# *HANDBOOK*

## for the

## GRADUATE TEACHER EDUCATION PROGRAM (GTEP)

### PROGRAM and FIELD EXPERIENCE INFORMATION

#### for

### CANDIDATES, COOPERATING SCHOOLS, and UNIVERSITY SUPERVISORS

**Department of Curriculum and Instruction**

**Graduate School of Education**

**Portland State University**

**April 2008**

**For Summer 2008 Cohorts**

Field placement information and form available at:
http://www.pdx.edu/education/field_placement.html

# GRADUATE TEACHER EDUCATION PROGRAM

## Mission

*Preparing professionals to meet our diverse communities' lifelong needs*

## Conceptual Framework

*Diversity and Inclusiveness*

- Candidates work in diverse settings
- Candidates create inclusive and therapeutic environments

*Research Based Practices and Professional Standards*

- Candidates critically analyze and implement research-based practices
- Candidates demonstrate appropriate professional knowledge, skills, and dispositions

*Impacting Learning and Development*

- Candidates ensure all learners and clients succeed
- Candidates use technology to enhance learning
- Candidates influence policy and provide leadership for organizations

*Evidence-Informed Decision-Making*

- Candidates use evidence to address problems of practice and make educational and therapeutic decisions

Welcome to the Graduate Teacher Education Program! Whether you are a student, a supervisor, a cooperating teacher, or a principal, we are hopeful that the information in this handbook will be helpful to you. In it, we have compiled the policies and program information that you will need to participate in the program.

The Graduate Teacher Education Program (GTEP) Program at Portland State University is a part of the Department of Curriculum and Instruction in the Graduate School of Education. The GTEP offers a combination of rigorous graduate-level coursework in theory and practice, as well as field experiences working with students in public pre-K to high school. Working collaboratively with several academic departments at Portland State University and with some 20 school districts in the metropolitan Portland area, the GTEP is highly recognized for its leadership role in graduate teacher education and research.

Using a cohort model, students commence and complete the program as a group. Each cohort, led by faculty Cohort Leaders, is designed to fulfill the course and field experience requirements for initial licensure in the state of Oregon, through a program approved by the Teachers Standards and Practices Commission (TSPC). Students admitted into GTEP also have the opportunity to obtain a master's degree (M.Ed.) upon successful completion of additional coursework. Faculty who teach and supervise in the program include tenured and tenure-track professors, as well as adjunct faculty who bring extensive experience in public school education. Cooperating Teachers who serve during the student teaching phase of the program are master educators who are vital to providing valuable clinical experiences for student teachers.

I encourage you to review the Handbook carefully. If you have questions related to GTEP, please contact your faculty Cohort Leaders. The GTEP Coordinator, Emily de la Cruz ([delacre@pdx.edu](mailto:delacre@pdx.edu), 503.725.4588) and GTEP Secretary, Diane Brunkow, ([dianebb@pdx.edu](mailto:dianebb@pdx.edu), 503.725.3581) are also available to assist you with program information and questions, as I am as Curriculum and Instruction Department Chair.

I wish you a most stimulating, challenging, and rewarding experience in the Graduate Teacher Education Program at Portland State University.

Sincerely,
Christine Chaille, Ph.D.
Chair and Professor
Dept. of Curriculum and Instruction
[chaillec@pdx.edu](mailto:chaillec@pdx.edu)
503.725.4675

# TABLE OF CONTENTS

## 1. GRADUATE TEACHER EDUCATION PROGRAM: GOALS AND STRUCTURE

### PROGRAM GOALS:

*To prepare teachers who are...*

- **Knowledgeable about content and pedagogy.**

  Graduates of our program will be prepared through courses in teaching foundations and methodology, as well as background in the content areas they teach. They will leave the program confident about their knowledge of the subjects they will teach and of teaching practices that are effective when working with diverse populations of students.

- **Reflective Practitioners.**

  Graduates of our program will stay up to date as educators and continually examine their own practice. They will take responsibility for their own professional development and work to integrate theory and practice.

- **Able to teach students of diverse backgrounds.**

  Graduates of our program will be prepared to deal effectively with students from diverse social, cultural, and economic backgrounds, and are informed about issues of race, class, and gender. They will be prepared to challenge racism, sexism, and inequality in their professional roles and will work to educate all students to live in an increasingly diverse society.

- **Able to teach students of diverse abilities.**

  Graduates of our program will be prepared to work effectively and sensitively with students with varying academic capacities and backgrounds. They will be committed to provide an appropriate education for all students and will plan their curriculum and instruction with this goal in mind.

- **Able to meet or exceed standards set by Oregon's Teaching Standards and Practices Commission (TSPC) and the National Council for Accreditation of Teacher Education (NCATE).**

  The Graduate Teacher Education Program has been approved by TSPC for the preparation of teachers in Oregon and is accredited by NCATE. We will continually review our programs to ensure that we not only are in compliance, but also reflect current best practice.

## COHORT STRUCTURE

The Graduate Teacher Education Program is organized around cohorts, groups of about 30 teacher candidates, who go through the program together, starting in summer term. Cohorts are led by one or more faculty members and usually have a theme that provides a framework for learning. Cohort leaders also serve as the candidates' academic advisors.

GTEP is a comprehensive teacher preparation program, regardless of theme. Full-time cohorts complete the program in four consecutive terms, including the summer over one calendar year. Part-time cohorts complete the program in seven or eight terms, over two years. Program quality, including rigorous coursework and opportunity to meet student teaching requirements, is ensured in both types of cohorts.

