

Appendices

Appendix A: Candidate Recruitment, Selection, and Monitoring

Candidate Recruitment

Undergraduate

Recruitment for the undergraduate programs happens in a multitude of ways. The College of Education currently offers two introductory education courses, ED 142 Education Orientation and ED 242 Education Concepts. The courses are taught by the MAT program advisor, who has a thorough understanding of the undergraduate program. During ED 142 Education Orientation, course topics include: Advantages/disadvantages to being a teacher, salaries and marketability, intro to industry Terms; Undergraduate Elementary Ed overview; MAT overview; MS Overview; Endorsement options (to add to a teacher license); EOU Graduation requirements and personal education plan; Standards and lesson planning; and Current topics in Education. In ED E42 Education Concepts course topics include: Terms used in education; Organization of school systems; Influences upon education, including the federal, state, and local groups; Methods and practices used in teaching; Introduction to the teaching process; and Legal and social influences on teaching.

EOU hosts Preview Days throughout the academic year. During these Preview Days, prospective students participate in an Academics Fair attended by the Undergraduate Advisor or proxy. The advisor interacts with prospective students and their families and answers any questions they may have about the program. During Covid, the Preview Days have shifted to being virtual. However, attendees are still provided with an overview of the academic programs and are encouraged to reach out to advisors with any questions or concerns.

Mountaineer Days for those students who have decided to attend EOU. During a Mountaineer Day, students are provided with time to meet with their academic advisor individually to register for classes and have any questions answered. These appointments are set up individually by the student.

The College of Education is the home to the Oregon Teacher Pathway (OTP) Program. OTP is a national renowned grow your own teacher program that is designed to “1) recruit, educate, and graduate culturally and linguistically diverse students who are interested in becoming teachers; and 2) recruit, educate, and graduate students interested in learning how to become culturally responsive teachers.” OTP partners with local schools to train culturally responsive teachers with the skill to work with students and families from diverse backgrounds. The program begins with high school students taking dual-credit courses in introduction to education and culturally responsive practices. High school students have the opportunity to work with college professors and student mentors, interact with leading scholars in the field of culturally responsive practices,

conduct research in culturally responsive practices, and participate on the EOU campus (visits, research presentations, and attend a college level course). OTP students attending EOU quality for a tuition discount. Students must declare that teacher education (licensure) is their final goal at EOU.

Data

Table A.1 High School Enrollment and Demographics Over Time

Year	Student #s	M/F/Z	Race/Ethnicity	Yr @ EOU
2019-20	72 [of which 21 (29%) are from underrepresented pops]	18/54/0 25% M 75% F 0% Z	19 Latinx (26%) 2 African American (3%) 51 White (71%)	57 Seniors (69%) 15 Juniors (21%)
2018-19	81 [of which 42 (50%) are from underrepresented pops]	10/72/2 12% M 86% F 2% Z	36 Latino (43%) 4 American Indian (5%) 1 Pacific Islander (1%) 1 Multi Ethnic (1%) 42 White (50%)	66 Seniors (79%) 18 Juniors (21%)
2017-18	84 [of which 42 (50%) are from underrepresented pops]	10/72/2 12% M 86% F 2% Z	36 Latino (43%) 4 American Indian (5%) 1 Pacific Islander (1%) 1 Multi Ethnic (1%) 42 White (50%)	66 Seniors (79%) 18 Juniors (21%)
2016-17	52 [of which 21 (40%) are from underrepresented populations]	14/37/1 27% M 71% F 2% D	17 Latino (33%) 1 American Indian (2%) 1 Asian (2%) 1-Alaska Native (2%) 1 African American (2%) 31 White (60%)	36 Seniors (69%) 16 Juniors (31%)
2015-16	41 [of which 15 (37%) are from underrepresented populations]	11/30/0 27% M 73% F	13 Latino (32%) 1 American Indian (2%) 1 Portuguese (2%) 26-White (63%)	17 Seniors (42%) 24 Juniors (58%)
*2014-15	39 [of which 18 (46%) are from underrepresented populations]	7/32/0 18% M 82% F	13 Latino (33%) 3 American Indian (8%) 2 African American (5%) 21 White (54%)	28 Seniors (72%) 11 Juniors (28%)

*Note due to multiple data collection points data from this year data is based only on program completers

Table A.2. EOU OTP Mentors Enrollment and Demographics Over Time

Year	Student #s	M/F/Z	Race/Ethnicity	Yr @ EOU
2019-20	64 [of which 20 (31%) are from underrepresented pops]	10/54/0 16% M 84% F	15 Latinx (23%) 2 American Indian (3%) 47 White (74%) **3 international EL students**	7 seniors (11%) 15 Juniors (23%) 14 Soph (22%) 28 Freshmen (44%)
2018-19	44 [of which 18 (41%) are from underrepresented pops]	7/37/0 16% M 84% F	12 Latino (27%) 3 American Indian (7%) 1 Portuguese (2%) 1 Multi Ethnic (2%) 27 White (61%)	6 Seniors (14%) 7 Juniors (16%) 8 Soph (18%) 23 Freshmen (52%)
2017-18	27 [of which 8 (30%) are from underrepresented populations]	6/21/0 22% M 78% F	5 Latino (19%) 1 Portuguese (4%) 2 Multi Ethnic (7%) 19 White (70%)	5 Juniors (19%) 10 Soph (37%) 12 Freshmen (44%)
2016-17	15 [of which 6 (40%) are from underrepresented populations]	4/11/0 27% M 73% F	4 Latino (27%) 1 Portuguese (7%) 1 Multi Ethnic (7%) 9 White (60%)	4 Sophomore (27%) 11 Freshmen (73%)
2015-16	5 [of which 3 (60%) are from	0/5/0 100% f	2 Latino (40%) 1 Multi Ethnic (20%) 2 White (40%)	1 Senior (20%) 4 Freshmen

	underrepresented populations]			(80%)
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Table A.3. EOU OTP Graduates

Year	Graduates	Plans
2020	Not yet available	
2019	6	4- Licensed & hired 1- Enrolling in MAT program 1 - Gap year then intends to enroll in MAT program

Graduate

Recruitment for the Master of Arts in Teaching (MAT) program is done concurrently. The MAT program advisor schedules classroom visits to numerous classrooms in multiple subject areas across the EOU campus. The advisor shares information about the program and provides contact information to any interested students.

Recruitment efforts for both Undergraduate and Graduate Programs

Additional marketing materials for both the undergraduate and graduate have been developed by EOU marketing. Admission blasts are posted across various media (posters, Facebook, etc.) to promote the program.

The College of Education has a dedicated advisor available to meet with potential candidates. The advisors review transcripts and develop individualized plans students to ensure students are ready for admissions when the program applications are due.

Admissions

Admission Requirements for the Undergraduate Program

To be eligible to apply for admission, you must meet the criteria below.

- Junior standing by fall term.
- Within 110 credits of degree completion.
- Cumulative GPA of 3.0
- Verified 30 hours of experience with elementary age students in a school setting.

GPA Requirement

EOU has determined that the minimum GPA for an individual applying for the undergraduate program must have a minimum of 3.0. If an applicant has below a 3.0, the applicant must provide a written document stating the factors that contributed to their GPA and strategies they will use to be successful in the undergraduate program. This document will be submitted with

the application. A waiver may be granted based on the written document. Students with a 2.5 or lower GPA are unable to apply.

Admission Requirements for the MAT Program

MAT - Elementary

Prerequisite coursework

- Science: 3 courses
- Social Science: 2 courses
- Math: Math 211, Math 212 and Math 213, or equivalent
- Language Arts/Humanities: 3 courses
- Art/Health/Fitness: 2 courses

Additional Requirements

- Cumulative GPA of 3.0
- Verified 30 hours of experience with elementary age students in a school setting.

GPA Requirement

EOU has determined that the minimum GPA for an individual applying for the MAT program must have a minimum of 3.0. If an applicant has below a 3.0, the applicant must provide a written document stating the factors that contributed to their GPA and strategies they will use to be successful in the MAT program. This document will be submitted with the application. A waiver may be granted based on the written document. Students with a 2.5 or lower GPA are unable to apply.

MAT - Secondary

Prerequisite coursework

A In order to qualify for the MAT-Single Subject endorsement area(s), the teacher candidate must have preparation equivalent to a major in the field. If the teacher candidate does not have a major in the subject, a content specialist will review the coursework and determine if preparation in the subject area is sufficient.

Additional Requirements

- Cumulative GPA of 3.0
- Verified 30 hours of experience with elementary age students in a school setting.

GPA Requirement

EOU has determined that the minimum GPA for an individual applying for the MAT program must have a minimum of 3.0. If an applicant has below a 3.0, the applicant must provide a written document stating the factors that contributed to their GPA and strategies they will use to be successful in the MAT program. This document will be submitted with the application. A waiver may be granted based on the written document. Students with a 2.5 or lower GPA are unable to apply.

Data

AY	Program	Applicants	*Enrolled (Enrollment in Teaching as a Profession)	% Enrolled from those who applied	Below GPA Requirement
20-21	UG	59	49	83%	Unavailable
	MAT Elem	91	28	88%	5
	MAT Sec		52		9
	Spring Charter	19	17	89%	10
19-20	UG	45	39	87%	Unavailable
	MAT Elem	76	25	49%	3
	MAT Sec				4
18-19	UG	44	44	100%	Unavailable
	MAT Elem	62	15	74%	6
	MAT Sec		31		6

*Currently this number is pulled from those that attended the program. Starting with applications for the 2021-22 AY (as juniors or MATs), The College of Education will be tracking the number of applicants, number of accepted applicants, number of applicants that attend, the percent of those accepted that attend, and accepted students below GPA requirement.

Monitoring

Transition Points

The College of Education has determined the following requirements and assessments are required for retention in the program and utilized in transitioning from key points in the program. Transition points are monitored by the Quality Assurance Committee and the Admissions, Retention, and Dismissal Committee. Data are shared with program advisors (for advising), program chairs (for program improvement), with the College of Education faculty, and the EOU Advisory Committee (for Unit improvement). Program Advisors and Teacher Candidates meet

every term to discuss progress towards completing each transition point's requirements. All requirements must meet the minimum threshold of achievement for retention.

- [Undergraduate Program Transition Points](#)
- [MAT Program Transition Points](#)

When the minimum threshold of achievement is not met, candidates are referred to ARD for the possible development of an intervention plan, retention in the current transition point until passed, or dismissal from the program.

Advising

Candidate progress in initial teacher preparation programs is monitored by faculty, staff, and administrators in the CoE. In 2018-19, the MAT program piloted a required meeting between candidates and the advisor to track and share progress at the end of each term. The advising meeting was an opportunity for candidates to connect with advisors, which often was not otherwise happening. With the success of the advising meeting for MAT, the advising meetings were applied in the undergraduate program for the 2019-20 cohort. While the meetings were beneficial for undergraduate faculty to meet with candidates, a logistical issue was found to provide faculty advisors with the information needed to provide accurate advising. Being piloted the 2020-21 academic year, a live document was created for each program that lists requirements and allows for responsible parties to input data as it is received. This document provides for faculty to provide accurate advising without requesting the information from the program advisor before the meeting.

Admissions, Retention, and Dismissal Committee

The Admission, Retention, and Dismissal (ARD) committee is responsible for overseeing the admission process and policies, monitoring teacher candidate progress of program expectations and standards towards program completion, and deliberates on retention and dismissal decisions.

The ARD committee is responsible for monitoring teacher candidate progress of program expectations and standards towards program completion. The ARD committee may recommend dismissal of a candidate in the program based on concerns regarding courses, candidate dispositions, field experiences, and student teaching.

The following information is taken from the [Admissions, Retention, and Dismissal Handbook](#).

Referral Form

Any concerns regarding candidate academics, dispositions, field placement, and student teaching will be submitted and documented via the appropriate referral form. The referral form is located on the Resources for Cooperating Teachers and University Supervisors, EOU COE webpage. A referral can be submitted by Mentor Teachers, University Supervisors, school district staff, school principal, and/or program faculty.

All referral form submissions will be brought before the ARD committee at the nearest scheduled meeting. If the concern requires an immediate response, an emergency meeting will be held. The referring person is invited to the meeting.

Intervention Contract

If the teacher candidate is referred to the ARD committee, it can be, but not always, recommended that the student be placed on an Intervention Contract. If concerns are severe, a candidate can be removed without implementing a contract.

If at any time a third contract is required, the student will be removed from the program.

An Intervention Contract identifies the areas of concern, provides a plan for improvement, specifies expected performance levels, and provides dates for further review to assess the candidates' progress. During the ARD committee meeting, if the candidate is recommended for an Intervention Contract, the following steps are followed.

Procedures for a Creating Intervention Contract:

Step 1: The concern is brought before the ARD committee at the next scheduled meeting. The referring person is invited to the meeting.

Step 2: During the ARD committee meeting, the concern is reviewed and input is provided from the committee and referring individual. Two representatives are selected to meet with the student (one must be an ARD committee member who will follow the process through to completion). The ARD committee will develop an outline of concerns to be shared with the candidate. It may be determined that the concern warrants an Intervention Contract.

Step 3: The representatives will contact the candidate to meet within 24 hours of the ARD committee meeting.

Step 4: The representatives and the candidate will meet to review the issues as outline by the committee. The representatives and the candidate will begin drafting the contract.

Step 5: After the meeting, the candidate is allowed 24 hours to finalize the proposed contract and submit to the ARD Committee Chair.

Step 6: After receiving the proposed contract from the candidate, the Committee Chair will send the proposed contract to the ARD committee for Feedback and approval. Feedback and approval must be submitted back to the Committee Chair within 24 hours.

