Master of Arts in Teaching

Program Handbook
# Table of Contents

## University Information
- MAT Faculty and Staff Contact List ........................................................................................................ 2
- OSU-Cascades Ethos & MAT Core Operating Principles ........................................................................... 3
- College of Education Conceptual Framework .......................................................................................... 4
- Alignment with National & State Standards ........................................................................................... 9

## Program Components
- Academics ............................................................................................................................................. 13
- Clinical Placement ................................................................................................................................. 22
- Licensure ................................................................................................................................................ 26
### OSU-Cascades
**Master of Arts in Teaching**
**Program Faculty and Staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Office</th>
<th>Phone/Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jessie Buhrle</td>
<td>Advisor, Admissions Coordinator</td>
<td>Room 110A</td>
<td><a href="mailto:Jessica.buhrle@osucascades.edu">Jessica.buhrle@osucascades.edu</a> (541)322-3118</td>
</tr>
<tr>
<td>Julie Gess-Newsome</td>
<td>Associate Dean</td>
<td>112B</td>
<td><a href="mailto:Julie.Gess-Newsome@osucascades.edu">Julie.Gess-Newsome@osucascades.edu</a> (541)322-2045</td>
</tr>
<tr>
<td>Michael Giamellaro</td>
<td>Assistant Professor</td>
<td>Room 109</td>
<td><a href="mailto:michael.giamellaro@osucascades.edu">michael.giamellaro@osucascades.edu</a> (541)322-2089</td>
</tr>
<tr>
<td>Nancy Hackbarth</td>
<td>Educational Placement Coordinator</td>
<td>Room 112C</td>
<td><a href="mailto:nancy.hackbarth@osucascades.edu">nancy.hackbarth@osucascades.edu</a> (541)322-3189</td>
</tr>
<tr>
<td>Donna Harris</td>
<td>Licensure and Admin Coordinator</td>
<td>Room 112C</td>
<td><a href="mailto:donna.harris@osucascades.edu">donna.harris@osucascades.edu</a> (541)322-3173</td>
</tr>
<tr>
<td>Melinda Knapp</td>
<td>Instructor</td>
<td>Room 116</td>
<td><a href="mailto:Melinda.knapp@osucascades.edu">Melinda.knapp@osucascades.edu</a> (541)322-2024</td>
</tr>
<tr>
<td>Carolyn Platt</td>
<td>Program Lead, Instructor</td>
<td>Room 111</td>
<td><a href="mailto:Carolyn.platt@osucascades.edu">Carolyn.platt@osucascades.edu</a> (541)322-3120</td>
</tr>
<tr>
<td>Rachael Schuetz</td>
<td>Instructor</td>
<td>Room 116</td>
<td><a href="mailto:Rachael.schuetz@osucascades.edu">Rachael.schuetz@osucascades.edu</a> (541)322-2066</td>
</tr>
<tr>
<td>Ann Allred</td>
<td>Faculty Associate</td>
<td></td>
<td><a href="mailto:allreda@onid.oregonstate.edu">allreda@onid.oregonstate.edu</a></td>
</tr>
<tr>
<td>Jana Clemons</td>
<td>Faculty Associate</td>
<td></td>
<td><a href="mailto:clemonsj@onid.oregonstate.edu">clemonsj@onid.oregonstate.edu</a></td>
</tr>
<tr>
<td>Cate Denson-Hill</td>
<td>Faculty Associate</td>
<td></td>
<td><a href="mailto:densonhc@onid.oregonstate.edu">densonhc@onid.oregonstate.edu</a></td>
</tr>
<tr>
<td>Michael McDonald</td>
<td>Faculty Associate</td>
<td></td>
<td><a href="mailto:mcdonmic@onid.oregonstate.edu">mcdonmic@onid.oregonstate.edu</a></td>
</tr>
<tr>
<td>Debbie Siegel</td>
<td>Faculty Associate</td>
<td></td>
<td><a href="mailto:Debbie.siegel@osucascades.edu">Debbie.siegel@osucascades.edu</a></td>
</tr>
<tr>
<td>Laura Sugden</td>
<td>Faculty Associate</td>
<td></td>
<td><a href="mailto:sugdenl@onid.oregonstate.edu">sugdenl@onid.oregonstate.edu</a></td>
</tr>
</tbody>
</table>

**OSU Cascades**
**Main Office**
(541) 322-3100, fax (541) 322-3139
OSU-Cascades

Ethos Statement

The guiding vision of OSU-Cascades is to contribute significantly to intellectual, cultural, ecological, social and economic vitality. To achieve that goal, the OSU-Cascades community will strive to model principles and practices of a thriving, equitable and sustainable society. A culture of learning and exploration provides significant rewards to its members; those rewards are best achieved when all community members (faculty, staff, administrators, students and Board of Advisors) strive to honor the following principles:
1. Respect the dignity and uniqueness of individuals. This principle applies to a diversity of cultures, belief systems, academic ranks and academic/professional disciplines.
2. Aspire to excellence and integrity in every endeavor.
3. Consider current and future generations in every deliberation.
4. Demonstrate leadership in service to community.

