EDU 609 C & EDU 651/652	
Development, Learning & Motivation	<ul style="list-style-type: none"> ● Subject knowledge (language and content) ● Build rapport ● Differentiates lessons for learners ● Applies linguistic proficiency adaptations and accommodations
Curriculum	<ul style="list-style-type: none"> ● Use a variety of resources to plan ● Use Oregon CCSS to develop lessons ● Links the purpose of the lessons to larger curriculum ● Student Interests are considered in planning
Instruction	<ul style="list-style-type: none"> ● Plan in collaboration with the mentor teacher ● Practices (through planning and teaching) engagement strategies ● Uses a variety of teaching strategies ● Initiative to follow and guide classroom routines and transitions ● Candidate works to enhance literacy skills, vocabulary, and higher level thinking and questioning skills
Assessment	<ul style="list-style-type: none"> ● Uses assessments alongside the mentor teacher ● Reviews assessment with the mentor teacher to understand instructional decisions ● Evaluate (some) students individually e.g. reading and math ● Assessments are fully integrated into instruction ● Feedback is provided and is accurate and specific
Professionalism	<ul style="list-style-type: none"> ● Professional demeanor and ethical behavior ● Communicates and collaborates effectively ● Reflective practice

The College of Education expects Student Teachers to carry the entire load of teaching responsibilities for at least three weeks. Student teachers are permitted and strongly encouraged to take the full load for more than three weeks if agreed to by the Mentor Teacher and the University Supervisor. Plans should be collaboratively made to handle the gradual transition of classes back to the Mentor Teacher during the final weeks of the student teaching experience. The student teacher should continue teaching some portion of the Mentor Teacher's load into the final week of the experience.

If a student is removed from their student teaching placement, they will receive a grade of "U" (Unsatisfactory) rather than an "Incomplete" (I) for the student teaching course.

If the student is granted a second opportunity to complete student teaching, they must re-register for the course, and the student teaching fee will be reassessed.

APPEARANCE AND Demeanor

Every school has norms and expectations regarding the appearance and demeanor of its faculty and staff. **As Teacher Candidates participating in clinical experiences in the schools, EOU Teacher Candidates are expected to meet or exceed the schools' expectations of appearance and behavior.** Teacher Candidates should dress professionally at all times in the schools, typified by slacks, skirts, collared shirts, ties, and the like. The Teacher Candidate's responsible for becoming familiar with the school's expectations for faculty appearance and dressing immediately upon beginning the first practicum experience.

Unkempt clothing, shorts, flip-flops, mini-skirts, bare midriffs, t-shirts, and bare shoulders, are some examples of clothing and appearance that are unacceptable for school teachers.

EVALUATION OF TEACHER CANDIDATES

MINIMUM THRESHOLD OF ACHIEVEMENT

Teacher Candidates must meet the minimum achievement threshold on all key assessments within the program. The minimum threshold of achievement scores for all key assessments is found in the Transition Points section in this handbook. Failure to meet a minimum achievement threshold may lead to resubmission of the assessment, additional observations, a referral to ARD, and/or dismissal from the program. The minimum threshold of achievement scores can be found on the Transition Point tables.

CONTENT AREA TEST

Teacher Candidates must submit evidence of meeting the required content knowledge and pedagogy skills as determined by TSPC (OAR 584-220-0015). To determine whether a candidate has met this requirement, EOU will consider passing scores of commission-adopted subject matter licensure tests and/or the TSPC-approved Multiple Measures Approach to Demonstrate Content Knowledge. If Multiple Measures are met and the license is attained, it is not guaranteed outside of Oregon. If you do not qualify for Multiple Measures, a passing score on the state approved content exam will be required. If you have questions about the multiple measures process, please reach out to the program advisor.

You may obtain information concerning how to take and study for the ORELA exams by going to the [ORELA website](#).

EASTERN OREGON UNIVERSITY- PROFESSIONAL TEACHING PORTFOLIO (PTP)

EOU is using the Professional Teaching Portfolio (PTP). The PTP was approved by the Teacher Standards and Practices Commission (TSPC) for use beginning the 2022-23 academic year. See the Transition Chart for the minimum score requirement.

PROCESS FOR TRIANGLE MEETINGS, OBSERVATIONS, AND EVALUATIONS

TRIANGLE MEETINGS

All triangle meetings include the Teacher Candidate, Mentor Teacher, and Course Instructor/University Supervisor. The triangle meeting can be done in-person, via Zoom, or via phone.

During field experiences and student teaching, triangle meetings are an opportunity for the Teacher Candidate, Mentor Teacher, and Course Instructor/University Supervisor to meet and discuss Candidate expectations and growth during the experience. In addition, evaluations (CPAST) will be completed at the end of the winter and spring term triangle meetings.