Step 7: The Committee Chair finalizes the Intervention Contract. The chair provides the finalized contract to the representatives.

Step 8: The representatives will contact the student for a meeting within 24 hours.

Step 9: The representatives meet with the candidate to clarify and sign the contract. Failure to sign the contract will result in immediate dismissal from the program.

Step 10: The signed contract is provided to the Committee Chair. The ARD representative will contact those individuals needing to know of the Intervention Contract.

Procedures for Intervention Contract Compliance:

Step 1: Within individual contracts, scheduled review dates are specified. The ARD representative deemed responsible for cases will follow the Intervention Contract schedule for review.

Step 2: The ARD representative will update the ARD Committee on candidate progress during the monthly meetings.

Satisfactory Completion of the Intervention Contract:

If at the end of the review term in which the Intervention Contract is created, the candidate successfully completes the contract specifications, the committee can recommend the candidate no longer be on the Intervention Contract. Even if the Intervention Contract is successfully completed, it may be determined that another Intervention Contract is warranted. Steps 1-10 are followed. If at any time a third contract is required, the student will be removed from the program.

Unsatisfactory Completion of the Intervention Contract:

If the candidate does not successfully complete the Intervention Contract, the candidate may be removed from the field experience, student teaching, and/or the teacher licensure program. The decision will be made by the ARD committee in collaboration with the cohort advisor, university supervisor, and Directors of Educator Preparation. The Dean of the College of Education will be notified of program termination decisions.

Candidate Academics

Concerns regarding candidate academics are the purview of the faculty. When a faculty member has a concern regarding candidate academics, the faculty will complete the ARD Academic Referral form (located in the Resources for Cooperating Teachers and University Supervisors page on the COE webpage).

If a candidate is referred for academic concerns, the following steps are followed.

Procedure for Academic Concerns:

Step 1: The faculty will complete the ARD Academic Referral form (located in the Resources for Cooperating Teachers and University Supervisors page on the COE webpage).

Step 2: The concern is brought before the ARD committee at the next scheduled meeting.

Step 3: During the ARD committee meeting, the concern is reviewed. The ARD committee will send a letter to the candidate noting the candidate's academic standing and a restatement of the programs academic policy regarding grades and program requirements.

Unsatisfactory Completion of Academic Requirements:

Candidates who do not meet expectations as listed below, may be placed on an academic Intervention Contract or dismissed from the program.

- Overall program GPA of 3.0 or better

- Minimum of a C- in each professional education course (EDU)
- Grade of S (satisfactory) in Field Placement and/or Student Teaching
- Demonstrate behaviors that are consistent with MAT program policies, the Competent and Ethical Educator, and EOU disposition expectations.

Candidates who are placed on an Academic Intervention Contract must meet all contract provisions to remain in the program. Academic Intervention Contracts follow the 10 steps as provided.

Candidate Dispositions

Concerned individuals regarding candidate interactions (e.g., phone call, email, etc.), attendance, and/or reports by others (e.g., feedback from staff, mentor teachers, school administrators, etc.) will be asked to complete the ARD Disposition, Field Placement, and Student Teaching Referral. Concerns regarding a candidate's professional responsibilities may be brought to the ARD committee based on multiple sources of information, including, but not limited to:

- Disposition survey submitted by Mentor Teacher
- Referral form submitted by faculty, mentor teacher, or university supervisor any time during the program.

Procedures for Disposition Concerns:

Prior to the scheduled ARD meeting, the ARD chair will access and identify any referrals or disposition concerns that need to be addressed by the committee.

Step 1: The concern is brought before the ARD committee at the next scheduled meeting. The referring person is invited to the meeting. The program coordinator will also be invited.

Step 2: During the ARD committee meeting, the concern is reviewed and input is provided from the committee and referring individual. Two representatives are selected to meet with the student (one must be an ARD committee member who will follow the process through to completion). The ARD committee will develop an outline of concerns to be shared with the candidate. It may be determined the concern warrants an Intervention Contract.

Step 3: The representatives will contact the candidate to meet within 24 hours of the ARD committee meeting.

Step 4: The representatives and the candidate will meet to review the issues as outline by the committee.

- If an Intervention Contract is not required and the candidate responds appropriately the procedure ends. The representatives will discuss the results of the meeting with the Chair within 24 hours after the student meeting.
- If an Intervention Contract is required, the representatives and the student will begin drafting the contract. The case will then proceed to Step 5 in the Intervention Contract. Procedures for compliance and completion will be followed.

Field Experiences

All field experiences are conducted in a school with an experienced teacher as determined by the Placement Committee, school principal, and Mentor Teacher. Except for extreme cases, the Placement Committee will not place teacher candidates in situations where they may come into contact with their immediate relatives. When making field experience placements the Placement Committee will place undergraduate candidates in placements no more than 50 miles commuting distance from the site location, and for MAT candidates in placements no more than 50 miles commuting distance from their home address. All final placement decisions are determined by the committee.

Decisions regarding field placement success or failure are ultimately determined by the ARD committee. Determinations are based on all appropriate documentation, such as, but not limited to: university supervisor observations, mentor teacher observations, disposition surveys, lesson plans, etc.

Any individual with a concern regarding a teacher candidate during the field experiences will be asked to complete the ARD Disposition, Field Placement, and Student Teaching Referral. Candidate concerns regarding professional responsibilities may be brought to the ARD committee based on multiple sources of information, including, but not limited to:

- Disposition survey submitted by Mentor Teacher
- Referral form submitted by faculty, mentor teacher, or university supervisor any time during the program

If the concern does not require immediate removal from the experience, The ARD committee will follow the same procedures for Disposition Concerns.

Securing a Placement

The College of Education cannot guarantee a field experience or student teaching placement. The decision to accept a teacher candidate into a district is solely at each district's discretion.

If a school or district informs the College of Education that they will not accept a teacher candidate due to dispositional issues, the College of Education will only conduct two additional placement searches within that term. If a placement cannot be secured during the two subsequent searches, due to dispositional concerns, the College of Education will not be required to continue looking in the current or future terms.

The Chair of the ARD committee will contact the candidate to meet with the whole ARD committee to review the issues as identified by the school or district. The candidate will be informed of the decision for program removal, graduation options, and/or appeal options. Candidates are not permitted to contact schools or districts to arrange a placement. Any candidate attempting to contact schools or districts to arrange a placement will result in a referral to the ARD committee for possible suspension or dismissal from the program.

If a placement is identified, and the student is removed from this placement, procedures for Immediate Removal from Field Experience will be followed.

Immediate Removal from Field Experience

Immediate removal from a field experience can be initiated by the field experience site and/or the university. When the request for removal is made, the following process should be followed. The actual process will be determined by the EOU representative and school representative, respectively.

Procedure if Immediate Removal is Required:

Step 1: The ARD Committee chair is informed on the same day of the request.

Step 2: The Chair will inform the committee of the removal. The Chair will call an emergency ARD meeting to discuss the case.

Step 3: During the ARD committee meeting, the concern is reviewed. Two representatives are selected to meet with the student (one must be an ARD committee member who will follow the process through to completion). The ARD committee will develop an outline of concerns to be shared with the candidate. It will be determined if the concern warrants an Intervention Contract or immediate removal from the program.

- If an Intervention Contract is required, the representatives and the student will begin drafting the contract. The case will then proceed to Step 5 in the Intervention Contract protocol. Procedures for compliance and completion will be followed.
- If immediate removal is determined, the Chair of the ARD committee will contact the candidate to meet with the whole ARD committee to review the issues as outlined by the committee and field experience site. The candidate will be informed of the decision for program removal, graduation options, and appeal options.

Student Teaching

All field experiences are conducted in a school with an experienced teacher as determined by the Placement Committee, school principal, and Mentor Teacher. The Placement Committee will not place teacher candidates in situations where they may come into contact with their immediate relatives. When making field experience placements, the Placement Committee will consider the preferences of the candidate; however, the committee makes the final decision regarding teacher candidate placements.

Decisions regarding student teaching success or failure are ultimately determined by the ARD committee. Determinations are based on all appropriate documentation, such as but not limited to: university supervisor observations, mentor teacher observations, disposition surveys, lesson plans, etc.

Any individual with a concern regarding a teacher candidate during student teaching will be asked to complete the ARD Disposition, Field Placement, and Student Teaching Referral. Candidate concerns regarding professional responsibilities may be brought to

the ARD committee based on multiple sources of information, including, but not limited to:

- Disposition survey submitted by Mentor Teacher
- Referral form submitted by faculty, mentor teacher, or university supervisor any time during the program

If the concern does not require immediate removal from the experience, The ARD committee will follow the same procedures for Disposition Concerns.

Immediate Removal from Student Teaching

Immediate removal from student teaching can be initiated by the student teaching site and/or the university. When the request for removal is made, the following process should be followed. The actual process will be determined by the EOU representative and school representative, respectively.

Procedure if Immediate Removal is Required:

Step 1: The ARD Committee chair is informed on the same day of the request.

Step 2: The Chair will inform the committee of the removal. The Chair will call an emergency ARD meeting to discuss the case.

Step 3: During the ARD committee meeting, the concern is reviewed. Two representatives are selected to meet with the student (one must be an ARD committee member who will follow the process through to completion). The ARD committee will develop an outline of concerns to be shared with the candidate. It will be determined if the concern warrants Intervention Contract or immediate removal from the program.

- If an Intervention Contract is required, the representatives and the student will begin drafting the contract. The case will then proceed to Step 5 in the Intervention Contract protocol. Procedures for compliance and completion will be followed.
- If immediate removal is determined, the Chair of the ARD committee will contact the candidate to meet with the whole ARD committee to review the issues as outlined by the committee and student teaching site, within 48 hours of the removal. The candidate will be informed of the decision for program removal, graduation options, and appeal options.

In the event of two removals or failures of field placement and/or student teaching, the teacher candidate will be removed from the program and no further placements will be allowed.

Dismissal

Once the candidate has been dismissed from the program, the student will be unable to register for or complete student teaching, and or additional education courses at EOU. Students will be administratively withdrawn from any education course(s) for which they are registered.

Appeal Process

After the ARD committee decision has been made, the student has 12 months to the date of removal to submit a letter of appeal to the Dean of the College of Education.

The Dean will make a decision on the appeal and inform the committee of the decision. The Dean makes the final decision in regards to appeal cases in the College of Education.

Appendix B: Completer Support and Follow-Up Practices

Current Completer Supports

Career Fair

The College of Education currently hosts a career fair during the winter term (traditionally the first Friday of March). For the last two years (2020 & 2021), due to Covid -19, the career fair has been offered virtually.

Center for Culturally Responsive Practices

The Center for Culturally Responsive Practices (CCRP) is a resource and research center for school district faculty and administrators, university faculty and administrators, and pre-service teachers to explore and integrate culturally responsive pedagogy and practices in P-20 educational settings. All day free workshops are provided for in-service teachers.

Follow-Up Practices

Currently, the state of Oregon does not have the capacity to provide this information, but it is being explored. Because of this, the College of Education has relied on the following two options.

Oregon Association of College for Teacher Education (OACTE) – Alumni and Employer Surveys

Public and nonprofit independent instructions, participants of OACTE, contracted to develop a survey (2014) for beginning teachers and their supervisors. The survey was to be sent to beginning teachers and their employers, who completed their preparation at an OACTE participating university, were recommended for licensure, were working in Oregon public schools, and were in their first two years of teaching.

Although the data collected in these surveys is not disaggregated by the program, because the initial teacher preparation programs are intentionally very close, assumptions about the initial licensure programs can be made.

Data collected from this survey has been presented as evidence for all AAQEP standards and can be found in the attached data sheets as part of the Quality Assurance Report.

Information from this survey provides the college with insight to how our completers and their employers perceive the preparation the EOU completer has received.

Advisory Council

The College of Education Advisory Council provides feedback and assists in decision making for all College of Education programs. The Advisory Council includes current teacher candidates, program alumni, and employers. During each meeting, the advisory council receives information on all initial teacher preparation programs and add-on programs and seeks feedback related to candidate preparation and alignment of the courses/coursework to the current classroom settings.

Continuous Improvement

The College of Education has been exploring additional ways to continue offering support for the last few years. This is an area for continuous improvement for the College of Education. Some barriers we are trying to work through in developing a case study include:

- Do we require this of graduates? Do we make this opportunity voluntary? How many participants?
- Do we require that individuals enroll in a course (graduate level, post-bacc, etc.)?
- How do we pay for faculty oversight? Is there a way that local partners would be willing to assist in oversight? Is there a way that local Regional Educator Networks can assist?
- Currently our alumni are being surveyed (OACTE Survey), what measures can we use to provide value to our programs?
- Can we ask for our new program completers to add additional workload onto their first years within the profession? To what extent?
- Could we use data that is already available from a partner district?

The college intends to have a formal plan in place by the time of the site visit. A document with the formal plan will be shared with the site visit team.

Appendix C: Program Capacity and Institutional Commitment

Alignment of the Program’s Curriculum with State and National Standards

The College of Education has created alignment matrices of courses and the standards for the [elementary undergraduate program](#), [MAT-Elementary](#), and [MAT-Secondary](#). As provided on the matrices, each program is aligned to the College of Education Outcomes, the Oregon Teacher Standards and Practices Commission standards, and the InTASC standards.

All course syllabi include the alignment of the course outcomes to the program, state, InTASC standards, and other relevant specialized professional standards, as applicable.

The following Tables are required as part of the Program Review Reports provided to TSPC. These tables further demonstrate the course alignment to the TPSC Requirements.