OSU, Graduate School

Mission

The Graduate School contributes to OSU’s goal of achieving top ten land grant status by providing leadership in all aspects of graduate education, through advocacy for the critical importance of the graduate enterprise to the university's mission, and by providing core centralized services to the graduate community. In partnership with the graduate faculty, the Graduate School plays a leadership and advocacy role to ensure that OSU attracts the best graduate students and delivers a compelling and high-quality graduate experience that prepares them to create new ideas and knowledge, to educate others, to make positive impacts on society, and to lead innovation.

As a Graduate Student you should familiarize yourself with the Graduate School webpage where you will find valuable information: http://oregonstate.edu/dept/grad_school/

OSU, College of Education

Vision

The College of Education is an international leader in innovative research and the preparation of scholars and lifelong learning leaders in two signature areas critical to an increasingly complex and global society: science, technology, engineering, and mathematics (STEM) and cultural and linguistic diversity. Through our research and professional preparation, we contribute to the development of a literate citizenry prepared to be engaged, reflective, creative, and caring members of their communities, as well as the world.

Mission

The College of Education develops multi-culturally competent researchers, scholars, learning leaders and practitioners who make a difference by promoting innovation, social justice, and lifelong learning with a focus on STEM and cultural and linguistic diversity. Our research and professional preparation fosters scholarship, intellectual stimulation, openness, flexibility, and a sense of community.
Values and Beliefs
We believe that the discovery, dissemination, and application of knowledge in STEM disciplines must be situated in a context of social justice that acknowledges and embraces cultural and linguistic diversity. We value a collaborative, interdisciplinary approach to research and to teaching learners of all ages and cultural and ethnic backgrounds. Our programs are informed by research and our research is informed by our practice as educators.

Goals
Conduct research that fosters a deeper understanding of STEM learning across the lifespan.
Conduct research that furthers our understanding of the impact of cultural and linguistic diversity in a global society.
Work with the Cascades Campus and in partnership with colleagues across the campus including those in OSU’s proposed Center for Research in Lifelong STEM Learning and Center for Teaching and Learning to infuse our research and academic programs with interdisciplinary and multicultural approaches to learning.
Work collaboratively with colleagues across Oregon and the nation in school districts, community colleges, free-choice learning institutions, community-based organizations, and other national centers such as the Center for the Advancement of Informal Science Education (CAISE) based in Washington, DC.
Expand our capacity to meet the needs of learners of all ages who are from culturally and linguistically diverse backgrounds.

Conceptual Framework
1. Ethics and Professionalism

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

**Expectations for KSD:** Candidates demonstrate ethical and professional behavior in their interactions with students, families, colleagues, and communities. Candidates demonstrate an understanding of the legal aspects of their professional roles.

2. Reflective Practitioner

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

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

3. Lifelong Learners

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

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

**4. Diversity and Equity**

The PTCE unit’s broad definition of diversity is consistent with reform literature that links multicultural and special needs populations together when addressing learning differences. It is inclusive in that it refers to age, gender, ethnicity, culture, socio-economic status, and intellectual, physical, and language abilities. The unit is committed to the assumption that educators “must seek to eliminate disparities in educational opportunities among all students, especially those students who have been poorly served by our current system” (Banks et al., 2005). Education candidates learn to incorporate and develop a disposition to enact multicultural and diverse perspectives and practices into their own teaching and learning. They organize classroom instruction to meet the needs of a variety of learners, including linguistically different, ethnically diverse, and exceptional students. To this end, the PTCE unit: 1) places candidates in community and school sites with diverse populations; 2) provides instruction in multicultural and second language approaches to teaching and learning; and 3) provides instruction in legal issues and classroom strategies designed to serve special needs children in the regular classroom.

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

**Shared Vision.** The PTCE unit’s vision is to prepare education professionals who exemplify quality teaching and learning in the 21st century. Our commitment to the values of ethics and professionalism, reflective practice, lifelong learning, and diversity and equity express this vision and consistently support our operations and programs.