OBSERVATIONS

Observations provide EOU with feedback on the development and growth of candidates during the program. During field experiences, Teacher Candidates will be assigned a Course Instructor and a University Supervisor to monitor their progress. Observations, both drop-in and formal, are critical in candidate professional development. Observations are completed with the University Supervisor either in-person or they are recorded. Each University Supervisor determines their observation schedule in consultation with the Teacher Candidate. The Danielson Framework is used to score each observation. These scores are shared with the Placement and Program Coordinators to ensure the Teacher Candidates meet program minimum expectations and anticipated development.

MENTOR TEACHERS

Mentor Teachers are required to complete observations as identified in the Schedule of Triangle Meetings, Observations, and Evaluations.

Observations – Observations will be conducted throughout the practicum and student teaching experiences. TSPC has defined an observation as the following:

An observation conducted by a Mentor Teacher must include a pre-lesson meeting with the candidate, a documented observation of the candidate's lesson, and a post-lesson meeting with the candidate. The pre-meeting aims to discuss the plan for the observed lesson. The purpose of the post-lesson meeting is to provide feedback to the candidate relevant to the observed lesson. The Mentor Teacher may present their feedback to the candidate in oral or written form. The Mentor Teacher or EPP must record the date(s) and time(s) of the pre-meeting, lesson observation, and the post-meeting that constitute the formal observation in the candidate's clinical practices records or documentation (584-400-0140).

The Placement Coordinator emails the Mentor Teachers the observation form. The observation form is submitted to the Placement Coordinator. The Placement Coordinator shares

observation data with the assigned University Supervisor and the Teacher Candidate for their review.

COURSE INSTRUCTOR/UNIVERSITY SUPERVISORS

Course Instructors/University Supervisors are required to complete observations as identified in the Schedule of Triangle Meetings, Observations, and Evaluations.

Drop-ins – A drop-in observation is an observation that is informal, both unannounced and not set for a specific amount of time. A University Supervisor may drop into a classroom anytime to gather information on specifics, such as pacing, student engagement, lesson development, assessment, and identification of the next steps in candidate development. No documentation of this observation is required.

Formal Observation – Formal observations are conducted throughout the experiences, recorded, and monitored to ensure candidate development.

EOU uses the Danielson Framework for teaching as the observation tool. Formal observations follow the POP cycle (pre-observation meeting, observation, post-observation meeting). **Teacher Candidates are required to submit a formal EOU lesson plan for this observation to the University Supervisor at a minimum of 48 hours before conducting the pre-observation meeting; the University Supervisor may require more than the minimum of 48 hours.** The University Supervisor will enter the formal observation scores into Canvas. Additional feedback may be provided to the Teacher Candidate but not recorded. A copy of the Danielson Observation Tool is found in Appendix B.

EVALUATIONS

EOU uses the Candidate Preservice Assessment of Student Teaching (CPAST). The Teacher Candidate is evaluated during the student teaching experience. The evaluation schedule for Mentor Teachers and Course Instructors/University Supervisors is located in the Schedule of Triangle Meetings, Observations, and Evaluations. A copy of the CPAST evaluation rubric is found in Appendix C.

SCHEDULE OF TRIANGLE MEETINGS, OBSERVATIONS AND EVALUATIONS- MAT

Placement	Course(s) (EDU)	Term	Mentor Teacher Responsibilities	University Supervisor Responsibilities
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1	609A & B	Summer & Fall	<ul style="list-style-type: none"> Initial triangle meeting- due Friday of 5th week of EOU fall term Formal Observation #1 - due Friday of 9th week of fall term 	<ul style="list-style-type: none"> Initial triangle meeting- due Friday of 5th week of EOU fall term Observation #1 – due Friday of 9th week of fall term Drop-ins as appropriate
2	609C	Winter	<p>First Five weeks of placement:</p> <ul style="list-style-type: none"> Triangle meeting Observation #1 – due Friday of 5th week of winter term <p>Second five weeks (student teaching begins):</p> <ul style="list-style-type: none"> Observation #2 - due Friday of 9th week of winter term End of winter triangle meeting – complete evaluation (CPAST)- Friday of the 10th week of winter term. 	<p>First Five weeks of placement:</p> <ul style="list-style-type: none"> Triangle meeting Drop-ins Observation #1 - due Friday of 5th week of winter term <p>Second five weeks (student teaching begins):</p> <ul style="list-style-type: none"> Observation #2- Due Friday of the 9th week of winter term. *Drop-ins as appropriate End of winter triangle meeting – Complete evaluation (CPAST) – Friday of the 10th week of winter term.
	651 (Elem) 652 (SEC)	Spring	<ul style="list-style-type: none"> Observation #3 - due Friday of 5th week of spring term Observation #4 - due Friday of 9th week of spring term Final triangle meeting – complete evaluation (CPAST)- due 10th week of spring term. 	<ul style="list-style-type: none"> Observation #3 - due Friday of 5th week of spring term Observation #4 - due Friday of 9th week of spring term Final triangle meeting – complete evaluation (CPAST) – due Friday of 10th week of spring term *Drop-ins as appropriate

ADDRESSING CONCERNS ABOUT CANDIDATES' PROGRESS

ADMISSIONS, RETENTION, AND DISMISSAL POLICY

The Admission, Retention, and Dismissal (ARD) committee oversees the admission process and policies, monitors Teacher Candidate progress of program expectations and standards toward program completion, and deliberates on retention and dismissal decisions.