## AUTHORIZATION LEVELS IN OREGON TEACHING LICENSURE

Based on rules established by the Oregon Teacher Standards and Practices Commission, GTEP offers four levels of authorization for teaching licenses:

- Early Childhood (age 3 through grade 4)
- Elementary (grades 3-8)
- Middle Level (grades 5-9)
- High school (grades 7-12)

*(See Oregon Administrative Rules, 584-060-0051\*\*)*

GTEP candidates have the opportunity to earn any two consecutive levels of authorization. The level receiving more emphasis is referred to as the "1st level authorization." If the candidate chooses to meet the requirements for an additional authorization, it is referred to as the "2nd level authorization."

Elementary cohorts prepare candidates to teach children in early childhood, elementary, and some middle school settings. Secondary cohorts prepare candidates to teach young people in middle school and high schools settings. All cohorts include coursework on general topics such as classroom management and multicultural education.

Additional authorizations (at another level) or endorsements (in a specific subject area) can be added later and require further coursework, standardized tests, and/or field experience. Since state requirements change from time to time, the student should seek out current information about licensing.

\*\*Oregon Administrative Rules (OARs) regarding teacher licensure are online at <http://arcweb.sos.state.or.us/rules/OARS_500/OAR_584/584_060.html>.

## 2. PROGRAM COMPONENTS

### ELEMENTARY/ MULTIPLE SUBJECT PROGRAM COURSES
Early Childhood, Elementary, and Multiple Subject Middle Level Settings

| Course | Title | Credits |
|---|---|---|
| CI 510 | Literacy in ECE and/or Elementary | 2 |
| CI 511 | Classroom Management | 3 |
| CI 512 | Teaching and Learning | 3 |
| CI 513 | Classroom Instruction and Technology | 5 |
| CI 514 | Multicultural and Urban Education | 3 |
| CI 515 | Reflective Practitioner | 3 |
| CI 516 | Integrated Methods I (Reading/Language Arts) | 3 |
| CI 517 | Integrated Methods II (Health, Science, Social Studies) | 5 |
| CI 518 | Integrated Methods III (Art, Math, Music, PE) | 5 |
| SPEd 518 | Survey of Exceptional Learners | 3 |
| CI 550/552 | Student Teaching I | 6 |
| CI 551/553 | Student Teaching II | 15 |
| | Total credits | 56/58 |

### SECONDARY/ SINGLE SUBJECT PROGRAM COURSES
Single Subject Middle Level and High School Settings

| Course | Title | Credits |
|---|---|---|
| CI 509 | Initial Field Experience | 3 |
| CI 510 | Engaging Middle Level Learners and/or Engaging High School Learners (Departmental Course for Art Endorsement) | 3/6 |
| CI 511 | Classroom Management | 3 |
| CI 512 | Teaching and Learning | 3 |
| CI 513 | Classroom Instruction and Technology | 5 |
| CI 514 | Multicultural and Urban Education | 3 |
| CI 515 | Reflective Practice | 3 |
| CI 519 | Special Secondary Methods | 3 |
| CI 521 | Reading and Composition in the content areas | 3 |
| CI 548 | Advanced Secondary Methods | 3 |
| SPEd 518 | Survey of Exceptional Learners | 3 |
| CI 554/556 | Student Teaching I | 6 |
| CI 555/557 | Student Teaching II | 15 |
| | Total credits | 56/59 |

## GTEP COMPLETION AND RECOMMENDATION FOR LICENSURE

GTEP completion and subsequent recommendation for licensure are based on successful work in GTEP courses and demonstrated competence in student teaching. Upon GTEP completion and with associated documentation, the Graduate School of Education recommends candidates to the Teacher Standards and Practices Commission for an Initial Teaching License authorization level(s) and endorsement(s) specific to each candidate.

## THE M.ED. DEGREE
Following completion of GTEP, students may earn a Master of Education degree (M.Ed.) by completing four to seven credits of graduate-level coursework, including CI 563 Teacher as Researcher. Student teaching credits do not apply towards the Master's. After completion of GTEP, students can pursue specialty endorsements in education, reading, ESL, and library media through the Graduate School of Education and Continuing Education. The M.Ed. degree requires 45 credit hours including (a) completion of 35-38 specified credits in GTEP, (b) a required 4-credit course titled "Teacher as Researcher," and (c) 3-6 elective credits. [University graduate degree policies apply; see Enrollment Policies and Credit Regulations in the PSU Bulletin.]

CI 563 Teacher As Researcher - 4 credits
Teachers will improve their ability to expand their practice through systematic study. This course involves the development and use of teacher networks; the refining of skills to locate, evaluate, and use current educational research; and the participation of K-12 students in an action research project. The course will include an introduction to action research as a tool for instructional improvement and professional development. Teacher work samples provide a basis for expanded inquiry and instructional planning.

M.Ed. Elective Coursework
- Taken for a grade at the graduate level (500 level or above)
- Supports performance, growth, or perspective as a teacher
- Approved by advisor (Cohort Leader or M.Ed. Advisor)
- May include a limited number of credits transferred from another accredited institution (Requires approval of the GO-21 Proposed Pre-Admission and Transfer Credit form.)
- Courses cannot be older than 7 years at time of graduation.

Culminating Project - The work sample completed for Student Teaching II will serve as the culminating project for the M.Ed.