Table C.1
Elementary Undergraduate Program - Alignment of Courses, Assessments, and Clinical Practices

Program Standards	Report any courses, assessments, and/or clinical practices that align to the required standards for the: Preliminary Teaching License: Elementary-Multiple Subjects endorsement		
	Courses	Assessments: <i>For example: licensing tests, edTPA, work samples, evaluations, course exams</i>	Clinical Practices
Reading Instruction: Program Standards OAR 584-420-0015			
Candidates demonstrate the ability to provide classroom instruction that aligns with Oregon State Board of Education standards for early childhood, 1 st , 2 nd , and 3 rd -grade literacy and reading standards.	EDU 318	Learning Segment and Strategies Commentary	
Candidates demonstrate the ability to implement evidence-based reading instructional strategies to enable public school students to become proficient readers by the end of 3 rd -grade.	EDU 318	Learning Segment and Strategies Commentary	
Dyslexia Instruction: Program Standards OAR 584-420-0016 Note: The standards for dyslexia instruction apply to all students the candidate is being prepared to teach, including English Language Learner (ELL) students. (5) Note: Program alignment with the dyslexia instruction standards must be consistent with the knowledge and practice standards of an international organization on dyslexia. (6)			
Candidates demonstrate the ability to identify the characteristics that may predict or are associated with dyslexia.	EDU 320	Dyslexia Assessment Activity	

Candidates demonstrate the ability to understand how to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia.	EDU 320	Dyslexia Assessment Activity	
Candidates demonstrate the ability to administer, interpret and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia.	EDU 320	Dyslexia Assessment Activity	
Candidates demonstrate the ability to apply dyslexia assessment and instruction knowledge to pedagogy practice.	EDU 320	Dyslexia Assessment Activity	Clinical Practices
<i>Preliminary Teaching License-Elem MS: OAR 584-420-0020</i>			
<i>Subject Test</i> The program requires candidates to complete the Commission-approved test for Elementary Multiple-Subjects.		Elementary Education Subtest 1 Elementary Education Subtest 2	
<i>Clinical Practices</i> The program requires candidates to complete field experiences that include supervised teaching or internships in Elementary Multiple Subjects classrooms.			EDU 309A EDU 309B EDU 309C EDU 409A EDU 409B EDU417A EDU 417B
<i>Cultural Competency and Equitable Practice</i> The program integrates principles of cultural competency and equitable practice in each competency standard through the entire Preliminary Teaching License program.	The College of Education outcome #6 states, “exhibit the established dispositions of a professional educator in a culturally responsive manner.” The crafting of this outcome was intentional to highlight the priority of instilling culturally responsive and equitable practices in the educators that we prepare. Undergraduate dual Elementary-Multiple Subjects and ESOL candidates complete a full ESOL concentration, in which every course supports development of cultural competency and equitable practices. In addition, within the elementary-multiple subjects component of the dual program, candidates take EDU 401 Cultural Diversity Applications and EDU 320 Exceptionalities, which each specifically address different aspects of culturally responsive and equitable practices as the primary focus of the courses. In field experience and student teaching courses, candidates apply their understanding of culturally responsive and equitable practices and university supervisors and mentor teachers evaluate candidates’ ability to do so, providing feedback for areas of growth. In addition, other coursework supports educators thinking and making decisions through a culturally responsive and equitable lens.		

<p>Learner Development The teacher understands how children learn, 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]</p>	<p>EDU 307 EDU 315 EDU 322 EDU 412 EDU 414 EDU 415 EDU417A EDU 417B</p>	<p>- Teacher Performance Assessment</p>	<p>EDU 309A EDU 309B EDU 309C EDU 409A EDU 409B EDU417A EDU 417B</p>
<p>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]</p>	<p>EDU 307 EDU 315 EDU 316 EDU 319 EDU 320 EDU 322 EDU 412 EDU 414 EDU 415</p>	<p>-Student Teaching Evaluations -Teacher Performance Assessment</p>	<p>EDU 309A EDU 309B EDU 309C EDU 409A EDU 409B EDU417A EDU 417B</p>
<p>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]</p>	<p>EDU 307 EDU 312 EDU 315 EDU 316 EDU 318 EDU 319 EDU 320 EDU 321 EDU 407B EDU 415</p>	<p>-Student Teaching Evaluations -Teacher Performance Assessment -University Supervisor Observation - Technology Rubric</p>	<p>EDU 309A EDU 309B EDU 309C EDU 409A EDU 409B EDU417A EDU 417B</p>
<p>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]</p>	<p>EDU 307 EDU 313 EDU 315 EDU 317 EDU 318 EDU 320 EDU 321 EDU 322 EDU 412 EDU 413 EDU 414 EDU 415 MTHE 323</p>	<p>-Content Area Tests -Teacher Performance Assessment -University Supervisor Observation</p>	<p>EDU 409B EDU417A EDU 417B</p>

<p>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]</p>	<p>EDU 307 EDU 313 EDU 316 EDU 319 EDU 413 EDU 315 EDU 317 EDU 318 EDU 321 EDU 322 EDU 412 EDU 414 EDU 415 MTHE 323</p>	<p>- Student Teaching Evaluations -Teacher Performance Assessment -University Supervisor Observation -Technology Rubric</p>	<p>EDU 409B EDU417A EDU 417B</p>
<p>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. [InTASC Standard #6]</p>	<p>EDU 307 EDU 316 EDU 318 EDU 319 EDU 320 EDU 322 EDU 412 EDU 414 EDU 415</p>	<p>-Student Teaching Evaluations -Teacher Performance Assessment -University Supervisor Observation</p>	<p>EDU 417A EDU 417B</p>
<p>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]</p>	<p>EDU 307 EDU 315 EDU 316 EDU 317 EDU 318 EDU 319 EDU 320 EDU 321 EDU 322 EDU 412 EDU 413 EDU 414 EDU 415 MTHE 323</p>	<p>-Student Teaching Evaluations -Teacher Performance Assessment -Technology Rubric</p>	<p>EDU 409B EDU417A EDU 417B</p>
<p>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]</p>	<p>EDU 307 EDU 313 EDU 315 EDU 316 EDU 317 EDU 318 EDU 319 EDU 320 EDU 321 EDU 322 EDU 412</p>	<p>- Student Teaching Evaluations -Teacher Performance Assessment -University Supervisor Observation -Technology Rubric</p>	<p>EDU 409B EDU417A EDU 417B</p>

	EDU 413 EDU 414 EDU 415 MTHE 323		
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]	EDU 307 EDU 311 EDU 312 EDU 315 EDU 320 EDU 322 EDU 407B EDU 412 EDU 415	-Student Teaching Evaluations -Teacher Performance Assessment -University Supervisor Observation -Technology Rubric	EDU 309A EDU 309B EDU 309C EDU 409A EDU 409B EDU417A EDU 417B
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]	EDU 307 EDU 311 EDU 315 EDU 320 EDU 407B EDU 417A/B	-Student Teaching Evaluations	EDU 309A EDU 309B EDU 309C EDU 409A EDU 409B EDU417A EDU 417B
Elementary Education - Multiple Subjects: Program Standards OAR 584-420-0345			
Development, Learning, and Motivation Standard — Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.	EDU 307 EDU 313 EDU 314 EDU 315 EDU 316 EDU 318 EDU 319 EDU 320 EDU 321 EDU 322 EDU 412 EDU 415 EDU 416	-Student Teaching Evaluations -Teacher Performance Assessment -University Supervisor Observation	EDU 309A EDU 309B EDU 309C EDU 407A EDU 409A EDU 409B EDU 409C EDU417A EDU 417B

<p>Curriculum Standard/Reading, Writing, and Oral Language — Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.</p>	<p>EDU 307 EDU 313 EDU 314 EDU 318 EDU 320 EDU 322 EDU 412 EDU 415</p>	<p>Elementary Education Subtest 1</p>	<p>EDU 309A EDU 309B EDU 309C EDU 407A EDU 409A EDU 409B EDU 409C EDU417A EDU 417B</p>
<p>Curriculum Standard/Science — Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.</p>	<p>EDU 317 EDU 321</p>	<p>Elementary Education Subtest 2</p>	<p>EDU 407A EDU 417A EDU 417B</p>
<p>Curriculum Standard/ Mathematics — Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.</p>	<p>EDU 307 MTHE 323</p>	<p>Elementary Education Subtest 2</p>	<p>EDU 407A EDU 409B EDU 409C EDU417A EDU 417B</p>
<p>Curriculum Standard/ Social studies — Candidates know, understand, and use the major concepts and modes of inquiry from the social studies — the integrated study of history, geography, the social sciences, and other related areas — to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.</p>	<p>EDU 415</p>	<p>Elementary Education Subtest 1</p>	<p>EDU 407A EDU417A EDU 417B</p>

<p>Curriculum Standard/ The Arts — Candidates know, understand, and use — as appropriate to their own understanding and skills — the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.</p>	EDU 414	Elementary Education Subtest 2	EDU 407A EDU 417A EDU 417B
<p>Curriculum Standard/ Health education — Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.</p>	EDU 413	Elementary Education Subtest 2	EDU 309A EDU 309B EDU 309C EDU 409A EDU 409B EDU417A EDU 417B
<p>Curriculum Standard/ Physical Education — Candidates know, understand, and use — as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.</p>	EDU 413	Elementary Education Subtest 2	EDU 309A EDU 309B EDU 309C EDU 407A EDU 409A EDU 409B EDU417A EDU 417B
<p>Instruction Standard/Integrating and applying knowledge for instruction — Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.</p>	EDU 307 EDU 313 EDU 314 EDU 315 EDU 316 EDU 318 EDU 319 EDU 320 EDU 322 EDU 412 EDU 415 MTHE 323	-Student Teaching Evaluations - Teacher Performance Assessment -University Supervisor Observation -Technology Rubric	EDU 309A EDU 309B EDU 309C EDU 407A EDU 409A EDU 409B EDU 409C EDU417A EDU 417B
<p>Instruction Standard/ Adaptation to diverse students — Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</p>	EDU 307 EDU 313 EDU 315 EDU 316 EDU 319 EDU 320 EDU 401 EDU 415	- Student Teaching Evaluations -Teacher Performance Assessment	EDU 309A EDU 309B EDU 309C EDU 407A EDU 409A EDU 409B EDU417A EDU 417B

<p>Instruction Standard/ Development of critical thinking and problem solving — Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving.</p>	EDU 307 EDU 315 EDU 316 EDU 317 EUD 319 EDU 321 EDU 415 MTHE 323	-Student Teaching Evaluations -Teacher Performance Assessment -University Supervisor Observation	EDU 309A EDU 309B EDU 309C EDU 407A EDU 409A EDU 409B EDU417A EDU 417B
<p>Instruction Standard/ Active engagement in learning — Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K–6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.</p>	EDU 316 EDU 319 EDU 416	-Student Teaching Evaluations -Teacher Performance Assessment -University Supervisor Observation	EDU 309A EDU 309B EDU 309C EDU 407A EDU 409A EDU 409B EDU 409C EDU417A EDU 417B
<p>Instruction Standard/ Communication to foster collaboration — Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</p>	EDU 312 EDU 307 EDU 315 EDU 416	-Student Teaching Evaluations -Teacher Performance Assessment -University Supervisor Observation	EDU 309A EDU 309B EDU 309C EDU 407A EDU 409A EDU 409B EDU417A EDU 417B
<p>Assessment Standard/ Assessment for instruction — Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>	EDU 307 EDU 314 EDU 315 EDU 316 EDU 318 EDU 319 EDU 320 EDU 322 EDU 411 EDU 412	-Student Teaching Evaluations -Teacher Performance Assessment -University Supervisor Observation	EDU 309A EDU 309B EDU 309C EDU 407A EDU 409A EDU 409B EDU417A EDU 417B
<p>Professionalism Standard/Professional growth, reflection, and evaluation — Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.</p>	EDU 307 EDU 311 EDU 312 EDU 315 EDU 401 EDU 407B EDU 414 EDU 416 MTHE 323	-Student Teaching Evaluations -Teacher Performance Assessment -University Supervisor Observation	EDU 309A EDU 309B EDU 309C EDU 407A EDU 409A EDU 409B EDU 409C EDU417A EDU 417B

Professionalism Standard/

*Collaboration with families, colleagues,
and community agencies*

— Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

EDU 312
EDU 315
EDU 320
EDU 407B
EDU 416

-Student Teaching Evaluations

EDU 309A
EDU 309B
EDU 309C
EDU 407A
EDU 409A
EDU 409B
EDU 409C
EDU417A
EDU 417B

Table C.2

Elementary Undergraduate Program - Alignment of Courses, Assessments, and Clinical Practices to ESOL Program Standards

ESOL Program Standards OAR 584-420-0360	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the ESOL Program		
	Courses	Assessments <i>For example: licensing tests, edTPA, work samples, evaluations, course exams</i>	Clinical Practices
Subject Test The program requires candidates to complete the Commission-approved test for ESOL.	N/A	NES-ESOL #507	N/A
Clinical Practices The program requires candidates to complete field experiences that include supervised teaching or internships in ESOL classrooms.	ED 421L ED 479	Mini Unit, Observation forms, End of Experience Evaluation Form	90 hours in an ESOL classroom (30 hours push-in, 60 hours specialized ESOL)
Cultural Competency and Equitable Practice The program integrates principles of cultural competency and equitable practice in each competency standard through the entire ESOL endorsement program.	<p>The College of Education outcome #6 states, “exhibit the established dispositions of a professional educator in a culturally responsive manner.” These principles are infused in every aspect of the program (see program syllabi).</p> <p>Candidates complete an in-depth case study of a bilingual learner during their ED 462 course. Additionally, their practices are observed through their practica experiences. All candidates also complete a SIWATU Culturally Responsive Teaching assessment and demonstrate competencies through the NES-ESOL and ORELA Civil rights exams.</p>		
ESOL Standard 1: Language: Candidates demonstrate the ability to know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support English Speakers of Other Languages (ESOL) and bilingual students' language and literacy development and content area achievement.	ED 361 ED 446 ED 462 ED 479	<p>NES ESOL Exam, Case Study, End of Experience Evaluation</p> <p>In addition, candidates complete a comprehensive linguistics exam in ED 446, and a case study linguistic analysis in ED 462</p>	ED421L and ED 479, 90 hour practicum
ESOL Standard 2: Culture: Candidates demonstrate the ability to know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL and bilingual students' cultural identities, language and literacy development, and content area achievement.	ED 361 ED 462 ED 479	<p>NES ESOL Exam, Case Study, End of Experience Evaluation</p> <p>In addition, candidate complete an in-depth case study of a bilingual learner where they must infuse the influences of their language acquisition journey and determine their competencies and recommendations for continued learning</p>	ED421L and ED 479, 90 hour practicum