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

**Commitment to diversity.** The unit has an extensive and ongoing commitment to valuing diversity and in assuring candidates’ skillfulness in helping P-12 learners maximize their potential. The PTCE unit’s commitment to proficiency-based programs and the edTPA in all licensure programs attends carefully to individual differences, constraints and affordances of the teaching and learning setting, and differentiation necessary to assure that all children learn. Structured course embedded field experiences in all programs assure candidates develop the skills necessary to modify and differentiate for diverse learners.
Commitment to technology. Although not explicitly stated in the conceptual framework, the PTCE unit is committed to providing learners with the knowledge and skills to incorporate technology into their practice.

MAT Program Standards

Assessment
Teachers use a variety of assessment strategies that are aligned with goals and methods of instruction, appropriate to the knowledge and skills of the students, and conducive to continuous learning.

Content/Subject Matter
Teachers demonstrate an understanding of concepts/subject matter, sufficient in breadth and depth, to support student learning as defined by state (as described by 21st Century public school standards) and national subject specific standards.

Curriculum
Teachers engage students in a research-based curriculum that is consistent with state and national goals and appropriate for the students’ needs, abilities and interests.

Inquiry and Problem Solving
Teachers engage students regularly and effectively in content-specific exploration, inquiry, and problem solving.

Learning Environments
Teachers design and manage safe, secure, and stimulating learning environments that meet the needs of all students.

Nature of the Disciplines
Teachers engage students in activities that reflect the values, beliefs, and assumptions inherent in the content area as well as in interdisciplinary applications.

Pedagogy
Teachers create effective learning opportunities using a variety of teaching methodologies and assessment strategies and their applications, helping students to derive meaning from instruction and creating a disposition for further inquiry and learning.

Professional Practice
Teachers participate in a professional community, improving practice through personal education and development, community outreach, mentoring of new colleagues, guiding pre-service teachers, contributing to research, and collaborating with colleagues to improve educational practices.

Reflection
Teachers develop the habit of a reflective practitioner, reflecting on their teaching practices and enabling students to become reflective learners.

Social Context
Teachers effectively collaborate with peer, family, and community resources to facilitate the learning and development of students.
Students as Learners, Cultural Diversity, and Exceptionalities
Teachers engage students in relating the disciplines to their life and interests (providing for
differences in gender, ability, socioeconomic background, culture, and ethnic membership) as well
as the needs, values, issues and interests of the community.

Technology
Teachers use and engage students in learning to use appropriate technological resources to expand
their learning.

Program alignment to National and State Standards
All licensure programs in Oregon align with the Oregon Teacher Standards and Practices
Commission (TSPC) proficiencies standards and national standards in respective content fields,
such as the National Council of Teachers of English (NCTE), National Council of Teachers of
Mathematics (NCTM), National Council for Social Studies (NCSS) and the National Science
Teachers Association (NSTA).

Knowledge, Skills, Abilities and Professional Dispositions for Initial I Teaching Licensure
The unit assures that candidates for an Initial I Teaching License have sufficient evidence to show
performances, essential knowledge and critical dispositions in each of the following 10 teaching
standards.

(1) The Learner and Learning:
(a) Learner Development: The teacher understands how children learns 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. [InTASC Standard #1]
(b) Learning Differences: The teacher uses understanding of individual differences and diverse
cultures and communities to ensure inclusive learning environments that enable each learner to
meet high standards. [InTASC Standard #2]
(c) Learning Environments: The teacher works with others to create environments that support
individual and collaborative learning, and that encourage positive social interaction, active
engagement in learning, and self motivation. [InTASC Standard #3]

(2) Content
(a) Content Knowledge: The teacher understands the central concepts, tools of inquiry, and
structures of the discipline(s) he or she teaches and creates learning experiences that make these
aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
[InTASC Standard #4]
(b) 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. [InTASC Standard #5]

(3) Instructional Practice
(a) 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
(b) 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 learners and the community context. [InTASC Standard #7]

(c) Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. [InTASC Standard #8]

(4) Professional Responsibility

(a) Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. [InTASC Standard #9]

(b) Leadership and Collaboration: The teacher demonstrates leadership by taking responsibility for student learning and by collaborating with learners, families, colleagues, other school professionals, and community members to ensure learner growth and development, learning, and well-being. [InTASC Standard #10]

National Education Association (NEA) Code of Ethics

Preamble

1. The National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term ‘educator’ includes education support professionals.