Summary of M.Ed. Credit Requirements

| | |
|---|---|
| GTEP- academic | 35-38 credits (excludes Student Teaching) |
| CI 563 "Teacher As Researcher" | 4 credits |
| Electives | 3-6 credits |
| TOTAL | 45 credits |

Information about Office of Graduate Studies **deadlines** and **on-line forms** are available at
   http://www.gsr.pdx.edu/ogs.php

# 3. INITIAL FIELD EXPERIENCE AND STUDENT TEACHING

### OVERVIEW

The Graduate Teacher Education Program includes one term of Initial Field Experience and two terms of Student Teaching for purposes of instruction, integration of fieldwork, campus-based learning, and assessment of candidate competencies.

Candidates complete an Initial Field Experience early in the program. The structure of the initial field experience may vary depending on the goals, theme, and schedule of the particular cohort. In some cases, this will be an opportunity to get to know the classroom and teacher in which student teaching will take place. In other cases, candidates will be expected to become familiar with a school as a whole and perhaps visit multiple classrooms.

Although the PSU academic year starts in late September, GTEP candidates are encouraged to begin their field experiences when the public school year begins, typically in late August or early September. During the time before the fall term begins, candidates participate in planning and preparation, establish relationships, and learn about the school's environment and culture.

Candidates complete Student Teaching (I & II) during the last two terms of the program (winter and spring). The minimum requirements for student teaching are set by the Teaching Standards and Practices Commission (TSPC) and published in the Oregon Administrative Rules (OAR). The TSPC minimum requirements are listed below. **(GTEP requirements exceed these minimums.)**

OARs-584-017-0180: Practica and Student Teaching

(3) Student teaching is at least 15 weeks in length.
(a) At least nine weeks are full-time in schools, during which the student teacher assumes the **full range of responsibilities of a classroom teacher** for the purpose of developing and demonstrating the competencies required for initial licensure.
(b) During the remaining six weeks, the six-week requirement may be met either through full-time or the equivalent part-time experience.
(c) The assignment of responsibilities may be incremental in keeping with the objectives of the experience.

In GTEP, Student Teaching I is a half-time experience (20 hours per week or its equivalent) for one quarter, and Student Teaching II is a full-time experience for one quarter.

GTEP candidates may pursue one or two levels of authorization. Requirements for two levels of authorization include methods courses, and successfully planning, teaching, and assessing a work sample at each authorization level. Those seeking a 2nd level authorization typically complete the requirements during Student Teaching I. See chart on next page.

## TYPICAL SCHEDULE OF FIELD EXPERIENCE AND STUDENT TEACHING

| Full-Time GTEP | Summer | Fall (Begins when teachers start ) | Winter | Spring |
|---|---|---|---|---|
| SUMMER Start | Course work | Initial Field Experience 1st Level + Coursework | Student Teaching I (Half-time) 1st Level and/or 2nd Level (for candidates seeking 2 authorization levels) + Coursework | Student Teaching II (Full-time) 1st Level |

## SUMMARY OF EXPECTATIONS FOR STUDENT TEACHING

|  | Student Teaching I | Student Teaching II |
|---|---|---|
| Time at school site | One term half-time. Participate in all teacher activities, balanced with PSU schedule. | One term full-time. Participate in all teacher activities. |
| Visits by University Supervisor | At least 6 supportive / evaluative visits during student teaching. Activities include reviewing lesson plans, observing instruction, and post-observation conferences. | |
| Observation by Cooperating Teacher | The cooperating teacher observes and gives verbal and written feedback on a regular basis. | |
| Three-way conferences | At least 2 three-way conferences are conducted with the student teacher, cooperating teacher, and university supervisor. Student teaching evaluation forms are signed at these conferences. | At least 2 three-way conferences are conducted with the student teacher, cooperating teacher, and university supervisor. Student teaching evaluation forms are signed at these conferences |
| Work Samples | Two work samples are planned, taught, and assessed. A work sample is required at each authorization level and endorsement. | |

## PROCEDURAL MATTERS REGARDING FIELD EXPERIENCE AND STUDENT TEACHING

Attendance
Except for required GTEP activities, during STII you are expected to keep the same hours as teachers on the days they are at school. Candidates are encouraged to take advantage of activities such as professional conferences and visiting other schools (with the approval of the cohort leader, university supervisor, and cooperating teacher). If you are absent due to illness or an emergency, you must contact the school before the school day begins or as soon as possible.

School policies
Early in your placement, ask for a copy of any school handbooks and other policy documents that are used in relationship to teachers and to your students. You should be aware of school policies about reporting of suspected abuse, emergency plans, and other serious matters involving students.

Substitute Teaching
Since you are not licensed, you may not serve as a substitute teacher. This rule is intended to protect the cooperating school, its personnel and pupils, and you.

Playground/Lunchroom/Hall Duties
You may carry out these duties without direct supervision if the cooperating teacher agrees to this arrangement and if the cooperating teacher (or his or her designee) is on school premises. The principal or appropriate administrator of each school should be consulted as to school policy on such assignments.

Work Stoppage
In the event of a teachers' strike in a district where you are assigned, you are advised not to report to the school. You should contact your university supervisor immediately. If a teachers' strike is prolonged, GTEP will make an effort to reassign you to another district.

Emergency Procedures
You are responsible for insuring that written emergency information is on file in the school office.

Conflict Resolution
Each participant (student teacher, university supervisor, and cooperating teacher) is responsible for addressing real or potential conflicts as soon as possible. Ideally, the concerns should first be taken to the person most directly involved. In any case, each participant should insure that communication is as open and constructive as possible. If necessary the cohort leader and an appropriate building administrator should be contacted.