The ARD Policy Handbook can be found on the EOU College of Education website (College of Education>Resources for Current Students>Admission, Retention, and Dismissal Policy (ARD) Handbook).

ADDITIONAL INFORMATION

EOU STUDENT-ATHLETES, CLUBS, AND RESIDENCE LIFE

The College of Education is committed to working with students who are involved in activities on the EOU campus. This includes student-athletes, those participating in clubs, and those participating in residence life. Candidates participating in athletics, clubs, or residence life for EOU must have a written agreement with the College of Education. Details for completing the agreement are provided below.

Completing the EOU Athlete, Club, and Residence Life Agreement:

- A College of Education (CoE) representative will contact candidates to schedule a meeting.
- The Teacher Candidate(s) will meet with the CoE representative to discuss expectations of the candidate(s) participating in athletics, clubs, or residence life while in the initial teacher preparation program.
- The Teacher Candidate will provide the schedule of days the candidate will be absent.
- The Teacher Candidate will share the College of Education expectations with the coach or advisor.
- The Coach or advisor will sign the agreement.
- The signed agreement and schedule of events will be provided to the appropriate Program Coordinator.
- The signed agreement will remain in the candidate's file.
- A copy of the scheduled absences will be provided by the candidate to Course Instructors, Mentor Teachers, and University Supervisors. Candidates will arrange any missed class time and/or coursework.

SUBSTITUTE TEACHING WHILE IN PROGRAM

EOU College of Education's policy on substitute teaching while completing the program:

- Must follow district policy for substitute license. The district will be responsible for helping candidates obtain emergency sub licenses if the district needs that.

- Subbing during days and times outside of class/practicum/student teaching obligations: they can substitute in any school/district that offers them a job. This is "off the clock" with EOU, so they can choose what jobs/work they want to take.
- Subbing during the practicum/student teaching hours: Only substitute during practicum/student teaching hours within their Mentor Teacher's classroom. Candidates cannot substitute in other classes in the school/district during required practicum/student teaching hours.
- Subbing will not be allowed during any EOU class times. Any substitute jobs taken must be concluded in time to attend EOU classes. Tardiness or absence from EOU classes will not be accommodated.

PURCHASING OF BOOKS

You can access the books needed for courses from the EOU Bookstore on campus and online. The bookstore is the most current place to find books. You must have all the books before the start of each new term.

***Books for the entire term (first and second 5-week courses) must be purchased at the start of the academic term.** Unpurchased books for the term are returned to the warehouse during the 3rd or 4th week of the term. Once books have been returned, they can no longer be ordered by the bookstore for that term.

LIABILITY

Eastern Oregon University has an insurance policy that covers liability for Teacher Candidates enrolled in supervised Clinical Experiences. However, Teacher Candidates are strongly encouraged to consider purchasing professional liability insurance coverage through a professional educator association or private insurance carrier.

As a Teacher Candidate, you may encounter situations that may involve legal actions, in which you may be held personally liable for damages, or you may sustain an injury or damage to your personal property.

If an EOU Teacher Candidate causes any damage or destruction to property while in placement/student teaching, the candidate is responsible for any cost incurred.

EMAIL ACCOUNTS & CONTACT INFORMATION

Teacher Candidates are assigned an EOU email per University policy. **Teacher Candidates are responsible for checking their EOU mail accounts daily. All electronic communication will be sent to EOU email addresses, not personal accounts.** *It is expected that Teacher Candidates respond to communication within a timely manner (24-48 hours).*

Candidates must keep their mailing address and contact telephone number(s) current with the program advisor. Any changes to contact information should be updated in Mountie Hub and sent to the program advisor immediately.

PROFESSIONAL BEHAVIOR, ETHICS, AND VALUES

Professional behavior, ethics, and values are the candidate's responsibility and are signed at the beginning of the program and included in the candidate's assessment process of observations and midterms.

EOU Teacher Candidates may not leave school premises with a student without a district representative.

Confidentiality regarding the identity of students, University Supervisors/Faculty, and Mentor Teachers must always be maintained. In all cases, the Teacher Candidate must remember that they are the school's guest.