2. The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

3. The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

4. The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

Principle I: Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator—

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--
   a. Exclude any student from participation in any program
   b. Deny benefits to any student
   c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

**Principle II: Commitment to the Profession**

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator—

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.
Program Components

Academics .................................................................................................................................................. 13
  Course Schedule(s)
  Grading Policies
  Retention Policy
  Program of Study
  Professional Portfolio & Oral Exam
  Commencement

Clinical Placement ........................................................................................................................................ 22
  Placement Procedures
  Fall term Part-time placement
  Winter/Spring Full-time placement

Licensure Requirements .................................................................................................................................. 26
  Testing
  Taskstream
  Add-on ESOL endorsement
  Required Forms (information to be added at Student teaching workshop)
  Process & Deadlines for submission (information to be added at Student teaching workshop)
  Initial I License Recommendation
Academics

MAT Course List

**Summer (16 credits)**

Development & Differentiation K-12 (4)
The Effective Teaching Cycle I (4)
Practice in the Teaching Community (2)
Technology Tools for Teaching (2)
Content Methods I (4)

**Fall (16 credits)**

Learning Environments I (3)
The Effective Teaching Cycle II (4)
Clinical Practice (5)
Content Methods II (4)

**Winter (16 credits)**

Foundations for ESOL/Bilingual Education (3)
Learning Environments II (2)
The Effective Teaching Cycle III (3)
Clinical Practice (4)
Content Methods III (4)

**Spring (14 credits)**

Learning Environments III (2)
Clinical Practice (8)
Capstone (4) *(Can be taken following summer if desired)*
Program Policies & Procedures

Grade Requirement

A grade-point average of 3.00 (a "B" average) is required: 1) for all courses taken as a degree-seeking graduate student, and 2) for courses included in the graduate degree or graduate certificate program of study. Grades below "C" (2.00) cannot be used on a graduate program of study. A grade-point average of 3.00 is required before the final oral or written exam may be undertaken.

Note: In addition, students must earn a grade of “B” or better in TCE 510 (Internship & Seminar) to have the course count toward licensure and degree completion.

Program of Study Requirement

During fall term you will need to complete a Program of Study form. During spring term, you will complete an audit of your coursework and the Program of Study by comparing it to your transcripts, in anticipation of scheduling your oral examination for graduation in Spring/Summer.

Retention Policy

Student retention in the Professional Teacher Education Program is based upon the academic and professional judgment of the university faculty responsible for the evaluation of the student’s academic and student teaching performance. Throughout each term, faculty members and student teaching supervisors meet to evaluate each student’s progress in academic work and student teaching effectiveness. Those students assessed as having difficulty will receive feedback concerning their progress from their advisor and other appropriate university faculty. The faculty considers not only academic abilities and skill performance when making retention decisions about students, but also such aspects as whether the student has appropriate levels of maturity, judgment, emotional stability, sensitivity to others and whether or not the student exhibits appropriate professional conduct.

The teacher education faculty has developed this Retention Policy based upon continuous evaluations of students in the Professional Teacher Education Program by university faculty and staff, and by public-school Cooperating Teachers and administrators. Students are evaluated on the benchmarks established by each program and on their ability to successfully plan for instruction; establish a classroom climate conducive to learning; exhibit professional behaviors, ethics and values; evaluate student progress; and on their ability to engage students in planned learning activities. The following information and procedures are established to guide decisions regarding the retention of students in the program.

1. Academic Standards

Students must meet the academic standards of the program in order to continue in the Professional Teacher Education Program. (3.0 OSU GPA, 3.0 GPA in TCE coursework, and 3.0 GPA in content mastery.) In addition, a grade of “B” or better is required in all 510 Internship courses. Each program provides students with benchmarks of required practicum, student teaching, and student academic performance that indicate successful completion of each step throughout the program. In addition, course outlines may define academic performance necessary for continuation in the program. The academic standards as outlined in the benchmarks and course syllabi must be met in order to continue.
2. Professional/Ethical Standards

According to various accreditation organizations (NCATE, ACA, TSPC, Oregon OARs, Public Schools, NGOs, Non-Profits), all candidates seeking accreditation and licensure or graduating from the College of Education at Oregon State University must meet all professional standards of practice, evidence of proper dispositions within their chosen field, as well as complying with the University Student Conduct Regulations (http://oregonstate.edu/admin/stucon/regs.htm). Professional behavior includes respect, honor and integrity, altruism, responsibility and accountability, leadership, caring, compassion, communication, and excellence of scholarship. Proper dispositions include the values, commitments, and professional ethics which positively influence behaviors toward students, families, colleagues, communities, and technology use. They affect student or client learning, motivation, and development, as well as their own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.