NEA Student Program
The National Education Association (NEA) has a student program that provides professional growth opportunities for student members and involves students at both the state and national levels in political and legislative activities. NEA also provides benefits, services, and liability insurance coverage, assures students a voice in matters that affect them, and provides leadership training to student members. Information about membership is available from the Oregon Education Association.

Liability Coverage
Student teachers do not qualify for liability insurance from PSU. Liability coverage for student teachers can be obtained through the NEA Student Program described above.

### 4. WORK SAMPLES

#### WHAT IS A WORK SAMPLE?

A work sample includes a set of objectives, lessons, assessments, analysis, reflection, and related material organized as a unit of study. Its purpose is to help the candidate develop strategies for improving instruction. It also documents the candidate's ability to plan and teach a unit of study, to assess student learning, and to analyze the implications of the results for further instruction. It provides evidence of teaching skills and knowledge. Work samples must be completed and evaluated before the candidate can receive a passing grade for student teaching. Successful completion of two work samples is a requirement for initial licensure.

Cohort leaders and other GTEP faculty give candidates specific information for meeting the OAR requirements. Work samples receive written assessment and feedback from either the university supervisor or the cooperating teacher and in some cases from both; this responsibility is assigned early in the candidate's placement. Work samples are evaluated using the Work Sample Evaluation Form found in the appendices of this Handbook.

#### HOW MANY WORK SAMPLES ARE REQUIRED?

Two work samples are required. Candidates seeking licensure for two authorization levels must complete a work sample at each level. Candidates seeking multiple subject area endorsements must complete a work sample in each endorsement area.

#### WHAT COMPONENTS ARE REQUIRED IN A WORK SAMPLE?

GTEP expectations for work samples include the following requirements set by the Teaching Standards and Practices Commission (TSPC) and stated in the Oregon Administrative Rules (OAR) **Evidence of Effectiveness\*** (OAR 584-017-0185):

(1) Each student teacher preparing for an Initial Teaching License assembles and analyzes two work samples to document the candidate's ability to demonstrate knowledge, skills, and competencies as designated in OAR 584-017-0100. If a candidate is seeking more than one authorization level, one work sample must be completed for each authorization.

Work samples include:

(a) Context of the school and classroom is explained, learners with special needs, TAG learners, ESOL learners and learners from diverse cultural and social backgrounds are described, adaptations for their learning needs are discussed, and prerequisite skills required for the unit are considered.

(b) Goals for the unit of study, which is generally two to five weeks in length, that vary in kind and complexity, but that include concept attainment and application of knowledge and skills;

(c) Instructional plans to accomplish the learning goals of the group(s) of students that include differentiation of instruction for all students listed in (a);

(d) Data on learning gains resulting from instruction, analyzed for each student, and summarized in relation to students' level of knowledge prior to instruction;

(e) Interpretation and explanation of the learning gains, or lack thereof; and

(f) A description of the uses to be made of the data on learning gains in planning subsequent instruction and in reporting student progress to the students and their parents.

(g) Purposeful attention to literacy instruction based upon content requirements, appropriate authorization level and student needs in at least one subject.

*Oregon Administrative Rules (OARs) regarding Evidence of Effectiveness are online at: http://arcweb.sos.state.or.us/rules/OARS_500/OAR_584/584_017.html

Additional GTEP expectations for work samples will be outlined by cohort leaders and are included in the Work Sample Evaluation Form found in the appendices of this Handbook.

In addition to creating a hard copy work sample, candidates will be expected to upload work sample components into TK20, the Graduate School of Education's comprehensive data system.

## 5. THE ROLE OF THE UNIVERSITY SUPERVISOR

The university supervisor provides the major link between the candidate's field placement and PSU during Student Teaching I and Student Teaching II. **The University does not provide on-site supervision for the Initial Field Experience**. University supervisors are PSU faculty members or other experienced educational professionals.

University supervisors are responsible for the following:

- Attending meetings and orientations for university supervisors

- Establishing contact with cooperating teachers and principals at the beginning of student teaching, explaining the structure and expectations of student teaching, and responding to questions

- Making at least three supportive/evaluative visits to each student teacher each term. These visits will usually include observation of a lesson or activity, then meeting with the teacher candidate to provide feedback. For candidates seeking two authorization levels, at least one of these visits should be conducted at the 2nd Level Authorization placement. If a candidate is having problems, the supervisor should be prepared to visit more often and/or at greater length

- Conducting at least two evaluative conferences with the teacher candidate and cooperating teacher each term to complete the evaluation forms

- Submitting the appropriate Student Teaching Evaluation forms into TK20, the Graduate School of Education's comprehensive data system

- Assist the teacher candidate in planning and developing the work samples

- Assessing the teacher candidate's work samples

- Submitting the Work Sample Evaluation forms into TK20, the Graduate School of Education's comprehensive data system

- Responding to any concerns related to the field placement raised by the candidate or by school personnel and sharing those concerns with the cohort leader

- If requested, writing a letter of recommendation for the teacher candidate.

## 6. THE ROLE OF THE COOPERATING TEACHER

The cooperating teacher is a crucial contributor to the teacher candidate's growth and development as a beginning teacher. Cooperating teachers model good teaching; provide guidance; and assure that the student teacher receives extensive experience in planning instruction, teaching, assessment, communicating with colleagues, administrators and parents, and so on. They provide regular, targeted feedback and help assess whether the teacher candidate should be recommended for licensure.