<p>ESOL Standard 3: Planning, Implementing, and Managing Instruction: Candidates demonstrate the ability to know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESOL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.</p>	<p>ED 421/421L ED 479</p>	<p>Mini Unit, Observation, End of Experience Evaluation</p> <p>Prior to the ED 479 practicum experience, candidates complete a simulated mini unit in ED 479 where they learn how to write sheltered instruction units and lesson plans that infuse language through the content areas</p>	<p>ED421L and ED 479, 90 hour practicum</p>
<p>ESOL Standard 4: Assessment: Candidates understand issues of assessment and use standards-based assessment measures with ESOL and bilingual students.</p>	<p>ED 421/421L ED 479 ED 462</p>	<p>Mini Unit, End of Experience Evaluation</p> <p>Prior to the ED 479 practicum experience, candidates complete a simulated mini unit in ED 421 where they learn how to write sheltered instruction units and lesson plans that infuse assess language through the content areas</p> <p>Additionally, candidates complete an in-depth case study of a bilingual learner(ED 462) where they must infuse the influences of their language acquisition journey and determine their competencies and recommendations for continued learning</p>	<p>ED421L and ED 479, 90 hour practicum</p>
<p>ESOL Standard 5: Candidates demonstrate knowledge of the history of ESL teaching. Candidates demonstrate the ability to keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates demonstrate the ability to use such information to reflect upon and improve their instructional practices. Candidates demonstrate the ability to provide support and advocate for ESOL and bilingual students and their families and work collaboratively to improve the learning environment.</p>	<p>ED 361 ED 421L ED 479</p>	<p>NES ESOL, End of Experience Evaluation</p> <p>In addition, in ED 361, foundations, candidates learn and apply theory to practice regarding the history, research, and public policy of ESL through discussion boards and weekly written reading responses.</p>	<p>ED421L and ED 479, 90 hour practicum</p>
<p>ESOL Standard 6: Candidates demonstrate the ability to use information technology to enhance learning and to enhance personal and professional productivity.</p>	<p>ED 421 ED 479</p>	<p>Mini Unit, Observation, End of Experience Evaluation</p>	<p>ED421L and ED 479, 90 hour practicum</p>

Alignment of ESOL Program Standards and TESOL 2010

The following table is a crosswalk between the national TESOL standards, the Oregon ESOL standards for teacher preparation programs, and our [College of Education Program Outcomes](#) that are aligned to the InTASC Standards (see [linked document](#)). In our program, we have also woven culturally responsive teaching and learning throughout each of our courses, which aligns with teacher dispositions and the Oregon unit level expectation in [584-410-0070](#) Cultural Competency and Equity.

Table C.3

Alignment of ESOL Program Standards and TESOL 2010

<p>Oregon Standards</p>	<p>Oregon Standard 1: Language: Candidates demonstrate the ability to know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support English Speakers of Other Languages (ESOL) and bilingual students' language and literacy development and content area achievement</p>	<p>Oregon Standard 2: Culture: Candidates demonstrate the ability to know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL and bilingual students' cultural identities, language and literacy development, and content area achievement.</p>	<p>Oregon Standard 3: Planning, Implementing, and Managing Instruction: Candidates demonstrate the ability to know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESOL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.</p>	<p>Oregon Standard 4: Assessment: Candidates understand issues of assessment and use standards-based assessment measures with ESOL and bilingual students.</p>	<p>Oregon Standard 5: Candidates demonstrate knowledge of the history of ESL teaching. Candidates demonstrate the ability to keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates demonstrate the ability to use such information to reflect upon and improve their instructional practices. Candidates demonstrate the ability to provide support and advocate for ESOL and bilingual students and their families and work collaboratively to improve the learning environment.</p>	<p>Oregon Standard 6: Candidates demonstrate the ability to use information technology to enhance learning and to enhance personal and professional productivity.</p>
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<p>TESOL 2010 Standards</p>	<p>Domain 1. Language: Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners' (ELLs') develop language and literacy and achieve in the content areas. Issues of language structure and language acquisition development are interrelated.</p>	<p>Domain 2. Culture: Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.</p>	<p>Domain 3. Planning, Implementing, and Managing Instruction: Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.</p>	<p>Domain 4. Assessment: Candidates demonstrate understanding of issues and concepts of assessment and use standards based procedures with ELLs.</p>	<p>Domain 5. Professionalism: Candidates keep current with new instructional techniques, research results, advances in the ESL field and educational policy issues and demonstrate knowledge of history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.</p>	<p>Domain 3. Planning, Implementing, and Managing Instruction Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.</p>
<p>EOU COE Outcomes</p>	<p>Outcome #3: apply understanding of their content areas with sufficient breadth and depth to support student literacy development and learning as defined by state and national standards</p> <p>Outcome #4: apply the practice of pedagogy to engage all learners</p> <p>Outcome #7: support the academic and linguistic needs of language learners,</p> <p>Outcome #8: support the needs of learners with exceptionalities in the least restrictive environment,</p> <p>Outcome #10: incorporate information literacy outcomes to support student learning as defined by state and national learning standards</p>	<p>Outcome #1: justify instructional decisions based on the academic and cultural,</p> <p>Outcome #2: foster a positive, low-risk learning environment for all learners;</p> <p>Outcome #4: apply the practice of pedagogy to engage all learners</p>	<p>Outcome #4: apply the practice of pedagogy to engage all learners</p> <p>Outcome #7: support the academic and linguistic needs of language learners,</p> <p>Outcome #8: support the needs of learners with exceptionalities in the least restrictive environment,</p> <p>Outcome #10: incorporate information literacy outcomes to support student learning as defined by state and national learning standards</p>	<p>Outcome #5: employ multiple methods of assessment to monitor growth and guide instruction</p>	<p>Outcome #3: apply understanding of their content areas with sufficient breadth and depth to support student literacy development and learning as defined by state and national standards</p> <p>Outcome #6: exhibit the established dispositions of a professional educator in a culturally responsive manner</p>	<p>Outcome #9: use instructional technology and engage students in appropriate technologies to support learning</p>

Alignment of ESOL Program Assessments to Oregon ESOL Program Standards

The following table provides similar information as the TSPC provided alignment table but in a manner to provide a visual image of how each of the program standards are assessed through multiple assessments.

Table C.4

Alignment of ESOL Program Assessments to Oregon ESOL Program Standards

Assessment	Proprietary or EPP Created	Oregon Standard 1: Language: Candidates demonstrate the ability to know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support English Speakers of Other Languages (ESOL) and bilingual students' language and literacy development and content area achievement	Oregon Standard 2: Culture: Candidates demonstrate the ability to know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL and bilingual students' cultural identities, language and literacy development, and content area achievement.	Oregon Standard 3: Planning, Implementing, and Managing Instruction: Candidates demonstrate the ability to know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESOL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources..	Oregon Standard 4: Assessment: Candidates understand issues of assessment and use standards-based assessment measures with ESOL and bilingual students.	Oregon Standard 5: Candidates demonstrate knowledge of the history of ESL teaching. Candidates demonstrate the ability to keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates demonstrate the ability to use such information to reflect upon and improve their instructional practices. Candidates demonstrate the ability to provide support and advocate for ESOL and bilingual students and their families and work collaboratively to improve the learning environment.	Oregon Standard 6: Candidates demonstrate the ability to use information technology to enhance learning and to enhance personal and professional productivity.
#1: NES ESOL	Proprietary	X	X		X	X	
#2: Case Study	EPP Created	X	X		X		
#3: Mini Unit	EPP Created		X	X	X	X	X
#4: Observation	Proprietary	X	X	X	X		X

#5: Evaluation	Proprietary		x	x	x	x	x
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Table C.5

MAT Elementary Program - Alignment of Courses, Assessments, and Clinical Practices

Program Standards	Report any courses, assessments, and/or clinical practices that align to the required standards for the: Preliminary Teaching License: Elementary-Multiple Subjects endorsement		
	Courses	Assessments: <i>For example: licensing tests, edTPA, work samples, evaluations, course exams</i>	Clinical Practices
Reading Instruction: Program Standards OAR 584-420-0015			
Candidates demonstrate the ability to provide classroom instruction that aligns with Oregon State Board of Education standards for early childhood, 1 st , 2 nd , and 3 rd -grade literacy and reading standards.	EDU 625	Learning Segment and Strategies Commentary	
Candidates demonstrate the ability to implement evidence-based reading instructional strategies to enable public school students to become proficient readers by the end of 3 rd -grade.	EDU 625	Learning Segment and Strategies Commentary	
Dyslexia Instruction: Program Standards OAR 584-420-0016			
Note: The standards for dyslexia instruction apply to all students the candidate is being prepared to teach, including English Language Learner (ELL) students. (5) Note: Program alignment with the dyslexia instruction standards must be consistent with the knowledge and practice standards of an international organization on dyslexia. (6)			
Candidates demonstrate the ability to identify the characteristics that may predict or are associated with dyslexia.	EDU 623	Dyslexia Assessment Activity	
Candidates demonstrate the ability to understand how to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia.	EDU 623	Dyslexia Assessment Activity	

Candidates demonstrate the ability to administer, interpret and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia.	EDU 623	Dyslexia Assessment Activity	
Candidates demonstrate the ability to apply dyslexia assessment and instruction knowledge to pedagogy practice.	EDU 623	Dyslexia Assessment Activity	Clinical Practices
Preliminary Teaching License-Elem MS: OAR 584-420-0020			
Subject Test The program requires candidates to complete the Commission-approved test for Elementary Multiple-Subjects.		Elementary Education Subtest 1 Elementary Education Subtest 2	
Clinical Practices The program requires candidates to complete field experiences that include supervised teaching or internships in Elementary Multiple Subjects classrooms.			EDU 609A EDU 609B EDU 609C EDU651
Cultural Competency and Equitable Practice The program integrates principles of cultural competency and equitable practice in each competency standard through the entire Preliminary Teaching License program.	The College of Education outcome #6 states, “exhibit the established dispositions of a professional educator in a culturally responsive manner.” The crafting of this outcome was intentional to highlight the priority of instilling culturally responsive and equitable practices in the educators that we prepare. In addition, MAT-Elementary candidates take EDU 619A and EDU 619B: Teaching in a Diverse Society I and II-ELEM, EDU 623 Exceptionalities-ELEM, and EDU 645 ELL Knowledge, Skills, Abilities and Dispositions for Educators-ELEM, which each specifically address different aspects of culturally responsive and equitable practices as the primary focus of the courses. In field experience and student teaching courses, candidates apply their understanding of culturally responsive and equitable practices and university supervisors and mentor teachers evaluate candidates’ ability to do so, providing feedback for areas of growth. In addition, other coursework supports educators thinking and making decisions through a culturally responsive and equitable lens.		
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]	EDU 619A EDU 629 EDU 607A EDU 631 EDU 633 EDU 637 EDU 639 EDU 643 EDU 609C EDU 645	- Teacher Performance Assessment	EDU 609A EDU 609B EDU 609C EDU 651

<p>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]</p>	<p>EDU 613 EDU 619A EDU 623 EDU 629 EDU 607a EDU 631 EDU 633 EDU 637 EDU 619B EDU 639 EDU 643 EDU 645</p>	<p>-Student Teaching Evaluations -Teacher Performance Assessment</p>	<p>EDU 609 A EDU 609 B EDU 609 C EDU 651</p>
<p>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]</p>	<p>EDU 613 EDU 615 EDU 619A EDU 623 EDU 625 EDU 629 EDU 607A EDU 633 EDU 637 EDU 619B EDU 641 EDU 607B</p>	<p>-Student Teaching Evaluations -Teacher Performance Assessment -University Supervisor Observation - Technology Rubric</p>	<p>EDU 609 A EDU 609 B EDU 609 C EDU 651</p>
<p>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]</p>	<p>EDU 613 EDU 617 EDU 621 EDU 623 EDU 625 MTHE 627 EDU 629 EDU 607A EDU 631 EDU 633 EDU 635 EDU 637 EDU 639 EDU 641 EDU 643 EDU 645</p>	<p>-Content Area Tests -Teacher Performance Assessment -University Supervisor Observation</p>	<p>EDU 609 B EDU 609 C EDU 651</p>
<p>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]</p>	<p>EDU 613 EDU 617 EDU 621 EDU 625 MTHE 627 EDU 629 EDU 607a EDU 631 EDU 633</p>	<p>- Student Teaching Evaluations -Teacher Performance Assessment -University Supervisor Observation -Technology Rubric</p>	<p>EDU 609 B EDU 609 C EDU 651</p>