STUDENT CODE OF CONDUCT

Teacher Candidates are expected to meet the academic and behavior standards outlined in the EOU Student Handbook at <http://www.eou.edu/sse/student-handbook/>.

Teacher Candidates will also follow professional guidelines expected of teachers in the school district where they are candidates.

Oregon Law prohibits the possession, use, and/or sale of tobacco products on school property (OAR 581-021-0110). Tobacco is defined as any lighted or unlighted cigarette, pipe, clove cigarette, any other smoking product, and spit tobacco, also known as smokeless, dip, and chew, in any form including any nicotine products. The tobacco free schools legislation includes all K-12 school campuses and includes any building, facility, or vehicle owned by the school district and on grounds, athletic grounds, or parking lots. In addition to tobacco, schools also prohibit students and staff from selling, possessing, or using alcohol or controlled substances on school grounds or at school-related events.

Teacher Candidates who violate the code of conduct will be referred to the ARD committee for possible dismissal from the program.

BILINGUAL CANDIDATES

Teacher Candidates who are bilingual (or multilingual) can complete the requirements to have [Bilingual Specialization](#)(s) on their teaching license. The specialization is listed as Bilingual Specialization: [Language], such as Bilingual Specialization: Spanish. This specialization does not require a program. As a result, EOU does not submit program completion reports to recommend candidates. Instead, candidates work directly with TSPC to submit proficiency documentation, fulfilled by completing the Commission-approved language proficiency exam, and candidates list the request to have the specialization(s) added to the licensure application. The exam information is in the [Program Review and](#)

[Standards Handbook](#) in the Specializations section (on pp. 70-71 of the April 2019 revision of the handbook). This is not the same as the proficiency exams required for those seeking the World Language endorsement.

EOU FOUNDATION CRISIS FUND

A crisis fund has been created for undergraduate and graduate students in the program. All questions about this fund need to be directed to the Program Advisor.

APPLYING FOR GRADUATION

Teacher Candidates are responsible for completing the EOU Graduation Application. *The deadline for graduation is due two terms before the anticipated graduation. For spring graduation, the application is due in November.* Please monitor the deadline on the EOU Registrar's web page:

<https://www.eou.edu/registrar/grad-info/>

DEFERRING FROM PROGRAM

If a Teacher Candidate needs to delay their start in the program or defer their program, the Teacher Candidate will need to contact the Program Advisor and complete the deferral form. Teacher Candidates can defer from the program for the remainder of the academic year they were enrolled. Teacher Candidates will need to meet all new standards and requirements for the program upon their return to the next academic year. If a Teacher Candidate decides not to return the following academic year, they must complete the program application process. Any candidate wishing to defer should contact Janet Frye (jfrye@eou.edu).

Frequently Asked Questions

The following are brief answers to many of the most frequently asked questions. For complete answers, please refer to the specific sections in this handbook.

Do I need a car? Will I have to travel? YES! The College of Education works with many school districts surrounding our campus when placing Teacher Candidates in Field Experience and Student Teaching. The schools may be as far away as 45-60 minutes (approx. 50 miles). Because of the diverse needs of our student body, we rely upon each Teacher Candidate to get to and from their placement sites. We encourage Teacher Candidates assigned to the same school to arrange a carpool.

How does the College of Education determine placements for student teaching? The College of Education Placement Coordinator works with districts and schools to determine student teaching placements.

Can I choose my school and Mentor Teacher? **NO.** Candidates are not permitted to contact schools or districts to arrange a placement. However, if you have a district, school, or mentor you would like to be placed with you will need to reach out to the Placement Coordinator so the Placement Office can make contract. **Any candidate who attempts to contact schools or districts to arrange their placement will be referred to the ARD committee for possible suspension or dismissal from the program.**

May I meet my Mentor Teacher before Field Experience or student teaching? **Yes.** Teacher Candidates should reach out to their Mentor Teacher before starting their first day in a

placement to set up a meeting to discuss expectations and general school procedures.

What is considered professional dress for the school environment? All student teachers must adhere to the assigned school's professional dress code.

Professional attire may include knee-length skirts and dresses, slacks and tops. Each school has its own policy concerning body piercings and visible tattoos. Unacceptable items include flip flops, attire that contains questionable wording (no obscene or offensive messages or references to products that are illegal to minors), garments that expose excessive skin, sheer fabrics, backless or off the shoulder clothing, or anything that does not adequately cover the body. **Jeans may be considered appropriate attire at your school; however, torn/distressed jeans are not professional and should not be worn in your placements.** Student teachers are encouraged to inquire at their school concerning the dress code.

Can I hold a job while completing the program/student teaching? The College of Education encourages Teacher Candidates to concentrate on program completion/student teaching, immersing themselves in the total school experience. Student teaching is a full-time professional non-paid internship; therefore, having a job while student teaching is strongly discouraged. **Employment (including coaching) during program**

completion must not interfere with classes, practicum, and/or student teaching.