In addition to high standards for academic achievement and to the profession, the College of Education at Oregon State University holds candidates accountable during their studies and in their work in the field in both academics and practice. It is not sufficient to perform well academically, yet behave in ways that decrease the quality of the professional work. In other words, personal "issues" and personality characteristics that influence job performance may be considered as vital as the ability to write papers that present information. The candidate must demonstrate acceptable professional behavior in five key areas:

I. Professional conduct toward students, clients, youth, and adult learners;
II. Professional practice;
III. Professional conduct toward professional colleagues, including university faculty, staff, and Student Teaching and field placement supervisors and administrators;
IV. Professional conduct toward the general community, including educators, parents, and other community members
V. Technology use that includes “netiquette”, ensuring copyright, not plagiarizing, not using computers inappropriately for pornography or personal gain.

If candidates meet or exceed the standards of professional behavior, they will continue in the chosen field of study without interruption. If candidates do not meet the standards, they must go through the following procedures which may result in termination of their program and/or not being recommended for licensure.

3. Student teaching standards

A student may be removed from a practicum or student teaching site by the Professional Teacher Education Program if his or her performance does not meet benchmark requirements, or if performance is determined to be consistently inadequate, inappropriate, or unprofessional by the university supervisor. Furthermore, a student will be removed immediately from the site school at the request of the school principal (or appropriate administrator).

The process identified in the steps below may be afforded the student if it is felt that he or she is not making satisfactory progress as outlined in the benchmarks and/or course syllabi:
Acceptable professional behavior includes the following and is to be documented if there are infractions:

**I. Professional Conduct toward Students, Clients, Youth, and Adult Learners:**

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

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

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

III. Professional Conduct toward Professional Colleagues:
Candidate demonstrates proper professional respect in the following ways:

___ a. Treats all professional colleagues with whom he or she has contact equitably and respectfully
___ b. Does not make false statements about a colleague or placement setting
___ c. Is forthright, honest, and respectful with colleagues
___ d. Talks with the person with whom there is a problem and does not spread gossip
___ e. Respects each colleague's freedom of choice and expression and does not attempt to violate any individual's professional integrity
___ f. Admits errors and takes responsibility for mistakes

IV. Professional Conduct Towards General Community:
Candidate shows support of the school systems, workplaces, 4-H settings, and other environments:

___ a. Makes every effort to fully inform parents about their children and to assist families in educational or other endeavors, ensuring that responsible parties are informed with needed information
___ b. Makes every effort to understand and respect the values and traditions of diverse cultures and groups represented in the community
___ c. Maintains a positive and active role working for the betterment of all members of the community
d. Makes every effort to respect organizations, institutions and groups within the community, which necessitates a sensitivity and openness to various group cultures

V. Technology Use:
Candidate uses technology in appropriate, ethical ways

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

Technology Policy

In the University:
The use of technological tools during MAT course time is determined by the Instructor. Students are to utilize electronics for learning purposes in the classroom as specified during instruction or lecture. In accordance with professional expectations, students are prohibited from checking email, texting or Facebook posting during class time. Adherence to this policy is essential to your learning and the learning of your cohort members!

In the Schoolhouse:
Students are to communicate with their Cooperating Teacher and/or building Administrator in person or via phone when reporting absences and/or late arrivals/early departures from the placement site, and refrain from the use of email or texting as the first mode of communication in the schoolhouse. The full absence policy is outlined in this Handbook.

The use of personal computers is limited to necessary documentation or observation/reflection while in the placement - the student will NOT complete homework while in the classroom. Students will observe the same professional behavior whether in the schoolhouse or university classroom.

Students will NOT conduct personal business via cell phone or computer during placement hours. Remember, you are a model for your future students!

In the virtual world of Social Networking:

Due to the ever increasing number of court/civil cases involving inappropriate use of material posted to the web, it is STRONGLY suggested that students refrain from social networking during the course of this program. The posting of pictures of classmates, placement settings and details of placement assignments is prohibited without the written consent of those concerned. Students are encouraged to refer to materials provided in ethics and civil rights courses for precedents concerning “netiquette” and the educational setting.
Check-out of MAT technology tools

Students enrolled in the MAT program have access to audio and video recording tools, tripods and microphones to aid in the completion of lesson observations, the compilation of video for the EdTPA and professional portfolio. In addition, some students placed in classrooms using iPads solely for instruction may be granted the opportunity to check out an iPad for teaching purposes during the academic terms needed. More information will be shared with students as it becomes available.