	EDU 635 EDU 637 EDU 639 EDU 641 EDU 643 EDU 645		
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. [InTASC Standard #6]	EDU 613 EDU 623 EDU 625 EDU 629 EDU 607A EDU 631 EDU 633 EDU 637 EDU 639 EDU 643 EDU 645	-Student Teaching Evaluations -Teacher Performance Assessment -University Supervisor Observation	EDU 651
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]	EDU 613 EDU 619A EDU 621 EDU 623 EDU 625 MTHE 627 EDU 629 EDU 607A EDU 631 EDU 633 EDU 635 EDU 637 EDU 619B EDU 639 EDU 641 EDU 643 EDU 645	-Student Teaching Evaluations -Teacher Performance Assessment -Technology Rubric	EDU 609 B EDU 609 C EDU 651
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]	EDU 613 EDU 617 EDU 619A EDU 621 EDU 623 EDU 625 MTHE 627 EDU 629 EDU 607A EDU 631 EDU 633 EDU 635 EDU 637 EDU 619B	- Student Teaching Evaluations -Teacher Performance Assessment -University Supervisor Observation -Technology Rubric	EDU 609 B EDU 609 C EDU 651

	EDU 639 EDU 641 EDU 643 EDU 645 EDU 607B		
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]	EDU 611 EDU 615 EDU 619A EDU 623 EDU 607A EDU 631 EDU 633 EDU 637 EDU 639 EDU 645 EDU 607B	-Student Teaching Evaluations -Teacher Performance Assessment -University Supervisor Observation -Technology Rubric	EDU 609 A EDU 609 B EDU 609 C EDU 651
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]	EDU 611 EDU 651 EDU 619A EDU 623 EDU 607A EDU 637 EDU 645 EDU 607B	-Student Teaching Evaluations	EDU 609 A EDU 609 B EDU 609 C EDU 651
Elementary Education - Multiple Subjects: Program Standards OAR 584-420-0345			
Development, Learning, and Motivation Standard — Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.	EDU 613 EDU 615 EDU 617 EDU 623 EDU 625 EDU 629 EDU 607A EDU 631 EDU 633 EDU 637 EDU 639 EDU 641	-Student Teaching Evaluations -Teacher Performance Assessment -University Supervisor Observation	EDU 609 A EDU 609 B EDU 609 C EDU 651

<p>Curriculum Standard/Reading, Writing, and Oral Language — Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.</p>	<p>EDU 617 EDU 623 EDU 625 EDU 607A EDU 631 EDU 633 EDU 639</p>	<p>Elementary Education Subtest 1</p>	<p>EDU 609 B EDU 609 C EDU 651</p>
<p>Curriculum Standard/Science — Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.</p>	<p>EDU 635 EDU 641</p>	<p>Elementary Education Subtest 2</p>	<p>EDU 609 C EDU 651</p>
<p>Curriculum Standard/ Mathematics — Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.</p>	<p>MTHE 627 EDU 607A</p>	<p>Elementary Education Subtest 2</p>	<p>EDU 609 B EDU 609 C EDU 651</p>
<p>Curriculum Standard/ Social studies — Candidates know, understand, and use the major concepts and modes of inquiry from the social studies — the integrated study of history, geography, the social sciences, and other related areas — to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.</p>	<p>EDU 633</p>	<p>Elementary Education Subtest 1</p>	<p>EDU 609 C EDU 651</p>

<p>Curriculum Standard/ The Arts — Candidates know, understand, and use — as appropriate to their own understanding and skills — the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.</p>	EDU 643	Elementary Education Subtest 2	EDU 609 C EDU 651
<p>Curriculum Standard/ Health education — Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.</p>	EDU 621	Elementary Education Subtest 2	EDU 609 A EDU 609 B EDU 609 C EDU 651
<p>Curriculum Standard/ Physical Education — Candidates know, understand, and use — as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.</p>	EDU 621	Elementary Education Subtest 2	EDU 609 A EDU 609 B EDU 609 C EDU 651
<p>Instruction Standard/Integrating and applying knowledge for instruction — Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.</p>	EDU 613 EDU 617 EDU 623 EDU 625 MTHE 627 EDU 629 EDU 607A EDU 631 EDU 633 EDU 637 EDU 639	-Student Teaching Evaluations - Teacher Performance Assessment -University Supervisor Observation -Technology Rubric	EDU 609 A EDU 609 B EDU 609 C EDU 651
<p>Instruction Standard/ Adaptation to diverse students — Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</p>	EDU 613 EDU 617 EDU 623 EDU 629 EDU 607A EDU 633 EDU 637	- Student Teaching Evaluations -Teacher Performance Assessment	EDU 609 A EDU 609 B EDU 609 C EDU 651

<p>Instruction Standard/ Development of critical thinking and problem solving — Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving.</p>	EDU 613 MTHE 627 EDU 629 EDU 607A EDU 633 EDU 635 EDU 637 EDU 641	-Student Teaching Evaluations -Teacher Performance Assessment -University Supervisor Observation	EDU 609 A EDU 609 B EDU 609 C EDU 651
<p>Instruction Standard/ Active engagement in learning — Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K–6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.</p>	EDU 613 EDU 629	-Student Teaching Evaluations -Teacher Performance Assessment -University Supervisor Observation	EDU 609 A EDU 609 B EDU 609 C EDU 651
<p>Instruction Standard/ Communication to foster collaboration — Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.</p>	EDU 615 EDU 607A EDU 637	-Student Teaching Evaluations -Teacher Performance Assessment -University Supervisor Observation	EDU 609 A EDU 609 B EDU 609 C EDU 651
<p>Assessment Standard/ Assessment for instruction — Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>	EDU 613 EDU 623 EDU 625 EDU 629 EDU 607A EDU 631 EDU 637 EDU 639	-Student Teaching Evaluations -Teacher Performance Assessment -University Supervisor Observation	EDU 609 A EDU 609 B EDU 609 C EDU 651
<p>Professionalism Standard/Professional growth, reflection, and evaluation — Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.</p>	EDU 611 EDU 615 MTHE 627 EDU 607A EDU 637 EDU 643 EDU 607B	-Student Teaching Evaluations -Teacher Performance Assessment -University Supervisor Observation	EDU 609 A EDU 609 B EDU 609 C EDU 651

Professionalism Standard/

*Collaboration with families, colleagues,
and community agencies*

— Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

EDU 615
EDU 623
EDU 637
EDU 607B

-Student Teaching Evaluations

EDU 609 A
EDU 609 B
EDU 609 C
EDU 651

Table C.6

MAT Secondary Program - Alignment of Courses, Assessments, and Clinical Practices

Name of program: Preliminary Teaching License: Single-Subject Areas
Please indicate which single-subject areas are included in this table: Mathematics (Advanced and Foundational); Agricultural Science; Biology; Business: Generalist; Chemistry; English Language Arts (Includes Foundational ELA); Health; Integrated Science (Includes Foundational Science); Physics; Social Studies (Includes Foundational Social Studies); and World Languages

Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the Preliminary Teaching License: Secondary Single-Subject Areas		
	Course	Assessment: <i>For example: licensing tests, edTPA, work samples, evaluations, course exams</i>	Clinical Practices <i>Note: Placements are differentiated by content area as candidates are placed according to endorsements they are seeking</i>
Preliminary Teaching License Program Standards: OAR 584-420-0020			
Preliminary Teaching License: Single-Subject areas/Subject Test The program requires candidates to complete the Commission-approved test for single-subject endorsement areas.		Content Area Exam: ORELA® or PRAXIS® Differentiated by Endorsement Area (See full list of exams by endorsement in the assessments section)	
Preliminary Teaching License: Single-Subject areas/Clinical Practices The program requires candidates to complete field experiences that include supervised teaching or internships in the single-subject areas.			EDU 609A EDU 609B EDU 609C EDU 652
Preliminary Teaching License: Single-Subject areas <i>Cultural Competency and Equitable Practice</i> The program integrates principles of cultural competency and equitable practice in each competency standard through the entire Preliminary Teaching License program.	The College of Education outcome #6 states, “exhibit the established dispositions of a professional educator in a culturally responsive manner.” The crafting of this outcome was intentional to highlight the priority of instilling culturally responsive and equitable practices in the educators that we prepare. In addition, MAT-Secondary candidates take EDU 620A and EDU 620B: Teaching in a Diverse Society I and II-Secondary, EDU 624 Exceptionalities-SEC, and EDU 646 ELL Knowledge, Skills, Abilities and Dispositions for Educators-SEC, which each specifically address different aspects of culturally responsive and equitable practices as the primary focus of the courses. In field experience and student teaching courses, candidates apply their understanding of culturally responsive and equitable practices and university supervisors and mentor teachers evaluate candidates’ ability to do so, providing feedback for areas of growth. In addition, other coursework supports educators thinking and making decisions through a culturally responsive and equitable lens.		

<p>Preliminary Teaching License: Single-Subject areas Learner Development The teacher understands how children learn, 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]</p>	EDU 606A EDU 609C EDU 620A EDU 626 EDU 630 EDU 638 EDU 640 EDU 646 EDU 670 EDU 671 EDU 672 EDU 673 EDU 677 MTHE 680 MTHE 681	Teacher Performance Assessment: edTPA® Differentiated by Endorsement Area (See full list of edTPA by endorsement in the assessments section)	EDU 609A EDU 609B EDU 609C EDU 652
<p>Preliminary Teaching License-Single Subject /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]</p>	EDU 614 EDU 620A EDU 624 EDU 626 EDU 630 EDU 606A EDU 638 EDU 620B EDU 640 EDU 646 EDU 660 EDU 661 EDU 664 EDU 665 EDU 670 EDU 671 EDU 672 EDU 673 EDU 677 EDU 678 EDU 679 MTHE 680 MTHE 681	Teacher Performance Assessment: edTPA® Differentiated by Endorsement Area (See full list of edTPA by endorsement in the assessments section) Student Teaching Evaluations: CCAST	EDU 609A EDU 609B EDU 609C EDU 652
<p>Preliminary Teaching License-Single Subject /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]</p>	EDU 614 EDU 616 EDU 620A EDU 624 EDU 630 EDU 606A EDU 638 EDU 640 EDU 620B EDU 606B EDU 670	Teacher Performance Assessment: edTPA® Differentiated by Endorsement Area (See full list of edTPA by endorsement in the assessments section) University Supervisor Observation: Danielson Framework for Teaching© Student Teaching Evaluations: CCAST	EDU 609A EDU 609B EDU 609C EDU 652

	EDU 671 EDU 672 EDU 673 EDU 677 MTHE 680 MTHE 681	Technology Rubric	
<p>Preliminary Teaching License-Single Subject /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]</p>	EDU 614 EDU 618 EDU 624 EDU 630 EDU 606A EDU 634 EDU 638 EDU 640 EDU 646 EDU 660 EDU 661 EDU 664 EDU 665 EDU 670 EDU 671 EDU 672 EDU 673 EDU 676 EDU 677 EDU 678 EDU 679 MTHE 680 MTHE 681	Teacher Performance Assessment: edTPA® Differentiated by Endorsement Area (See full list of edTPA by endorsement in the assessments section) Content Area Exam: ORELA® or PRAXIS® Differentiated by Endorsement Area (See full list of exams by endorsement in the assessments section) University Supervisor Observation: Danielson Framework for Teaching©	EDU 609B EDU 609C EDU 652
<p>Preliminary Teaching License-Single Subject /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]</p>	EDU 614 EDU 618 EDU 630 EDU 606A EDU 634 EDU 638 EDU 640 EDU 646 EDU 660 EDU 661 EDU 664 EDU 665 EDU 670 EDU 671 EDU 672 EDU 673 EDU 676 EDU 677 EDU 678 EDU 679	Teacher Performance Assessment: edTPA® Differentiated by Endorsement Area (See full list of edTPA by endorsement in the assessments section) University Supervisor Observation: Danielson Framework for Teaching© Student Teaching Evaluations: CPAST Technology Rubric	EDU 609B EDU 609C EDU 652

	MTHE 680 MTHE 681		
<p>Preliminary Teaching License-Single Subject /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. [InTASC Standard #6]</p>	EDU 614 EDU 624 EDU 630 EDU 606A EDU 638 EDU 640 EDU 646 EDU 660 EDU 661 EDU 664 EDU 665 EDU 670 EDU 671 EDU 672 EDU 673 EDU 677 EDU 678 EDU 679 MTHE 680 MTHE 681	Teacher Performance Assessment: edTPA® Differentiated by Endorsement Area (See full list of edTPA by endorsement in the assessments section) University Supervisor Observation: Danielson Framework for Teaching© Student Teaching Evaluations: CFAST	EDU 652
<p>Preliminary Teaching License-Single Subject /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]</p>	EDU 614 EDU 620A EDU 624 EDU 626 EDU 630 EDU 606A EDU 634 EDU 638 EDU 640 EDU 620B EDU 646 EDU 660 EDU 661 EDU 664 EDU 665 EDU 670 EDU 671 EDU 672 EDU 673 EDU 676 EDU 677 EDU 678 EDU 679	Teacher Performance Assessment: edTPA® Differentiated by Endorsement Area (See full list of edTPA by endorsement in the assessments section) Student Teaching Evaluations: CFAST Technology Rubric	EDU 609B EDU 609C EDU 652