### WHO BECOMES A COOPERATING TEACHER?

The Graduate School of Education's Field Placement Coordinator, in cooperation with school districts and cohort leaders, arranges placements for student teaching candidates. Oregon requires (OAR 584-17-0055) that cooperating teachers "have had three years" experience in early childhood, or elementary, or middle or high school immediately prior to supervision and/or instruction and hold a valid license for current assignments.

### EXPECTATIONS FOR COOPERATING TEACHERS

The relationship between the cooperating teacher and the teacher candidate is a complex one that takes different forms depending on the individuals, students, and schools involved. Typically, cooperating teacher are responsible for:

- Making the teacher candidate feel welcome through introductions to students and colleagues, providing a desk or other personal space, providing information about procedures and policies, and learning about the school's culture

- Providing teacher candidate with varied opportunities to work with students as early as possible, beginning with routine activities and work with individuals and small groups, and gradually increasing their responsibilities

- Providing opportunities for the teacher candidate to carry out activities (lessons, interviews, and so on) required for their PSU classes and for personal growth

- Planning regular times to meet with the teacher candidate for planning and feedback

- Being available to meet with the teacher candidate's university supervisor for scheduled conferences and occasional informal conversations

- Guiding the teacher candidate in planning and teaching the work sample.

- Completing Student Teaching Evaluation forms prior to 3-way evaluative conferences

- Communicating any concerns to the university supervisor, cohort leader, or both.

- If requested, writing a letter recommendation for the teacher candidate

## CURRICULUM PLANNING AND THE WORK SAMPLE

Curriculum planning is an important part of becoming a teacher and is essential for the development of the work sample. Although teacher candidates are expected to follow the teacher's, school's, and district's curriculum plan, the Graduate Teacher Education Program expects that teacher candidates will have an opportunity to do original planning. Each work sample is meant to demonstrate the teacher candidate's ability to plan, instruct, assess, and reflect on a unit of study. Cooperating teachers need to provide some flexibility in the topic and content of the curriculum that the teacher candidate is responsible for developing. For example, the cooperating teacher might feel that students need a lesson on some aspect of punctuation and allow the teacher candidate latitude in *how* to achieve this goal. The work sample in particular is often an opportunity for the teacher candidate to work in depth on a topic of interest and expertise.

## REDUCED ENROLLMENT FEE PRIVILEGE

In partial compensation for their work, cooperating teachers may take advantage of the Reduced Enrollment Fee Privilege for classes at any institution in the Oregon University System (e.g. Portland State University). School districts have developed their own policies to distribute the reduced enrollment privilege. Districts are encouraged to make these privileges available to the cooperating teachers who supervised student teachers. Additional information about compensation will be given to the cooperating teacher after the placement is made.

## 7. THE ROLE OF THE SCHOOL ADMINISTRATOR

Although principals and other administrators have less contact with teacher candidates than the classroom teacher, they can play a pivotal role in candidates' successes. In addition to their liaison role in the initial placement of teacher candidates, they can serve as an important source of support and advising. We hope that principals and other administrators will:

3. Provide an orientation for beginning teacher candidates, focusing on expectations, policies, school culture, and offer relevant written material such as school handbooks

4. Be available to meet with teacher candidates occasionally to share information or to address concerns

5. Observe and give feedback to each teacher candidate in his or her building at some point during his or her student teaching experience

6. Look for opportunities to involve teacher candidates in extracurricular activities, parent and/or community programs

7. Meet the university supervisor at the beginning of the student teaching experience and contact the supervisor or cohort leader with any concerns

8. When warranted, write a letter of recommendation for the teacher candidate

## 8. EXPECTATIONS, POLICIES, AND PROCEDURES

This section addresses candidate rights and responsibilities. Teacher candidates are to maintain high standards of academic and professional performance, including adherence to the policies and guidelines detailed in PSU's Bulletin. GTEP provides standards for treating candidates with fairness and respect.

### GENERAL EXPECTATIONS AND STANDARDS

#### Commitment to GTEP
GTEP is a demanding program. Candidates in full-time cohorts who are employed beyond a minimal level may jeopardize their success in the program. All candidates should make every effort to insure adequate time and energy to meet program responsibilities and expectations. Candidates who encounter situations that seriously interfere with GTEP responsibilities should consult with their cohort leaders as soon as possible.

#### Request for Admission Deferral or Leave of Absence
Admitted candidates may submit a written request for admission deferral to be considered by GTEP faculty. To take a leave of absence after starting GTEP candidates must petition in writing to the cohort leader and the Chair of the Department of Curriculum of Instruction for their consideration. A written request must include a clear explanation of reasons for the request, a specific proposed timetable for continuation, and a Petition for Leave of Absence (see Appendices in this handbook).

#### Program Withdrawal
Candidates who wish to withdraw from GTEP must file an official request for program withdrawal form (see Appendices in this handbook) with the GTEP Secretary to avoid possible negative grades on their record.

#### Grades and GPA
Grades in GTEP courses are A-F except Initial Field Experience, Student Teaching I & II, which are graded Pass/No Pass. Candidates must maintain a 3.0 GPA each term they are enrolled in GTEP to document progress in GTEP. Refer to the "Enrollment Policies and Credit Regulations" section in the PSU Bulletin/General Catalog Issue for policies about incomplete grades.