How many absences may I have during student teaching? Student teachers may take up to two excused absences during Field Experiences and five absences during student teaching. All absences must be approved by the Mentor Teacher and communicated to the University course instructor or Supervisor. The College of Education must approve extensive absences due to illness or extenuating circumstances. Teacher Candidates should reach out to their advisor or program coordinator for approval.

Can I leave student teaching early to attend an extracurricular activity or get to my job? A non-education course, employment, or extracurricular activity must not interfere with class time, practicum experiences, and/or student teaching; it cannot require an early dismissal or be used as an excuse for not performing student teaching duties.

How is my Student Teaching experience evaluated? Student teaching is evaluated as

pass/fail. Teacher Candidates are evaluated through formal observations throughout the student teaching experience. Formal evaluations by your Mentor Teacher and University Supervisor are conducted at the midpoint of the experience and at the end. While your Mentor Teacher and University Supervisor will collaborate in your supervision and evaluation, final responsibility for your grade in student teaching rests with the Course Instructor/University Supervisor.

How do I obtain an Oregon teaching license? A license to teach is awarded by the Oregon Teacher Standards and Practices Commission (TSPC), so you must apply to the TSPC for a license once your degree is conferred. The Placement Coordinator/Licensing Officer will meet with Teacher Candidates in the spring to explain the processes for applying for a teaching license.

Can I use my Oregon license to teach in another state? NO. You must apply for a license in that state. For licensure information, visit the state's Department of Education website.

WITH GREAT APPRECIATION

Dear Mentor Teacher,

As a Mentor Teacher, you will play a valuable role in the development of high-quality educators for the students of tomorrow. Field experience and student teaching are critical components of our initial teacher preparation programs. We develop quality Teacher Candidates because of your mentorship, guidance, and support.

During your time together, you will guide the Teacher Candidate through the practice and expectations of being an educator. This includes introducing the Teacher Candidate as a member and teacher of the classroom, acclimating the Teacher Candidate into your school community, assisting you in daily tasks in the classroom, observing you and other educators in your building, working with students one-on-one and in small groups, and allowing the Teacher Candidate to assume partial teaching at a pace decided by you. You will mentor the Teacher Candidate by sharing your process of planning and developing lessons, creating differentiated lessons, developing your classroom management plan, strategies for communicating with parents, time management, lesson delivery, data-informed decision-making, grading, etc.

To support you as a Mentor Teacher, we have created this handbook to share information about the Field Experiences and Student Teaching in which you will soon be engaged. It should help you understand our expectations, policies, the structure of the experiences, and resources to help support you in the mentoring process.

We thank you for partnering with Eastern Oregon University to prepare the next generation of teachers. We hope you enjoy working with our Teacher Candidates and sharing your passions and commitment to the profession.

Thank you,

The College of Education

MENTOR TEACHER RESPONSIBILITIES

WELCOMING THE TEACHER CANDIDATE TO THE CLASSROOM

The Teacher Candidate will reach out to the Mentor Teacher before the start of the placement to determine the official start date and time for the experience.

The Mentor Teacher will help the Teacher Candidate adjust to the school setting in the following ways:

1. Making introductions to faculty and other school personnel.
2. Providing the candidate with a work area and space for personal belongings.
3. Sharing and providing copies of texts, and district curriculum guidelines, if available.
4. Acquainting the candidate with instructional supplies, teaching aids, and available equipment.
5. Helping the candidate become acquainted with the unique culture of the school and community.
6. Familiarizing the candidate with school and district policies and procedures.

ENHANCING OBSERVATION AND PARTICIPATION

The Mentor Teacher will help candidates with effective observation and participation by:

1. Providing ideas for focused observations: lesson openers, lesson closure, formal & informal assessment during a lesson, strategies for maintaining student interest, instructional strategies, differentiation, cooperative learning strategies, etc.
2. Providing opportunities to observe and study classroom routines, procedures, and rules.
3. Introducing classroom management styles, procedures, and different ways to manage behaviors.
4. Encouraging involvement in preparation and discussion of daily and long-term planning, including assessment and record keeping.
5. Allowing the candidate to participate in school meetings and professional development opportunities.
6. Including candidates in formal and informal conferences with parents, including IEP and 504 Meetings.
7. Discussing and participating in record-keeping procedures and practices.
8. Providing opportunities to collect, analyze, and participate in data-driven decisions.

SUPERVISION & FEEDBACK

A significant component of mentoring Teacher Candidates is in the quality of supervision and feedback.