Technology is checked out through a staff or faculty member for a designated time period so as to allow all students the opportunity for use.

Portfolio & Oral Examination Procedures

Eligibility for submission and event scheduling

A student is eligible to submit his/her portfolio and take his/her oral examination when he/she has verified completion of the following:

1. All coursework must be completed in a satisfactory manner with a grade of “C” or better with an overall GPA of 3.00. Final credit hours must be in the process of being completed.
   a. Additionally, a grade of “B” or better is required in any 510 Internship course.

2. All incomplete grades must be officially removed and be on record with the Registrar’s Office.

3. The student’s program of study on file must be approved by his/her Major Professor and signed by the College of Education.

4. Any changes or corrections to the program must be approved and on file in the Graduate Office.

Professional Portfolio

ED 506 – Capstone taken during spring or summer term will lead you through the writing of your professional portfolio. The portfolio will address the InTASC standards used by TSPC in determining teacher readiness and will include artifacts you gather or produce during your student teaching and coursework. These artifacts are records of your teaching and learning about teaching that you produce in your student teaching and in your classes. Therefore, be careful to save everything you produce in this program. Many of the items you produce or collect during your student teaching and/or classes may become important artifacts to present at your Oral Examination for your master’s degree.

On the following page is a checklist to be used by student teachers to plan and develop the artifacts they will use in their Professional Portfolio for their Oral Examination. It will be helpful for student teachers to review this list throughout their Master of Arts in Teaching Program to assist in the planning of the artifacts to collect for the Professional Portfolio.
Professional Portfolio Artifact Checklist

<table>
<thead>
<tr>
<th>Propositions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anecdotal Records</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Article Summaries or Critiques</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bulletin Board Ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Management Philosophy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Resources Documents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperative Learning Strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essays</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Trip Plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Floor Plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal Statements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individualized Plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interviews with Students, Teachers, and/or Parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson Plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letters to Parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management and Organization Strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media Competencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meetings and Workshops Log</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation Reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Critiques</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy Statement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Propositions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pictures &amp; Photographs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio (Student)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position Papers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem-Solving Logs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development Plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Organizations and Committees Logs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Readings List</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>References</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Papers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rules and Procedures Descriptions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedules</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seating Arrangement Diagrams</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Assessment Instruments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simulated Experiences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Contracts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subscriptions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher-Made Materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theme Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transcripts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit Plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video Scenario Critiques</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteer Experience Descriptions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Experience Descriptions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes from Students and/or Parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Oral Examination

All students qualifying for the MAT degree must pass an oral examination. The examination is scheduled for a two-hour block of time. The student’s major professor and a committee of two other people will conduct the examination.

The purpose of the Oral Examination is to:
1. Share the contents of the Candidate’s Professional Portfolio,
2. Celebrate the Candidate’s growth as a professional educator, and
3. Provide the Candidate useful feedback on the contents of the Candidate’s Professional Portfolio.

The purpose of the Oral Exam Committee is to appraise the student’s competence as a teacher in terms of:
1. Integrated knowledge and application of subject matter knowledge, and
2. The ability of the student to self-evaluate his/her own teaching effectiveness.

Format for the Oral Examination:
1. During your Oral Examination, you will present a PowerPoint presentation of your professional development utilizing the portfolio you have developed during your program of study.

Commencement

Students are eligible to participate in commencement exercises at the end of spring term if they are finishing in spring or summer term. Communication regarding commencement will begin shortly after spring term begins.
Clinical Placement

Prior to beginning student teaching:

___ Complete all testing requirements: results provided to Jessie Buhrle, 322-3118, Advisor, before classes begin in June.
   ___ Essential Academic Skills (EAS) test (or CBEST or Praxis PPST)
   ___ ORELA Protecting Student and Civil Rights in the Educational Environment exam
   ___ NES Elementary Education I & II exams
   ___ NES Endorsement Area exam (Secondary only)

___ Submit copies of ALL prerequisite coursework taken Fall, Winter or Spring terms prior to starting MAT coursework to the Advisor, Jessie Buhrle. Fall registration clearance will be issued upon receipt.

___ Provide NEA membership/insurance documentation to Donna Harris one week prior to starting Internship.

___ Read your E-mail at least once each day.

___ Keep in ongoing contact with Nancy Hackbarth, the Placement Coordinator, concerning the progress and confirmation of your Student Teaching Placements.

___ Complete “Safe Schools” training, (link provided at student teaching workshop in August), and any specific requirements in accordance with your school district.