There are certain conditions when a candidate may not continue enrollment in GTEP. The candidate receives:
- a No Pass for Initial Field Experience, Student Teaching I, or Student Teaching II
- a grade of C+, C, or C- in four or more credits of coursework
- a grade of D or F in any course, regardless of the number of credits.

Candidates who are not allowed to continue in GTEP because of low grades can apply for re-admission based on a detailed letter addressing the reasons for termination and remedies the candidate feels are appropriate. The Department Chair will appoint a committee of three GTEP faculty members to review the request for re-admission and determine a course of action.

Academic Honesty
University policies addressing academic honesty, plagiarism and cheating apply to GTEP candidates. Refer to the Graduate Studies section of the PSU Bulletin/General Catalog Issue. Any violation of academic honesty and integrity is grounds for academic action. In addition, a student found in violation of this policy may be subjected to disciplinary sanction as provided in the University Student Conduct Code.

Professionalism and Dispositions
Candidates are expected to display professional demeanor and appearance. Students need to become familiar with the conduct codes of the Graduate School of Education, Portland State University, and the National Education Association. Students are expected to sign and return the "Student's Letter of Understanding" (form located in the Appendices of this Handbook).

The following websites are provided for the teacher candidate's reference:

- National Education Association's Code of Ethics of the Education Profession
  http://www.nea.org/aboutnea/code.html
- Graduate School of Education Student Conduct Code
  http://www.pdx.edu/education/gse_students.html
- Portland State University Student Conduct Code
  http://www.pdx.edu/dos/conduct.html

Conditional Admit
All of the outstanding conditions associated with your admission to GTEP must be rectified in order to be eligible to start Student Teaching I. Passing test scores and transcripts showing evidence of prerequisite courses and posting of your undergraduate degree must be in your GTEP file in order for the conditions to be removed.

Fingerprints
Fingerprints need to be completed as soon as possible. The fingerprint packet and a check for $62 (subject to change) should be mailed directly to: Teacher Standards and Practices Commission (TSPC), 465 Commercial St. NE, Salem, OR 97301.

Fingerprints can take up to 6 weeks to be processed, so do not delay.

To check and see if your fingerprints have been received and cleared by TSPC, go to TSPC's website (www.tspc.state.or.us), click on license inquiry, and enter the requested information. Make sure to note that you need to enter your name exactly as indicated on your paperwork to TSPC. This is how your name will appear on your license. If you do not remember (say you forgot if you put your middle name, or just the initial) you can enter the last name only, then search. All licensed teachers with the same last name will appear. You can then select your name from the list. If it does not appear, TSPC is not processing any paperwork for you at this time.

If you are in TSPC's database, the next screen will indicate on which date your fingerprints were cleared by OSP (Oregon State Police) and the FBI.

Once you see this clearance, please print off and provide this information to the Field Placement Office (fax: 503.725.8475) for entry into the database. At this point you are eligible for student teaching.

Tuition
Tuition is subject to change. Some specific courses may also include course material fees. Additional credits are required when students choose to add a second authorization level or complete requirements for the M.Ed. degree. Current tuition costs can be obtained by going to the web link
http://www.pdx.edu/registration/tuition.html

Financial Aid Information
Financial Aid Office http://www.pdx.edu/finaid
800.547.8887 or 503.725.3461
Students  are strongly encouraged to contact the PSU financial aid office and apply for financial aid as soon as possible, as processing can take 6 to 9 moths. Portland State recommends that the student begin the financial aid application process in January to receive financial aid by fall term. Please check with the financial aid office regarding summer financial aid and other funding opportunities. The  Free Application for Federal Student Aid can be found at   http://www.fafsa.ed.gov

Initial Field Experience and Student Teaching
Successful, documented Initial Field Experience is required for participation in Student Teaching. Lack of satisfactory progress in an Initial Field Experience placement may result in discontinuation from GTEP.

Student Teaching I and II are graded Pass/No Pass. "Pass" indicates demonstrated ability to plan instruction, implement instruction, evaluate student progress, maintain a positive learning environment, and meet expectations of professional behavior. See Teacher Standards and Practices Commission "Teaching Standards" in the Reference Section of the Appendices. A "Pass" grade also requires satisfactory completion of the work sample(s).

Observed classroom performance and relationships with students, teachers, other professionals, and parents form the basis for evaluation by the university supervisor and the cooperating teacher. Teacher candidates will be informed of areas of strength and areas for further development.

A candidate who has not met minimum standards, who has violated school policies, or who has raised concerns about his or her professionalism may be removed from an Initial Field Experience or Student Teaching placement by either the building administrator or the university supervisor.

Program Completion and Licensure
The process of licensure is separate from the Graduate Teacher Education Program. The State of Oregon's Teaching Standards and Practices Commission (TSPC) is the agency authorized to approve teacher education programs and to issue teaching licenses. To be recommended for an initial license, GTEP teacher candidates must have successfully completed the program as approved by TSPC, including course work, student teaching and two work samples. Candidates must document passing scores on specific standardized tests.

Both the candidate's cooperating teacher and the university supervisor must agree that the candidate has met the TSPC and GTEP requirements of demonstrating ability to plan instruction, implement instruction, evaluate student growth, and maintain a

positive learning atmosphere in the classroom. This determination, based on professional judgment, is made by the end of student teaching, and is recorded on a Student Teacher Evaluation form that is completed by both evaluators. Without this documentation, GTEP faculty cannot recommend a candidate for licensure.