High-quality supervision and feedback include the following:

1. Observing frequently and in a variety of situations.
2. Providing feedback on the performance of professional responsibilities: lesson planning, implementation of the lesson, assessment, classroom interactions, etc.
3. Providing perception (both positive and negative) of candidate performance to inform the candidate of areas for improvement.
4. Help relate teaching theories and philosophies to teaching by explaining the rationale for the selecting particular instructional materials and methods in the classroom.
5. Encourage candidate preparation and organization by requiring all lesson plans to be taught by the candidate to be completed 24 hours in advance.
6. Discuss lesson plans and offer suggestions as appropriate, such as active engagement, opportunities for critical thinking, creativity, collaborative problem solving, monitoring of student learning, etc.
7. Withholding criticism during a lesson unless it is in the K-12 students' best interest.
8. Help in developing and maintaining classroom management techniques for candidates.
9. Supporting self-reflection opportunities, including post-lesson analyses.

Mentor Teachers are required to submit formal observations to the Placement Coordinator at the times indicated on the Schedule of Triangle Meetings, Observations, and Evaluations.

MENTOR TEACHER FIELD EXPERIENCE EXPECTATIONS

Expectations of the experiences are developmental and align with coursework expectations. Please refer to this handbook's College of Education Field Experience and Student Teacher Competencies section.

MENTOR TEACHER TRAINING

The Placement Coordinator provides the mentor teachers with training. The tools are provided in an introductory email and available on the COE website. During the initial meeting with the University Supervisor, the Mentor Teacher can be individually trained on any pieces needed, as determined by the Mentor Teacher.

MENTOR TEACHER BENEFITS

Field Experiences and Student Teaching is one of the most significant aspects of a teacher education program. The opportunity for a Teacher Candidate to work with an experienced professional for an entire term is critical. Mentor Teachers shape the next generation of classroom leaders.

The rewards for Mentor Teachers are both tangible and intangible. A long-term relationship with a Teacher Candidate can bring the intangible reward of knowing that one has contributed to the profession by nurturing and encouraging a new colleague, thereby influencing generations of future students.

Eastern Oregon University has a contract agreement with public schools in the state to provide small cash compensation, reduced university enrollment tuition benefits, and other professional development privileges to the partner school and Mentor Teacher as a general acknowledgment of the contributions made on behalf of the Teacher Candidate.

Eastern Oregon University-Mentor Teacher Benefit

Program	A Placement	B Placement
Master of Art in Education (MAT)	Fall term: <ul style="list-style-type: none">● Stipend to School District● 20 PDUs● 5 Credit Vouchers	Winter/Spring terms: <ul style="list-style-type: none">● Stipend to School District● 30 PDUs● 5 Credit Vouchers

For Idaho Mentor Teachers, please contact Tara Gekas for credit options

Eastern Oregon University will pay the **school district** a stipend for each student teaching placement. Payment will be made to the district following the end of each Teacher Candidate's placement. Depending on local bargaining contracts, the school district may pay the entire amount to each Mentor Teacher for their work as a mentor.

Eastern Oregon University will provide the **school district** with credit vouchers toward **reduced** tuition for qualified University courses. The certificate can be used in any academic term, including summer session, at Eastern Oregon University; however, only one voucher may be used per term. The Mentor Teacher is named on the credit voucher; however, the voucher may be assigned to any professional educator within the same district.

Each Mentor Teacher will receive a certificate documenting that they have earned the professional development units for each field placement or student teaching term. Any questions regarding Mentor Teacher benefits, please contact:

Tara Gekas- Placement Coordinator

Eastern Oregon University - College of Education

(541) 962-3816

tgekas@eou.edu

WITH GREAT APPRECIATION

Dear University Supervisor,

Your role as a University Supervisor is critical in teacher education preparation. Along with the Mentor Teacher, the University Supervisor is responsible for mentoring and providing feedback to our Teacher Candidates.

We would be unable to develop future educators without your mentoring and support.

To support you in your role as a University Supervisor, we have created this handbook to share information about the Field Experience or Student Teaching experience in which you will soon be engaged. It should help you understand our expectations, policies, the structure of the experiences, and resources to help support you in the mentoring process.

We thank you for partnering with Eastern Oregon University to prepare the next generation of teachers.

We hope you enjoy working with our Teacher Candidates and sharing your passions and commitment to the profession.

Thank you,

The College of Education

UNIVERSITY SUPERVISOR ROLES AND RESPONSIBILITIES

University Supervisors are either College of Education faculty or adjunct instructors hired specifically for mentoring Teacher Candidates. The role of the University Supervisor is to serve as a liaison between the Teacher Candidate, the Mentor Teacher, and the Eastern Oregon University College of Education. Your role is to communicate with the Teacher Candidate and Mentor Teacher about the expectations and requirements of the experience. You will provide feedback and support during the Field Experiences and Student Teaching placements.

You are also responsible for identifying and/or helping resolve any issues in the field. After the initial visit with your Teacher Candidate, please contact the Placement Coordinator if there is any discrepancy with the placement from the original agreement.