Student Teacher Benchmarks

Our commitment is to your success. Accordingly, we have delineated the following Placement expectations for professional achievement. You will find listed in the benchmarks the majority of the basic requirements and expectations for this program. Your responsibility is to fulfill all benchmarks. If, for some reason, you are concerned about your ability to meet any benchmark, you should schedule a conference with your Advisor or Cohort Lead to discuss the situation.

Absences: Absences must be logged on the Log of Hours Form.

- Any school days missed because of an emergency or illness must be reported to the Cooperating Teacher before 6:30 a.m. on the day of the absence or at a time set in advance by the Cooperating Teacher. The manner of how the Student Teacher “reports” the absence to the Cooperating Teacher should be agreed on before the student teaching placement begins. Student Teachers are not responsible for calling for a substitute teacher but they are responsible for contacting their Cooperating Teacher to inform the Cooperating Teacher of their absence.
- Student Teachers also need to document their absence at any time during the Student Teaching experience by emailing their University Supervisor with the date and or time of their absence from their placement and the reason for the absence.

Note: All references to Fall, Winter, or Spring terms refer to University terms
Fall PART-TIME Placement

During the Fall part-time placement, students will work with their Cooperating Teacher by observing them or other teachers, assist/co-teaching with small groups of students or the whole class, and attending meetings culminating at completion of the EdTPA in late fall.

___ Work with your Cooperating Teacher to establish introductions with parents/guardians of students in classroom. Observe parent conferences, if possible.

___ Submit a Log of Hours for each month upon completion.

___ Work with your Cooperating Teacher to prepare classroom environment for students, establish assessment and management plans

___ Attend orientation activities, on-site seminars, and school staff meetings.

___ Talk to your Cooperating Teacher about special needs students in your classroom. Review student files and attend IEP meetings if possible.

___ Talk to your Cooperating Teacher about how she/he plans curriculum for the year.

___ Establish collaborative relationships with your Cooperating Teacher and all colleagues at school site.

___ Maintain a standard of professional ethics demonstrated through words and actions.

___ Engage yourself immediately in regular classroom activities.

___ Establish a relationship with your Academic Advisor at the beginning of the program. Meet with your Advisor at least once each term.

___ Apply knowledge of lesson plan design to the teaching of lessons in small and large group situations.

___ Establish a topic and timeline with your Cooperating Teacher for your EdTPA, and begin to gather resources based on long-term curriculum plans of your Cooperating Teacher.

___ Schedule:
- 3 Formal Lesson Observations with your Cooperating Teacher
- 3 Formal Lesson Observations with your University Supervisor
- Three-Way Evaluation meeting

___ Discuss the format/model for the Formal Observation Process with your University Supervisor and Cooperating Teacher well in advance of your first Formal Observation.

___ Ask your Cooperating Teacher to observe you informally while you teach and provide feedback on your teaching.

___ Make sure that you manage and collect all relevant paperwork: Formal Observation forms (6 sets total 3 each for Mentor and University Supervisor) and the Three-Way Evaluation.

___ Teach and complete formal write-up of your EdTPA.
Complete the Evaluation of the Cooperating Teacher form and Evaluation of University Supervisor form within one week of the conclusion of your fall part-time placement.

Ask your Cooperating Teacher for a letter of recommendation. It is recommended that you ask the Principal to observe you and provide you with an evaluation and a letter if appropriate.

**Winter/Spring FULL-TIME Placement**

*You will begin winter term in a part-time format similar to fall term, and move to full days after spring break for the duration of spring term, at which time you are required to be at your school mirroring the hours required of your Cooperating Teacher.*

- Review all Full-time Placement benchmarks with your Cooperating Teacher. Establish mutually agreeable times for planning on a regular basis.
- Work with your Cooperating Teacher to establish introductions with parents/guardians of students in classroom. This may need to occur more than once, depending on semester vs. trimester system in your placement. Participate in parent conferences, if possible.
- Submit a completed Log of Hours form for each month.
- Work with your Cooperating Teacher to prepare classroom environment for students, establish assessment and management plans.
- Attend orientation activities, on-site seminars, and school staff meetings.
- Talk to your Cooperating Teacher about special needs students in your classroom. Review student files and attend IEP meetings if possible.
- Establish collaborative relationships with your Cooperating Teacher and all colleagues at school site.
- Maintain a standard of professional ethics demonstrated through words and actions.
- Engage yourself immediately in some regular classroom routines.
- Establish a topic and timeline with your Cooperating Teacher for your EdTPA.
- Ask your Cooperating Teacher to observe you informally while you teach and provide feedback on your teaching.