In a case in which the university supervisor and the cooperating teacher do not agree that the candidate has demonstrated competence required for successful completion of student teaching, the cohort leader will attempt to arrive at a mutually agreeable outcome. If that is unsuccessful, the cohort leader will determine whether the candidate will be recommended for licensure. If the cohort leader is the university supervisor, the Department Chair or a designee appointed by the Chair will assume that role.

Note: Licensure by Teaching Standards and Practices Commission is not automatic upon completion of the program, and must be initiated by the candidate. This is a complex process; cohort leaders provide opportunities to learn about the licensing process, but candidates are responsible for insuring its completion.


## INSURING FAIR TREATMENT OF CANDIDATES

Non Discrimination Policy
The GTEP adheres to Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, national origin, or religion. In addition, students with disabilities will be provided reasonable accommodations or other types of assistance, as needed, to complete the program. Please contact the Disability Resource Center for further information.

Appeal Process Regarding Academic Evaluation
The university provides a process for appealing "prejudiced or capricious academic evaluation." Details are in the "Appeals and Grievances" section of the PSU Bulletin. Appeals beyond the levels of the course instructor and Department Chair must be in writing. Upon receipt of the written appeal, the Associate Dean appoints a Graduate School of Education (GSE) hearing committee consisting of three faculty members. The committee reviews the appeal and may request additional information. Then, the committee reports its findings to the Associate Dean. A candidate who is not satisfied with the resolution may take the appeal to the University's Academic Appeals Board. This process applies to both graded courses and P/NP courses.

Appeal Process Regarding Recommendation for Licensure
If a candidate is discontinued in the program because of low grades, and therefore is not eligible for a recommendation for licensure, he or she can reapply to the program, or can use the appeal process for academic evaluation described in the previous section.

If a candidate does not receive recommendation for licensure for reasons other than grades, he or she can use the following appeal process:

1. The candidate may file a written appeal with the Department Chair who will appoint a GSE hearing committee consisting of three faculty members.
2. The GSE hearing committee will request written documentation from individuals they believe have information relevant to the candidate's appeal. The candidate

may also request written documentation from individuals with relevant information

3. All parties are invited to present information in person.
4. The hearing committee makes a decision to either recommend or not recommend the student teacher for licensure.

Procedures For Addressing Candidate Concerns

Candidates should first contact the cohort leader regarding concerns about unfair or unprofessional treatment. If the concern is unresolved, a candidate may contact (usually in this order), the Chair of the Curriculum and Instruction Department, the Associate Dean of the Graduate School of Education, and the Dean. PSU's Office of Student Affairs and Ombuds Office are also available. When a candidate has concerns about unfair or unprofessional treatment from a university supervisor, instructor, cooperating teacher, or other professional associate with GTEP, they are best addressed to that individual first. The Graduate School of Education especially encourages candidates to report concerns about racism, sexism, homophobia, or sexual harassment to appropriate University officials.

## 10.   APPENDICES

### REFERENCE

TSPC TEACHING STANDARDS

INTASC Standards for Beginning Teacher Licensure

### FORMS

Endorsement Chart

Prerequisite Waiver or Substitution Form

Student's Letter of Understanding

Work Sample Evaluation

Evaluation of Student Teaching

Steps to Complete MEd

Request to Withdraw from GTEP

Petition for Leave of Absence

Petition for Exception

Criteria and guideline for assigning as Incomplete grade

# Teaching Standards
## 584-017-0100
## Objectives for Initial Teacher License

The unit assures that candidates for an Initial Teaching License demonstrate knowledge, skills, and competencies in each of the five (5) teacher functions.

**(1) Candidates plan instruction that supports student progress in learning and is appropriate for the developmental level and demonstrate they are able to:**
(a) Select or write learning goals for units of instruction that are consistent with the school's long-term curriculum goals, State content standards and district standards, research findings on how students learn, and the physical and mental maturity of one's students;
(b) Determine the current performance level of one's students with respect to the learning goals established for a unit of instruction;
(c) Establish objectives within the unit of instruction that will be useful in formulating daily lessons and in evaluating the progress of students toward the attainment of unit goals;
(d) Determine content, skills, and processes that will assist students in accomplishing desired unit outcomes, and design learning activities that lead to their mastery;
(e) Select and organize materials, equipment and technologies needed to teach a unit of instruction;
(f) Design and adapt unit and lesson plans for all learners and exceptional learners, including but not limited to students with varying cultural, social, socio-economic and linguistic backgrounds; and
(g) Estimate the time required within a unit for teacher-directed instruction, student-managed learning and practice, student evaluation/reporting and reteaching/problem solving.

**(2) Candidates establish a classroom climate conducive to learning and demonstrate they are able to:**
(a) Affirm the dignity and worth of all students and provide the positive support students need to be effective learners;
(b) Establish, communicate, and maintain rules, procedures and behavioral expectations that provide a safe and orderly environment for learning, are appropriate to the level of development of students, and are consistent with laws governing student rights and responsibilities;
(c) Employ equitable practices that are just and that support a least restrictive environment for all students;
(d) Model and reinforce classroom social behavior that supports student learning and development;
(e) Use knowledge of the influence of the physical, social, and emotional climates of students' homes and the community to optimize motivation, learning, and behavior;
(f) Monitor student conduct, and take appropriate action when misbehavior occurs;
(g) Interact thoughtfully and courteously with all students and their families and seek to resolve conflicts in a professional manner, respecting familial and community cultural contexts;
(h) Use classroom time effectively to provide maximum time for learning;
(i) Manage instructional transitions decisively and without loss of instructional time;
(j) Arrange and set up instructional materials and equipment in advance of class to facilitate their effective and efficient use during lessons; and
(k) Coordinate the use of instructional assistants, parent volunteers, student assistants, and other support personnel to achieve instructional objectives, if these resources are available in the school setting.