	<p>MTHE 680 MTHE 681</p>		
<p>Preliminary Teaching License-Single Subject /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]</p>	<p>EDU 614 EDU 618 EDU 620A EDU 624 EDU 626 EDU 630 EDU 634 EDU 606A EDU 638 EDU 640 EDU 620B EDU 646 EDU 606B EDU 660 EDU 661 EDU 664 EDU 665 EDU 670 EDU 671 EDU 672 EDU 673 EDU 677 EDU 678 EDU 679 MTHE 680 MTHE 681</p>	<p>Teacher Performance Assessment: edTPA® Differentiated by Endorsement Area (See full list of edTPA by endorsement in the assessments section)</p> <p>University Supervisor Observation: Danielson Framework for Teaching©</p> <p>Student Teaching Evaluations: CCAST Technology Rubric</p>	<p>EDU 609B EDU 609C EDU 652</p>
<p>Preliminary Teaching License-Single Subject /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]</p>	<p>EDU 612 EDU 616 EDU 624 EDU 626 EDU 606A EDU 638 EDU 640 EDU 646 EDU 606B EDU 620A EDU 661 EDU 664 EDU 665 EDU 670 EDU 671 EDU 672</p>	<p>Teacher Performance Assessment: edTPA® Differentiated by Endorsement Area (See full list of edTPA by endorsement in the assessments section)</p> <p>University Supervisor Observation: Danielson Framework for Teaching©</p> <p>Student Teaching Evaluations: CCAST Technology Rubric</p>	<p>EDU 609A EDU 609B EDU 609C EDU 652</p>

	EDU 673 EDU 678 EDU 679		
Preliminary Teaching License-Single Subject / 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]	EDU 612 EDU 652 EDU 620A EDU 624 EDU 626 EDU 606A EDU 638 EDU 640 EDU 646 EDU 606B EDU 661 EDU 664 EDU 665 EDU 670 EDU 671 EDU 672 EDU 673 EDU 678 EDU 679 MTHE 680 MTHE 681	Student Teaching Evaluations: CPAST	EDU 609A EDU 609B EDU 609C EDU 652

Table C.7

MAT Secondary Art - Alignment of Courses, Assessments, and Clinical Practices

Name of program: Art Endorsement Program

Program Standards

Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the Art endorsement

Courses

Assessments:

For example: licensing tests, edTPA, work samples, evaluations, course exams

Clinical Practices

<p>Art: Program Standards/Subject Test The program requires candidates to complete the Commission-approved test for Art.</p>		<p>ORELA® NES: Art</p>	
<p>Art: Program Standards/Clinical Practices The program requires candidates to complete field experiences that include supervised teaching or internships in Art classrooms.</p>			<p>EDU 609A EDU 609B EDU 609C EDU 652</p>
<p>Art: Program Standards/Cultural Competency and Equitable Practice The program integrates principles of cultural competency and equitable practice in each competency standard through the entire Art endorsement program.</p>	<p>The College of Education outcome #6 states, “exhibit the established dispositions of a professional educator in a culturally responsive manner.” The crafting of this outcome was intentional to highlight the priority of instilling culturally responsive and equitable practices in the educators that we prepare. In addition, MAT-Secondary candidates take EDU 620A and EDU 620B: Teaching in a Diverse Society I and II-Secondary, EDU 624 Exceptionalities-SEC, and EDU 646 ELL Knowledge, Skills, Abilities and Dispositions for Educators-SEC, which each specifically address different aspects of culturally responsive and equitable practices as the primary focus of the courses. In field experience and student teaching courses, candidates apply their understanding of culturally responsive and equitable practices and university supervisors and mentor teachers evaluate candidates’ ability to do so, providing feedback for areas of growth. In addition, other coursework supports educators thinking and making decisions through a culturally responsive and equitable lens.</p>		
<p>Standard 1 Art: Content of the Visual Arts: Candidates must demonstrate proficiency in: Process of artmaking involving traditional and contemporary studio approaches; One or more studio areas; History of art, knowledge of the context in which works of art have been created, and fostering respect for all forms of art; and Providing exposure to a diverse set of traditional and contemporary artists.</p>	<p>Varies by undergraduate institution. Minimum Requirement: Minor in Art, preferably a major prior to entering the program. Examples: EOU Major Checksheet and Minor Checksheet EDU 662</p>	<p>ORELA® NES: Art</p>	

Standard 2
Art: Theory and Practice in Art Education:

Candidates must demonstrate proficiency in:
Historical developments and prevailing theories of art education;
Philosophical and social foundations underlying the inclusion of art in general education;
Artistic, cognitive, emotional, moral, physical, and social development of children, adolescents and young adults;
Theories of curriculum and instruction that make it possible for candidates to reflect on and refine their practice of art education;
Developing curricula in a variety of instructional formats;
Current teaching methods, materials and resources appropriate for various educational settings, populations, and levels of art education;
Creating classroom environments in which effective art instruction can take place;
Developing of interdisciplinary curricula;
Assessment methods appropriate to the evaluation of student work, their own teaching, and the art program; and
Self-evaluation and professional development.

EDU 662
EDU 663

Teacher Performance Assessment:
edTPA® in Visual Arts

ORELA® NES: Art

University Supervisor Observation:
Danielson Framework for Teaching©

Student Teaching Evaluations: CFAST

EDU 609A
EDU 609B
EDU 609C
EDU 652

Table C.8

MAT Secondary Music Program - Alignment of Courses, Assessments, and Clinical Practices

Name of program: Music Endorsement Program

Program Standards

Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the Music endorsement

Courses

Assessments

For example: licensing tests, edTPA, work samples, evaluations, course exams

Clinical Practices

Music: Program Standards/Subject Test

The program requires candidates to complete the Commission-approved test for Music.

ORELA® NES: Music

Music: Program Standards/Clinical Practices

The program requires candidates to complete field experiences that include supervised teaching or internships in Music classrooms.

EDU 609A
EDU 609B
EDU 609C
EDU 652

Music: Program Standards/Cultural Competency and Equitable Practice

The program integrates principles of cultural competency and equitable practice in each competency standard through the entire Music endorsement program.

The College of Education outcome #6 states, “exhibit the established dispositions of a professional educator in a culturally responsive manner.” The crafting of this outcome was intentional to highlight the priority of instilling culturally responsive and equitable practices in the educators that we prepare. In addition, MAT-Secondary candidates take EDU 620A and EDU 620B: Teaching in a Diverse Society I and II-Secondary, EDU 624 Exceptionalities-SEC, and EDU 646 ELL Knowledge, Skills, Abilities and Dispositions for Educators-SEC, which each specifically address different aspects of culturally responsive and equitable practices as the primary focus of the courses. In field experience and student teaching courses, candidates apply their understanding of culturally responsive and equitable practices and university supervisors and mentor teachers evaluate candidates’ ability to do so, providing feedback for areas of growth. In addition, other coursework supports educators thinking and making decisions through a culturally responsive and equitable lens.

<p>Music: Standard 1: Technical Skills Candidates must demonstrate proficiency in: At least one major performance area at a level appropriate for the particular music concentration; Understanding the repertory in their major performance area and the ability to perform from a cross-section of that repertory; The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration; Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration; Keyboard competency; and Participating in ensemble experiences. Ensembles should be varied both in size and nature.</p>	<p>Varies by undergraduate institution. Minimum Requirement: Minor in Art, preferably a major prior to entering the program. Examples: EOU Major Checksheet and Minor Checksheet</p> <p>As related to music education OAR(3)(b & d) in EDU 674 and EDU 675</p>	<p>ORELA® NES: Music</p>	<p>EDU 609A EDU 609B EDU 609C EDU 652</p>
<p>Music: Standard 2: Musicianship Skills and Analysis Candidates must demonstrate proficiency in: Understanding the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation. Musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations.</p>	<p>Varies by undergraduate institution. Minimum Requirement: Minor in Art, preferably a major prior to entering the program. Examples: EOU Major Checksheet and Minor Checksheet</p> <p>As related to music education OAR(4)(b & c) in EDU 674 and EDU 675</p>	<p>Teacher Performance Assessment: edTPA® K-12 Performing Arts</p> <p>ORELA® NES: Music</p> <p>University Supervisor Observation: Danielson Framework for Teaching©</p> <p>Student Teaching Evaluations: CPAST</p>	<p>EDU 609A EDU 609B EDU 609C EDU 652</p>
<p>Music: Standard 3: Composition/Improvisation Candidates must demonstrate proficiency in the ability to create original or derivative music.</p>	<p>Varies by undergraduate institution. Minimum Requirement: Minor in Art, preferably a major</p>	<p>ORELA® NES: Music</p>	

	<p>prior to entering the program. Examples: EOU Major Checksheet and Minor Checksheet</p> <p>As related to music education in EDU 674 and EDU 675</p>		
<p>Music: Standard 4: History and Repertory Candidates must acquire basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization.</p>	<p>Varies by undergraduate institution. Minimum Requirement: Minor in Art, preferably a major prior to entering the program. Examples: EOU Major Checksheet and Minor Checksheet</p> <p>As related to music education in EDU 674 and EDU 675</p>	<p>ORELA® NES: Music</p>	
<p>Music: Standard 5: Synthesis Candidates must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.</p>	<p>Varies by undergraduate institution. Minimum Requirement: Minor in Art, preferably a major prior to entering the program. Examples: EOU Major Checksheet and Minor Checksheet</p> <p>As related to music education in EDU 674 and EDU 675</p>	<p>Teacher Performance Assessment: edTPA® K-12 Performing Arts</p> <p>ORELA® NES: Music</p> <p>University Supervisor Observation: Danielson Framework for Teaching©</p> <p>Student Teaching Evaluations: CFAST</p>	<p>EDU 609A EDU 609B EDU 609C EDU 652</p>

Table C.9

MAT Secondary PE Program - Alignment of Courses, Assessments, and Clinical Practices

Name of program: PE Endorsement Program

Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the PE endorsement		
	Courses	Assessments: <i>For example: licensing tests, edTPA, work samples, evaluations, course exams</i>	Clinical Practices
<p>PE: Program Standards/Subject Test The program requires candidates to complete the Commission-approved test for PE.</p>		ORELA® NES: Physical Education	
<p>PE: Program Standards/Clinical Practices The program requires candidates to complete field experiences that include supervised teaching or internships in PE classroom settings.</p>			EDU 609A EDU 609B EDU 609C EDU 652
<p>PE: Program Standards/Cultural Competency and Equitable Practice The program integrates principles of cultural competency and equitable practice in each competency standard through the entire PE endorsement program.</p>	<p>The College of Education outcome #6 states, “exhibit the established dispositions of a professional educator in a culturally responsive manner.” The crafting of this outcome was intentional to highlight the priority of instilling culturally responsive and equitable practices in the educators that we prepare. In addition, MAT-Secondary candidates take EDU 620A and EDU 620B: Teaching in a Diverse Society I and II-Secondary, EDU 624 Exceptionalities-SEC, and EDU 646 ELL Knowledge, Skills, Abilities and Dispositions for Educators-SEC, which each specifically address different aspects of culturally responsive and equitable practices as the primary focus of the courses. In field experience and student teaching courses, candidates apply their understanding of culturally responsive and equitable practices and university supervisors and mentor teachers evaluate candidates’ ability to do so, providing feedback for areas of growth. In addition, other coursework supports educators thinking and making decisions through a culturally responsive and equitable lens.</p>		
<p>PE: Standard 1: Candidates demonstrate an understanding of physical education content, disciplinary concepts, and tools of inquiry related to the development of a physically educated person.</p>	EDU 614 EDU 618 EDU 624 EDU 630 EDU 606A EDU 638 EDU 646	Teacher Performance Assessment: edTPA® Physical Education Content Area Exam: ORELA® Physical Education	EDU 609B EDU 609C EDU 652

	EDU 682 EDU 683		
PE: Standard 2: Candidates demonstrate an understanding of how individuals learn and develop, and can provide opportunities that support their physical, cognitive, social and emotional development.	EDU 606A EDU 620A EDU 630 EDU 638 EDU 646	Teacher Performance Assessment: edTPA® Physical Education	EDU 609A EDU 609B EDU 609C EDU 652
PE: Standard 3: Candidates demonstrate the ability to use differentiated instruction for diverse learners by demonstrating an understanding of how individuals differ in their approaches to learning and create appropriate instruction opportunities adapted to individual differences.	EDU 614 EDU 620A EDU 624 EDU 630 EDU 606A EDU 638 EDU 620B EDU 646 EDU 682 EDU 683	Teacher Performance Assessment: edTPA® Physical Education Student Teaching Evaluations: CPAST	EDU 609A EDU 609B EDU 609C EDU 652
PE: Standard 4: Candidates demonstrate the ability to understand individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.	EDU 614 EDU 616 EDU 620A EDU 624 EDU 630 EDU 606A EDU 638 EDU 620B EDU 606B	Teacher Performance Assessment: edTPA® Physical Education University Supervisor Observation: Danielson Framework for Teaching© Student Teaching Evaluations: CPAST Technology Rubric	EDU 609A EDU 609B EDU 609C EDU 652
PE: Standard 5: Candidates demonstrate the ability to use effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration and engagement in physical activity settings.	EDU 614 EDU 618 EDU 620A EDU 624 EDU 630 EDU 606A EDU 638 EDU 620B EDU 646 EDU 606B EDU 682 EDU 683	Teacher Performance Assessment: edTPA® Physical Education University Supervisor Observation: Danielson Framework for Teaching© Student Teaching Evaluations: CPAST Technology Rubric	EDU 609B EDU 609C EDU 652