PARTNER 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, register in the school office before visiting the candidate'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 Oregon's teacher education program, and your responsibility is to provide accurate and timely information. If you cannot answer questions, please direct them to the College of Education Office (541-962-3772).

MENTOR TEACHERS

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

UNIVERSITY SUPERVISOR GETTING STARTED

At the beginning of the academic year, you will receive a list of Teacher Candidates and their Mentor Teachers. Communication between the Teacher Candidate, Mentor Teacher, and University Supervisor should be conducted promptly.

UNIVERSITY SUPERVISOR TRAINING

You will be required to attend a University Supervisor meeting during the fall to discuss requirements and expectations (including paperwork) for your role. Information about this meeting will be sent to your preferred email address. If you cannot attend this informational meeting, you must contact Tara Gekas to set up an alternative training opportunity.

UNIVERSITY SUPERVISOR QUALIFICATIONS

University Supervisors are assigned to Teacher Candidates by the Dean, following the TSPC criteria (584-400-0140):

- The University Supervisor must hold a license and endorsement in the candidate's license and endorsement areas;
- Demonstrate exceptional expertise in the candidate's license and endorsement area; or
- Demonstrate exceptional expertise in supervising licensed educators in the candidate's license area.

UNIVERSITY SUPERVISOR SUBMISSION OF ASSESSMENTS

UNIVERSITY SUPERVISOR OBSERVATIONS AND EVALUATIONS - CANVAS

All observations and evaluations are submitted to the Placement Coordinator via Canvas Rubric. You will be emailed the instructions for submitting the observations and evaluations. All required assessments are monitored by the Placement Coordinator, the Director of Accreditation and shared with the Quality Assurance Committee and/or the ARD Committee, the College of Education, and the Advisory Committee. Due dates for the following requirements can be found in this handbook's Schedule of Triangle Meetings, Observations, and Evaluations table.

As the University Supervisor, you will be responsible for the following assessments in Google Forms:

Observations: University Supervisors are expected to complete and submit the required observations as determined in the Schedule of Triangle Meetings, Dispositions, Observations, and Evaluations. The observations are recorded to ensure candidates meet minimum program expectations and document their development as novice teachers. The Observation Tool used for observations is the Danielson Framework.

CPAST: Evaluation of the candidate is completed via a triangle meeting. Teacher Candidate, Mentor Teacher, and University Supervisor each review the CPAST rubric and determine an independent score. During the triangle meeting, the scores for each rubric are discussed, and a consensus score is determined. The trio will develop 1-2 goals for the Teacher Candidate to focus on before the subsequent evaluation.

Any questions regarding submitting observations and evaluations should be directed to the Placement Coordinator, Tara Gekas (tgekas@eou.edu)

UNIVERSITY SUPERVISOR EMPLOYMENT PROCEDURES

All University Supervisors are responsible for the accuracy and timeliness of required paperwork.

A payment request will be made once all required paperwork has been submitted to Jamie Landa in the College of Education. An agreement will be sent to each University Supervisor indicating the number of candidates 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:

Jamie Landa, College Operations Manager
Colleges of Business & Education
Eastern Oregon University
La Grande, OR 97850
(541) 962-3343
landaj@eou.edu

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 Jamie Landa in the College of Education:

- Employee's Withholding Allowance Certificate (W-4)
- Employment Eligibility Verification Form (I-9)
- Unclassified Resource Employee Information Sheet
- Current vita
- Direct Deposit Form

CURRENT SUPERVISORS AND PREVIOUS SUPERVISORS

All current supervisors will be asked to complete a new Unclassified Resource Employee Information Sheet in order to update your information. If there has been a lapse in service of over twelve months, you will be asked to complete a new employee packet.

APPENDIX A: STANDARDS FOR COMPETENT AND ETHICAL PERFORMANCE

STANDARDS FOR COMPETENT AND ETHICAL PERFORMANCE AND DISPOSITION EXPECTATIONS



Eastern Oregon University Initial Teacher Preparation

Standards for Competent and Ethical Performance and Disposition Expectations

As teacher candidates, you are beginning your path to a profession that serves Oregon K-12 students, school, and communities. As a teacher candidate, you aspire beyond complacency with competency, ethical performance, and dispositions. EOU Teacher candidates are committed to all aspects of professionalism and will conduct themselves in a way following ways:

Oregon Teacher Standard and Practices Commission has provided the following standards for Competent and Ethical Performance of Oregon educators:

The educator demonstrates a commitment to (584-020-0010):

1. Recognize the worth and dignity of all persons and respect for each individual;
2. Encourage scholarship;
3. Promote democratic and inclusive citizenship;
4. Raise educational standards;
5. Use professional judgment; and
6. Promote equitable learning opportunities.