**Schedule:**

- 3 Formal Lesson Observations with your Cooperating Teacher ______ ______ ______
- 3 Formal Lesson Observations with your University Supervisor ______ ______ ______
- Three-Way Evaluation ______
- Student Teaching Summary Report after all other requirements met ______

Discuss the format/model for the Formal Observation Process with your University Supervisor and
Cooperating Teacher well in advance of your first Formal Observation.

___ Teach and complete formal write-up of your EdTPA.

___ The Student Teaching Summary Report must be completed by the University Supervisor and the Cooperating Teacher at the end of the full-time placement.

___ Complete the Evaluation of the Cooperating Teacher form and Evaluation of University Supervisor form within one week of the conclusion of your spring full-time placement.

Licensure
The following pages document the requirements set by TSPC for Initial Licensure through our program.

Testing

You need to provide ORIGINAL SCORE REPORTS reflecting passing test results to Jessie Buhrle for the EAS, (CBEST or Praxis PPST) exam, the ORELA Civil Rights exam and the NES content exams. Science students are also encouraged to take the specific Science exam listed as the area of Emphasis on the Subject Matter Competency List to be Highly Qualified in that discipline; Biology, Physics, or Chemistry.

Liability Insurance

All students are required to carry liability insurance prior to starting their practicum in the fall. Proof of insurance must be submitted to Donna Harris one week prior to beginning your Student Teaching. This insurance can be obtained through membership in NEA for a cost of $15.00. https://sites.nea.org/HowToJoin/stateStudent.do?mbrType=STUDENT&sea=or

Notice of Education Fee Structure

The College of Education has established a fee structure to cover the various costs of maintaining the highest standards in Teacher Education. You can expect to be charged the following fees:

1. $50 per term Resource Fee. This fee will be charged to your student account each term you are enrolled as an Education student.
2. $25/credit Course Fee for all licensure-related practicum and internship courses.
3. $100 OSU Service Fee for processing licensure paperwork such as the C-2 Licensure Recommendation to Teacher Standards and Practices Commission and/or out-of-state Institutional Recommendation Forms. The OSU Service Fee covers any licensure requests made within 90 days of payment of the fee. This includes any and all out-of-state recommendations. Any subsequent requests after that 90 day time period will require another payment of $100.
4. $100 TSPC Fee for processing your C-1 application for licensure.
5. If you have any questions regarding this fee structure, please contact Donna Harris, Licensure Coordinator, at (541) 322-3173 or donna.harris@osucascades.edu

EdTPA

Students will complete two (2) Teacher Performance Assessments – a formative one in fall term that is scored internally, and a summative assessment during winter/spring term that is scored externally. The EdTPA will be submitted through your Taskstream account and will have a fee associated with it. More information will be coming to you as it becomes available.

Optional Add-on ESOL (English for Speakers of Other Languages) endorsement

Students electing to add coursework toward an (ESOL) endorsement to their program will be
asked to submit an application declaring that intent during the beginning of their program. The addition of the coursework toward the endorsement requires the addition of the summer term to the student’s schedule and the postponement of the portfolio and oral exam until summer term. As stated earlier, students are eligible to participate in commencement at the end of spring term, with the understanding that the degree will not be conferred until the conclusion of all requirements.

Students wishing to pursue the ESOL coursework toward an add-on endorsement will take **additional coursework in spring and an additional summer**.

**Spring** (16 credits)

- ESOL course 2 (3)
- ESOL course 3 (3)
- Learning Environments III (2)
- Clinical Practice (8)

**Summer** (10/13 credits)

- ESOL Course 4 (3)
- ESOL Course 5 (3)
- Capstone (4)
- ESOL Internship (3)  *(as available)*

**Taskstream**

Students will create an account with Taskstream, the database management system which will house all the necessary documentation for licensure. There is a fee for the creation of your account that will be explained to you in further detail at the student teaching orientation in August.

**Required Forms**

Forms will be explained in detail at your Student teaching workshop in August, and the handbook will be updated at that time.

**Recommendation for Initial I License**

Upon successful completion of this program and all licensure and testing requirements, students will be recommended for an Oregon Initial I Teaching License. *Licensure will not be recommended if any requirements are incomplete or outstanding from any term during the entire program.* There is a $100 fee to TSPC for processing your C-1 application for licensure.

Questions regarding recommendation for licensure should be directed to Donna Harris.

**Resources**

The Current Student Resources tab on the OSU-Cascades Teacher and Counselor Education
website has current links to all information contained within this Handbook.