<p>PE: Standard 6: Candidates demonstrate the ability to use a variety of developmentally appropriate instructional strategies to develop physically educated individuals.</p>	<p>EDU 614 EDU 618 EDU 620A EDU 624 EDU 630 EDU 606A EDU 638 EDU 620B EDU 646 EDU 606B EDU 682 EDU 683</p>	<p>Teacher Performance Assessment: edTPA® Physical Education</p> <p>University Supervisor Observation: Danielson Framework for Teaching®</p> <p>Student Teaching Evaluations: CPAST</p> <p>Technology Rubric</p>	<p>EDU 609B EDU 609C EDU 652</p>
<p>PE: Standard 7: Candidates demonstrate the ability to use formal and informal assessment strategies to foster physical, cognitive, social and emotional development of learners in physical activity.</p>	<p>EDU 614 EDU 624 EDU 630 EDU 606A EDU 638 EDU 646 EDU 682 EDU 683</p>	<p>Teacher Performance Assessment: edTPA® Physical Education</p> <p>University Supervisor Observation: Danielson Framework for Teaching®</p> <p>Student Teaching Evaluations: CPAST</p>	<p>EDU 652</p>
<p>PE: Standard 8: Candidates demonstrate the ability to reflect and evaluate the effects of her or his actions on others.</p>	<p>EDU 612 EDU 616 EDU 624 EDU 606A EDU 638 EDU 646 EDU 606B EDU 620A EDU 682 EDU 683</p>	<p>Teacher Performance Assessment: edTPA® Physical Education</p> <p>University Supervisor Observation: Danielson Framework for Teaching®</p> <p>Student Teaching Evaluations: CPAST</p> <p>Technology Rubric</p>	<p>EDU 609A EDU 609B EDU 609C EDU 652</p>
<p>PE: Standard 9: Candidates demonstrate the ability to use information technology to enhance learning and to enhance personal and professional productivity.</p>	<p>EDU 614 EDU 618 EDU 630 EDU 606A EDU 638 EDU 646 EDU 682 EDU 683</p>	<p>Teacher Performance Assessment: edTPA® Physical Education</p> <p>University Supervisor Observation: Danielson Framework for Teaching®</p> <p>Student Teaching Evaluations: CPAST</p> <p>Technology Rubric</p>	<p>EDU 609B EDU 609C EDU 652</p>
<p>PE: Standard 10: Candidates demonstrate the ability to foster relationships with colleagues, parents and guardians and community agencies to support learners' growth and well-being.</p>	<p>EDU 612 EDU 652 EDU 620A EDU 624 EDU 606A EDU 638 EDU 646 EDU 606B EDU 682</p>	<p>Student Teaching Evaluations: CPAST</p>	<p>EDU 609A EDU 609B EDU 609C EDU 652</p>

	EDU 683		
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Sufficient and Appropriately Qualified Faculty

The College of Education currently has 10 full-time tenure/tenure track faculty and 3 full-time fixed term. One of the full-time tenured faculty members is currently on sabbatical and will return fall of AY 2021-22. The College of Education hired a one-year Visiting Professor, to teach the courses left vacant with the faculty on sabbatical during the 20-21 academic year.

A table with current faculty, their highest degree, what program they teach in, and what courses they teach are [provided](#).

Adequacy of Facilities

Classrooms & Equipment

Undergraduate

The undergraduate program has traditionally had classrooms located on the La Grande compass (La Grande), The Mt. Hood Community College (Gresham), Blue Mountain Community College (Pendleton), and Treasure Valley Community College (Ontario). For sites on community college campuses, EOU has one designated classroom for all courses. On the La Grande main campus, two classrooms in Zabel Hall are dedicated to education classes.

Each classroom has a variety of technology (document camera, microphone, Zoom capabilities, camera, speakers, etc.). Each location has full-time technology support. Each classroom has the ability for student seating to be rearranged (small tables) to meet the needs of instructors and students.

During the spring of 2020 all campuses were closed due to Covid-19. During this time, all courses transitioned to online learning. During the fall of 2020, only the La Grande main campus courses were back to face-to-face learning. All other sites (Gresham and Pendleton/Ontario) remain online only.

Graduate

The MAT courses are held on the La Grande main campus for the residency week of the program (first week). When MAT students return to La Grande for their weekend courses, all MAT courses are held at the Integrated Services Building (owned by EOU), located approximately one mile from the main campus.

Each classroom has a variety of technology (document camera, microphone, Zoom capabilities, camera, speakers, etc.). Each location has full-time technology support. Each classroom has the

ability for student seating to be rearranged (small tables) to meet the needs of instructors and students.

During the fall of 2020, due to the large number of teacher candidates in the program and the distancing requirements and classroom capacity limitations, the MAT courses were all held on the La Grande main campus and virtually.

Support Services

Eastern Oregon University has the following student service supports available:

- [Division of Student Affairs](#)
 - [Admissions](#)
 - [Career Services](#)
 - [Center for Student Involvement](#)
 - [Counseling Center](#)
 - [First Year Experience](#)
 - [International Student Services](#)
 - [Learning Center](#)
 - [Outdoor Adventure Program](#)
 - [Residence Life](#)
 - [Student Diversity & Inclusion](#)
 - [Student Health Center](#)
 - [Student Relations](#)
 - [Testing Services](#)
 - [Week of Welcome](#)
- [Student Success](#)
- [Disability Services Office](#)
- [Mountain Student Support Referral/Early Alert](#)

The College of Education also uses the Admission, Retention, and Dismissal committee to assist in any additional support or advising that may be needed that is college specific.

Feedback on Program and Unbiased Hearing for Concerns

Teacher candidates are able to provide their feedback and concerns in the following ways:

- Candidates, anonymously, have the ability to evaluate every course at the end of the term. Surveys are automatically released through the course Canvas shell, and submitted there as well.
- Candidates meet with their advisor (faculty or program) as part of the transition process. Candidates can share concerns during these meetings.
- Candidates can also share concerns with the Chair or Dean.

- Candidates can email the President of EOU with any questions or concerns. These concerns are then shared with the Chair and Dean of the College for their oversight.
- Any student can file a [non-academic grievance; an academic grievance; and/or a graduation requirements, academic probation or suspension](#).
- Alumni & employers can complete, anonymously, the OACTE survey.

Appendix D: Internal Audit of the Quality Control System

Internal File Audit

An internal audit of candidate files was conducted. Enrollment lists were pulled from the student teaching courses. From each completion cohort (2017-18, 2018-19, 2019-20), for every ten students, one student was randomly selected and the file was reviewed (e.g. cohort with less than 10 candidates, 1 candidate file was randomly pulled; 11 or more, 2 candidates files were pulled, 21 or more, 3 candidates files were pulled, etc.). Candidates were randomly selected by using a random number generator.

Once a candidate file was selected, the hard file, data management system, Degreeworks, shared drives, and CoE database were examined. A copy of the form is provided below (Form D.1.).

Form D.1.

Student File Audit Form

Student File Audits (Admissions through Program Completion)				
Yes	No	N/A	Quality Assurance Aspect	Comments
Admissions				
			1. Did the student meet admission criteria? <ul style="list-style-type: none"> ● GPA (3.0 or letter) ● 2 recommendations ● Essay (or better) ● Interview (8 or better) ● Fingerprinting & background clearance 	
During Program				
			2. Did the candidates program course grades remain above C-?	
			3. Did the candidates field experience & student teaching grades remain satisfactory?	
			4. Did the candidate meet requirements/transition points to proceed to student teaching?	
			5. Was the student referred to ARD?	
Clinical Practices				

			Are the candidates field experience & student teaching placements recorded/documented and included in the file?	
			Are there 4 Mentor Teacher observations documented from student teaching?	
			Are there 4 University Supervisor observations documented from student teaching?	
			Are there two evaluations documented from student teaching?	
Program Completion				
			Did the Candidate complete the required tests? <ul style="list-style-type: none"> ● Civil Rights ● edTPA ● ORELA or Praxis 	
			Is there a copy of the Program Completion Report in the candidates file?	
			Did the college submit a waiver? Is the waiver in the file?	

Admissions

The internal audit identified no findings in regards to admissions. All candidates met the admission requirements.

During Program

For each of the files reviewed, no concerns or findings were identified for ensuring course grades, including field experiences and student teaching, met the minimum threshold. Of the files reviewed, none of these candidates were referred to ARD.

One area for improvement was for the college to determine a way to verify and document review of grades and GPA. A solution to this is discussed under continuous improvement below.

Clinical Practices

After reviewing the results from the internal audit, it was determined that the college needed to come up with a reliable verification and documentation for submission of the observations and evaluations submitted by Mentor Teachers and University Supervisors. With the way Mentor Teachers submitted their observation in Taskstream (through the survey system), the college was not ensuring all required forms were being submitted. A solution to this is discussed under continuous improvement below.

Program Completion

For each of the files reviewed, no concerns or findings were identified for ensuring the program completion requirements (TSPC required tests: civil rights, edTPA, and ORELA or Praxis) and the Program Completion reports were in the master file.

Program Audits

Starting in the 2018-19 academic year, the initial teacher preparation programs have conducted continuous improvement meetings. Faculty bring suggestions for program improvement. The recommendations are vetted in various ways: surveys to Mentor Teacher, University Supervisors, Teacher Candidates; conversations with the Advisory Council, focus groups, and teacher candidates' feedback. Program decisions for the next academic year are determined through a series of meetings. Provided is continuous improvement meeting agendas from the past years. Additional agendas can be provided upon request.

Undergraduate

- [1/10/2019](#) – Meeting one
- [3/4/2019](#) – Meeting two

MAT

- [1/17/2019](#) – Meeting one
- [3/11/2019](#) – Meeting two
- [6/5/2019](#) – Meeting three

External Audits

State Program Reports

The College of Education is required to submit Program Reports to the Teacher Standards and Practices Commission for peer review. As part of the process, the College of Education conducts a formal review of programs and key assessments. Below you will see the full reports submitted to TSPC (also part of 4e.)

EOU Reports

Initial Teacher Preparation Programs:

- [Undergraduate Dual Elementary Multiple Subjects and ESOL](#)
- [Master of Arts in Teaching – Elementary](#)
- [Master of Arts in Teaching – Secondary](#)

Add on Programs:

- [English to Speakers of Other Languages \(ESOL\)](#)
- [Reading](#)
- [Special Education](#)

TSPC Reports:

Overall Findings:

- [Program Review Team Summary of AFIs and Program Recommendations](#)

Initial Teacher Preparation Programs:

- [Undergraduate Dual Elementary Multiple Subjects and ESOL](#)
- [Master of Arts in Teaching – Elementary](#)
- [Master of Arts in Teaching – Secondary](#)

Add on Programs:

- [English to Speakers of Other Languages \(ESOL\)](#)
- [Reading](#)
- [Special Education](#)

National Council on Teacher Quality

The College of Education is also externally audited by the National Council on Teacher Quality (NCTQ). The results can be found [here](#). The College of Education would like to highlight the efforts put in place have demonstrated our commitment to program diversity. Both elementary programs were scored As in program diversity and Bs in classroom management.

Summary of the Evidence for Audits

Overall the findings from the internal file audit, we are confident that all applicants are meeting the admission requirements and program completion requirements. Our programs are reviewed (internally and externally), and kept current with state and national standards.

Continuous Improvement

Based on the results from the internal audit in regards to during program and clinical practice, being piloted the 2020-21 academic year, a live document (in a shared drive) was created for each program that lists requirements (testing, documentation of observations, evaluations, and other program requirements) and allows for responsible parties to input data as it is received. This document can be shared at the request of the site visit team.

Appendix E: Evidence of Data Quality

The following information was initially presented in the EOU College of Education AAQEP proposal submitted as part of the transition process to AAQEP.

Explanation of How Validity, Reliability, Fairness, and Trustworthiness of the Measures will be Established

The EOU CoE will be using the following key evidence sources for AAQEP Standards 1 and 2:

1. EdTPA
2. Oregon Educator Licensure Assessments (ORELA)
3. Danielson Framework for Teaching
4. Candidate Preservice Assessment of Student Teaching (CPAST)
5. Technology Rubric
6. Completer and Employer Survey

Explanation of Assessments:

Assessment #1: Teacher Performance Assessment - edTPA®

The edTPA® is a valid, performance-based, subject-specific assessment that documents a cycle of teaching, with special attention to students' academic language development, completed by the teacher candidate. Each endorsement area has its own handbook to be followed for completing the edTPA. If candidates are preparing for multiple endorsements, they only complete the edTPA® in one endorsement area. If one of their endorsements requires a program, the edTPA® must be completed in that endorsement area. The [edTPA® required](#) by the state of Oregon for each individual endorsement is listed below (*Notes endorsements that require a program):

- Elementary—Multiple Subjects
 - Elementary Education: Literacy with Mathematics Task 4
- Secondary Subjects:
 - Advanced Mathematics/Secondary Mathematics
 - Agricultural Science/Agricultural Education
 - Art/Visual Arts*
 - Biology/Secondary Science
 - Business: Generalist/Business Education
 - Chemistry/Secondary Science
 - English Language Arts/Secondary English Language Arts
 - Foundational ELA/Secondary English Language Arts
 - Foundational Math/Secondary Mathematics
 - Foundational Science/Secondary Science
 - Foundational Social Science/Secondary History/Social Studies
 - Health/Health Education
 - Integrated Science/Secondary Science

- Music/K-12 Performing Arts*
- Physical Education/Physical Education*
- Physics/Secondary Science
- Social Studies/Secondary History/Social Studies
- World Language: German-German/World Language
- World Language: Spanish-Spanish/World Language

The edTPA® is the culminating assignment completed during the teacher candidates' final term in the program, in student teaching. The edTPA® is used as a transition point for program completion; documents teacher candidate development towards, College of Education, state, professional, and national standards; and is used to make improvements in the program. This assessment [aligned](#) to the College of Education, state, professional, and national standards.

As the edTPA® is a proprietary instrument, the handbook/directions, rubrics, and rubric progressions are not included in this proposal based on restrictions with sharing proprietary items that are not made available to the public. These items can be provided at the request of the review team.