Curriculum and Instruction (584-020-0015):

1. The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of goals as they are appropriate for each individual.
2. The competent teacher demonstrates:
 - a. Use of state and district adopted curriculum and goals;
 - b. Skill in setting instructional goals and objectives expressed as learning outcomes;
 - c. Use of current subject matter appropriate to the individual needs of students;
 - d. Use of students' growth and development patterns to adjust instruction to individual needs consistent with the number of students and amount of time available; and
 - e. Skill in the selection and use of teaching techniques conducive to student learning.

Supervision and Evaluation (584-020-0020):

1. The competent educator is a student of human behavior and uses this knowledge to provide a climate that is conducive to learning and that respects the rights of all persons without discrimination. The competent educator assumes responsibility for the activities planned and conducted through the district's program, and assists colleagues to do the same. The competent educator gathers relevant information and uses it in the planning and evaluation of instructional activities.
2. The competent teacher demonstrates:
 - a. Multiple ways to assess the academic progress of individual students;
 - b. Skill in the application of assessment data to assist individual student growth;

- c. Procedures for evaluating curriculum and instructional goals and practices;
 - d. Skill in the supervision of students; and
 - e. Skill in differentiating instruction.
3. The competent administrator demonstrates:
- a. Skill in the application of assessment data to provide effective instructional programs;
 - b. Skill in the implementation of the district's student evaluation program;
 - c. Skill in providing equal opportunity for all students and staff; and
 - d. Skill in the use of employee and leadership techniques appropriate to the assignment and according to well established standards which ensure due process for the staff for which the administrator is responsible for evaluating.

Management Skills (584-020-0025):

1. The competent educator is a person who understands students and is able to relate to them in constructive and culturally competent ways. The competent educator establishes and maintains good rapport. The competent educator maintains and uses records as required, and as needed to assist the growth of students.
2. The competent teacher demonstrates skills in:
 - a. Establishing and maintaining classroom management that is conducive to learning;
 - b. Using and maintaining district property, equipment, and materials appropriately;
 - c. Using and maintaining student records as required by federal and state law and district policies and procedures;
 - d. Using district and school business and financial procedures; and
 - e. Using district lawful and reasonable rules and regulations.

Human Relations and Communications (584-020-0030):

1. The competent educator works effectively with others -- Students, staff, parents, and patrons. The competent educator is aware of the ways the community identifies with the school, as well as community needs and ways the school program is designed to meet these needs. The competent educator can communicate with knowledge, clarity, and judgment about educational matters, the school, and the needs of students.
2. The competent teacher demonstrates:
 - a. Willingness to be flexible in cooperatively working with others; and
 - b. Skill in communicating with administrators, students, staff, parents, and other patrons.

Oregon Teacher Standard and Practices Commission has provided the following in regards to the Ethical Educator (584-020-0035):

The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing the ethical educator considers the needs of the students, the district, and the profession.

The ethical educator, in fulfilling obligations to the student, will:

1. Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and the student's family;
2. Refrain from exploiting professional relationships with any student for personal gain, or in support of persons or issues; and
3. Maintain an appropriate professional student-teacher relationship by:
 - a. Not demonstrating or expressing professionally inappropriate interest in a student's personal life;

- b. Not accepting or giving or exchanging romantic or overly personal gifts or notes with a student;
- c. Reporting to the educator's supervisor if the educator has reason to believe a student is or may be becoming romantically attached to the educator; and
- d. Honoring appropriate adult boundaries with students in conduct and conversations at all times.

The ethical educator, in fulfilling obligations to the district, will:

- 1. Apply for, accept, offer, or assign a position of responsibility only on the basis of professional qualifications, and will adhere to the conditions of a contract or the terms of the appointment;
- 2. Conduct professional business, including grievances, through established lawful and reasonable procedures;
- 3. Strive for continued improvement and professional growth;
- 4. Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and
- 5. Not use the district's or school's name, property, or resources for noneducational benefit or purposes without approval of the educator's supervisor or the appointing authority.

The ethical educator, in fulfilling obligations to the profession, will:

- 1. Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;
- 2. Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities; and
- 3. Respond to requests for evaluation of colleagues and keep such information confidential as appropriate.

EOU has provided the following in regards to the Disposition Expectations of Teacher Candidates:

- 1. Participates in professional development;
- 2. Demonstrate effective communication with parents or legal guardians;
- 3. Demonstrates punctuality;
- 4. Meets deadline and obligations;
- 5. Preparation;
- 6. Collaboration ;
- 7. Advocacy to meet the needs of learners or for the teaching profession; and;
- 8. Responds positively to feedback and constructive criticism.

I understand the expectations of demonstrating the TSPC provided characteristics of a Competent Educator, an Ethical Educator, and the EOU disposition expectations and am committed to fulfilling each of these.

Signature of Teacher Candidate

Date

Printed Signature