EdTPA	
Who Developed	Stanford Center for Assessment, Learning, and Equity (SCALE) and Pearson
Assessment Type	Proprietary
Reliability & Validity	http://edtpa.aacte.org/wp-content/uploads/2019/12/Affirming-Validity-and-Reliability-of-edTPA.pdf
Fairness/bias reduction work:	<p>Candidates are provided with opportunities to prepare for this assessment throughout their initial teacher preparation program.</p> <p>Class assignments and major projects throughout the program are intentionally planned to help prepare students for the assessment. As part of both the UG and MAT programs, candidates take a course, Teacher Performance Seminar, designed specifically to prepare candidates for this assessment. In both programs the course is taken the last term before student teaching.</p> <p>Finally, this assessment has a fee of \$300. This fee has been added as a course fee to allow candidates to include this fee to their tuition (financial aid), and ensure that the cost does not restrict candidates from submission of this assessment.</p>

Assessment #2: Content Area Exam - ORELA® and PRAXIS®

The *Oregon Educator Licensure Assessments® (ORELA)*: ORELA® exams are offered by the Evaluation Systems Group of Pearson (NES). The NES tests are “comprehensive exams aligned to professionally accepted national learning standards, covering areas such as essential academic skills, reading instruction, and commonly taught elementary, middle, and secondary grade-level” (Pearson, 2019). Oregon adopted the NES tests for selected content areas starting September 1, 2010.

Elementary - Elementary teacher candidates are required to successfully complete the Elementary Education Subtests I and II. The ORELA® exams are utilized at two different transition points within the program. The ORELA® Elementary Education Subtests II is required for admissions to the program and the Elementary Education Subtests I is required prior to student teaching. In addition, the ORELA® is used to document teacher candidate development towards College of Education, state, professional, and national standards; and is used to make improvements in programs. This assessment [aligned](#) to the College of Education, state, professional, and national standards.

Secondary - All secondary MAT endorsement areas utilize ORELA® with the exception of the Agricultural Science endorsement, which requires a PRAXIS® exam, offered by Educational Testing Service (ETS). Candidates who are seeking multiple endorsements have to pass the exam for each content area in order to be eligible for recommendation for licensure. Content area exams required for each individual endorsement is listed below:

ORELA® NES:

- Advanced Mathematics/Mathematics
- Art
- Biology
- Business: Generalist/Business Education
- Chemistry
- English Language Arts
- Foundational ELA/Middle Grades ELA
- Foundational Math/Middle Grades Mathematics
- Foundational Science/Middle Grades Science
- Foundational Social Science/Middle Grades Social Science
- Health
- Integrated Science/General Science
- Music
- Physical Education
- Physics
- Social Studies/Social Science
- World Language: German/German
- World Language: Spanish/Spanish

PRAXIS:

- Agricultural Science/[Agriculture 5701](#)

The ORELA® and PRAXIS® exams are utilized as an admissions transition point within the program. In addition, the ORELA® and PRAXIS® exams are used to document teacher candidate development towards College of Education, state, professional, and national standards; and is used to make improvements in the program. This assessment is [aligned](#) to the College of Education, state, professional, and national standards.

The ORELA® exams are proprietary instruments. The assessment is unavailable for review. [ORELA®](#) and [PRAXIS®](#) preparation materials are available and include Test Content and Sample Questions.

Content Area Tests	
Who Developed	Evaluation Systems Group of Pearson (NES) & Educational Testing Service (ETS)
Assessment Type	Proprietary
Reliability & Validity	N/A
Fairness/bias reduction work:	Completing these tests are prerequisites for our initial teacher preparation programs. This is to ensure the candidate is able to complete the program, as this has been a barrier for some candidates previously. Candidates are also instructed by the program advisors to take the assessment(s) as soon as they have completed their general education studies. Program advisors share testing practice guide information during advising sessions.

Assessment #3: Observation Forms-Danielson Framework for Teaching©

In consultation with the Advisory Committee, The College of Education adopted the Danielson Framework for Teaching© as the observation tool for University Supervisors for use starting with the 2018-19 academic year. The Framework for Teaching© evaluation tool comprises four domains: (1) planning and preparation, (2) the classroom environment, (3) instruction, and (4) professional responsibilities. Each domain includes separate components, which are used to assess the individual’s performance in the domain. After a pilot of the tool, and in collaboration with the Advisory Committee, it was determined the observations would include the [domains and components](#) that could be observed during teacher candidate observations. EOU follows the Collaborative Observation Process as described by The Danielson Group (planning conference, observation, and reflection conference) for each observation.

The University Supervisor Observations are used at two transition points in the program. One observation is completed during late fall term (weeks 7-10) and is used for determining promotion to student teaching. The remaining observations (four) are completed during the student teaching experience. The schedule of when observations are due is provided ([UG](#) or [MAT](#)). The observations are also used to document teacher candidate development during the program towards College of Education, state, professional, and national standards and are used to make improvements in the program. This assessment is [aligned](#) to the College of Education, state, professional, and national standards.

The [Danielson Framework for Teaching Rubric](#) is provided.

Observation Forms-Danielson Framework for Teaching©	
Who Developed	The Danielson Group
Assessment Type	Proprietary
Reliability	Reliability is addressed through training and calibration. The university sponsored a multiple day Danielson Training during the summer of 2018. Calibration of University Supervisors happened twice during the 2019-20 academic year (opening session & 1/17/2020 CoE Meeting). Additional calibration will be happening during the 2020-21 academic year. University Supervisors watch a chosen video (Atlas - National Board lessons) and individually score the lesson. Then as a whole group, the University Supervisors shared their scores and justifications until a consensus score was determined.
Validity	https://icademyglobal.org/wp-content/uploads/2018/04/Charlotte-Danielson-Framework-for-Teaching-Assurances.pdf
Fairness/bias reduction work:	Candidates are exposed to this assessment during their orientation to the program. It is included as an addendum within the handbook. Additional work will be happening in 2020-21 to induce more opportunities for candidates to work with this rubric.

Assessment #4: Student Teaching Evaluations - Candidate Preservice Assessment of Student Teaching (CPAST)

The Candidate Preservice Assessment of Student Teaching (CPAST) is a formative and summative assessment completed during the student teaching experience. The assessment has two subscales: Pedagogy (13 rows) and Dispositions (8 rows). Each of the 21 rows contains

detailed descriptors of observable, measurable behaviors to guide scoring decisions. Pedagogy is organized into four domains: planning for instruction and assessment (4 indicators), instructional delivery (5 indicators), assessment (3 indicators), and analysis of teaching (1 indicator). Dispositions are organized into three domains: professional commitment and behaviors (5 indicators), professional relationships (2 indicators), and critical thinking and reflective practice (1 indicator).

The CFAST is completed twice (midterm and final) during the student teaching experience. The Mentor Teacher, Teacher Candidate, and University Supervisor each come to a scheduled triangle meeting each with the rubrics completed and evidence identified. During the triangle meeting, all evidence is presented from each participant, and a consensus score is determined and recorded.

The evaluation tool is used to monitor development through the student teaching experience. In addition, the CFAST is used to document teacher candidate development during student teaching towards College of Education, state, professional, and national standards, and used to make improvements in the program. This assessment is [aligned](#) to the College of Education, state, professional, and national standards.

The CFAST assessment is a proprietary instrument. The CFAST rubrics, and Look-Fors are not included in this proposal based on restrictions with sharing proprietary items that are not made available to the public. These items can be provided at the request of the review team.

Student Teaching Evaluations - Candidate Preservice Assessment of Student Teaching (CFAST)	
Who Developed	The CFAST Form was created as part of the Valid and Reliable Instruments for Educator Preparation Programs (VARI-EPP) Project. VARI-EPP is a group of Ohio EPPs who have collaborated since 2014 in order to develop instruments
Assessment Type	Proprietary
Reliability	The CFAST Form is used by the university supervisor (US), the cooperating teacher (CT), and the candidate. During a Three-Way Conference at the midterm and end of the student teaching semester, the US meets synchronously with the CT and the candidate. All three individuals are expected to bring a proposed score for each row to this meeting. After a US

	<p>guided conversation, the trio arrives at a consensus number for each row, which the US records as the candidate’s scores.</p> <p>The first year a US uses the CPAST Form to assess candidates’ performance, s/he is required to take a 90-minute self-paced online training (administered through Qualtrics). At the conclusion of this training, there is a 10-question quiz, and the US is required to earn a score of at least 80%. If they do not achieve an 80%, there is a five-question supplemental quiz on which they must earn a 66%. To date, all supervisors have successfully passed the training assessment.</p> <p>After the first year of training (“Initial Training”), a US is required to take a 30-minute online “Refresher Training,” followed by five assessment questions (on which s/he must score a 66%). If s/he does not achieve 66%, there is a three-question supplemental quiz on which s/he must earn a 66%. To date, all US have successfully passed the refresher assessment training.</p> <p>A training (without assessments) is also available for CTs and the candidates. Our programs implement these trainings as appropriate for their contexts and field partnerships. For example, some programs distribute the training directly to their CTs and candidates to review independently. Other programs review the training content as part of a CT orientation and/or the candidates’ seminar class.</p> <p>This training enables our supervisors to meet a research level expectation for inter-rater reliability.</p> <p>Additional reliability information can be found here.</p>
Validity	<p>In summer of 2015, three content experts (a psychometrician, a K-12 teacher, and an EPP faculty member from another institution) were recruited to rate the clarity, importance and representativeness of each row of the CPAST, as well as their alignment to the proposed InTASC and CAEP Standards. The content validity ratio was calculated with their data and results suggest that the instrument has good content validity (see evidence file CPAST_Evidence_for_CAEP for details).</p> <p>After the content analysis was completed, Ohio State collected data from 1203 teacher candidates from 23 EPPs in Ohio in the 2015-2016 academic year. The supervisors from these EPPs had all successfully completed the</p>

	<p>“Initial Training” described above. Data collected from these EPPs was analyzed for validity. Specifically, a confirmatory factor analysis was conducted to examine the construct validity of the instrument. The model fit indexes indicated the hypothesized two-factor model fit the data reasonably well and all the items are moderately or strongly associated with their corresponding latent factors, suggesting that the CFAST demonstrates good construct validity.</p> <p>Longitudinal measurement invariance of the instrument was tested through a hierarchy of nested models to examine whether the same constructs are measured across time. The results suggest that the instrument has weak factorial invariance, suggesting the same latent variances are being measured across time. More detail about the validity results is available upon request.</p> <p>Additional validity information can be found here.</p>
<p>Fairness/bias reduction work:</p>	<p>Candidates are exposed to this assessment during their orientation to the program. It is included as an addendum within the handbook. The candidates also do a comparison activity during Teaching as a Profession course with the inTASC and the Standards for Competent and Ethical Performance of Oregon Educators.</p> <p>Additional work will be happening in 2020-21 to induce more opportunities for candidates to work with this rubric.</p>

Assessment #5: Technology Rubric

The Technology Rubric is an EPP created tool. The technology rubric is designed to monitor teacher candidate proficiency with technology in regard to three areas: candidate use, candidate integration, and candidate management.

The Technology rubric is completed by the University Supervisor three times during the program and completed in conjunction with an observation. The schedule of when the rubric is completed is provided ([UG](#) or [MAT](#)). The Technology Rubric is used to monitor development through the program, document teacher candidate development during student teaching towards College of Education, state, professional, and national standards, and used to make improvements in the program.

The rubric was developed by a committee of EOU College of Education faculty members, including two faculty with expertise in technology. A review of technology assessments and rubrics was conducted and possible rubrics were reviewed. After discussion, the committee concluded the EPP would create a rubric that would be used in conjunction with the observation.

This assessment is [aligned](#) to the College of Education, state, professional, and national standards.

Technology Rubric	
Who Developed	Technology Rubric Creation Group
Assessment Type	EPP Created
Reliability	This assessment was piloted in 2019-20. Reliability work will be completed during the 20-21 academic year.
Validity	<p>The questionnaire was given to 21 experts within the field of education during the Advisory Council meeting on 5/4/18. Of these experts, individuals were sorted by their specific expertise. The three categories were college faculty, school administrators, and other individuals. From each of these three categories, three individuals who reported the most experience assessing candidates and personal expertise in using technology were selected. This gave us 12 scores. These participants' responses were used to calculate a content validity ratio (CVR) for each item.</p> <p>For the four items the CVR are as follows.</p> <p>CVR 1: 0.8</p> <p>CVR 2: 0.4</p> <p>CVR 3: 1.0</p> <p>CVR 4: 0.8</p> <p>Given the low CVR for item two it was removed from the scale.</p>
Fairness/bias reduction work:	Candidates are exposed to this assessment during their orientation to the program. It is included as an addendum within the handbook. In addition, they are reintroduced to the rubric during their Educational Technology course.

Assessment #6: Completer & Employer Survey

The completer and employer surveys were created under the guidance of the Oregon Association of Colleges for Teacher Education (OACTE), as part of a continuous improvement project. The survey was designed to operationalize the InTASC standards into a survey instrument for new teachers (within their first three years) and their supervisors to reflect on their readiness. The

surveys are organized into 23 items across four domains: Learner and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility.

Survey invitations were sent to completers and administrators by a third party. Additional information regarding the surveys can be found in the [Technical Implementation Analysis](#) document.

Completer & Employer Survey	
Who Developed	Lund-Chaix Consulting on behalf of the Oregon Association of Colleges for Teacher Education (OACTE)
Assessment Type	Proprietary
Reliability & Validity	https://drive.google.com/file/d/19QvahSXnFisA98iJhbWzGhHfPO4YXeC4/view?usp=sharing
Fairness/bias reduction work:	This survey was created by the OACTE consortium and is sent by a third party to completers and employers. Reminders to complete the survey are sent. An incentive is provided by OACTE for those who do complete the survey.