**(3) Candidates engage students in planned learning activities and demonstrate they are able to:**
(a) Choose organizational structures appropriate for the objectives of instruction;
(b) Communicate learning outcomes to be achieved and focus student interest on tasks to be accomplished;
(c) Implement instructional plans that employ knowledge of subject matter and basic skills;
(d) Use a variety of research-based educational practices that promote student learning and are sensitive to individual differences and diverse cultures;
(e) Emphasize instructional techniques that promote critical thinking and problem solving, and that encourage divergent as well as convergent thinking; and
(f) Monitor the engagement of students in learning activities, and the progress they are making, to determine if the pace or content of instruction needs to be modified to assure that all students accomplish lesson and unit objectives.

**(4) Candidates evaluate, act upon, and report student progress in learning and demonstrate they are able to:**
(a) Select or develop non-biased, valid and reliable tests, performance measures, observations student interviews, or other formal or informal assessment procedures to determine the progress of all students;
(b) Document student progress in accomplishing State-adopted content standards and district standards, prepare data summaries that show this progress to others, and inform students, supervisors, and parents about progress in learning;
(c) Refine plans for instruction, establish alternative goals or environments, or make referrals when appropriate; and
(d) Assemble, reflect upon, interpret, and communicate evidence of one's own effectiveness as a teacher including evidence of success in fostering student progress in learning and use evidence of effectiveness in planning further intervention.

**(5) Candidates exhibit professional behaviors, ethics, and values and demonstrate they are able to:**
(a) Be dependable, conscientious, and punctual;
(b) Meet work schedule demands;
(c) Be aware of the importance of dressing appropriately;
(d) Be aware of, and act in accordance with, school policies and practices;
(e) Understand the organizational culture and expectations that operate within a school and that impact students and student learning;
(f) Interact constructively and respectfully with students, colleagues, administrators, supervisors, school staff, families, and members of the community;
(g) Collaborate with parents, colleagues, and members of the community to provide internal and external assistance to students and their families to promote student learning;
(h) Perform advisory functions for students in formal and informal settings;
(i) Function as a member of an interdisciplinary team to achieve long-term curriculum goals, and State content standards and district standards;
(j) Exhibit energy, drive and determination to make one's school and classroom the best possible environment for teaching and learning; and
(k) Exhibit energy, drive and determination to become a professional educator.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120, 342.147 & 342.165
Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 6-2002, f. & cert. ef. 10-23-02; TSPC 9-2006, f. & cert. ef. 6-15-06

# INTASC* Standards for Beginning Teacher Licensure

Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

* Interstate New Teacher Assessment and Support Consortium.
http://www.ccsso.org/content/pdfs/corestrd.pdf

# GRADUATE TEACHER EDUCATION PROGRAM MULTIPLE ENDORSEMENT LICENSURE REQUIREMENTS

## IN GTEP Program Requirements

| | 1st Endorsement | | | | | 2nd Endorsement | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Department Recommendation | Specialty Test | Work Sample | Field Placement # of terms | SSM/ASM 6 Hrs. | Department Recommendation | Specialty Test | Work Sample | 1 Methods Class 3 Credit Hours Additional | Practicum-Placements only for those who are in program 90 Hrs | *Additional Courses (if department recommends) |
| Want 2 Endorsements | ✓ | ✓ | I | 1 Term | ✓ | ✓ | ✓ | II | ✓ | ✓ | ✓ |
| Want 1 Endorsement | ✓ | ✓ | I/II | 2 Terms | ✓ | | | | | | |

## AFTER GTEP (1 Year Later)

| | Department Recommendation | Specialty Test | Work Sample | Methods Class-3 Hrs | Practicum 90 Hrs | Additional Courses (if department recommends) |
|---|---|---|---|---|---|---|
| Want additional endorsement | ✓ | ✓ | Yes | No Extra Methods | ✓ | ✓ |

* "Department" refers to subject area specialty (i.e: Math, LA etc)-could include courses required by that department

Graduate Teacher Education Program
Graduate School of Education
Portland State University
2008-2009


**Student's Letter of Understanding**

I have read and understand the National Education Association's Code of Ethics of the
Education Profession, Portland State University's Student Conduct Code, the Graduate
School of Education's Student Conduct Code, and the Graduate Teacher Education
Program Handbook.

The following websites are provided for the student's reference:

- National Education Association's Code of Ethics of the Education Profession
  http://www.nea.org/aboutnea/code.html
- Graduate School of Education Student Conduct Code
  http://www.pdx.edu/education/gse_students.html
- Portland State University Student Conduct Code
  http://www.pdx.edu/dos/conduct.html
- Graduate Teacher Education Program Handbook
  http://www.pdx.edu/education/fp_student_info.html




_____        _____
**Student Signature**                       **Student Name (Print)**


_____        _____
**GTEP Cohort Leader Signature**            **Date**

The statement above must be signed and returned to the GTEP Cohort Leader at the
Cohort Orientation or no later than the first day of the Graduate Teacher Education
Program.

**Graduate Teacher Education Program (GTEP)**
**Work Sample Evaluation**

**Student:**

**Term:** ☐ **Fall**　　☐ **Winter**　　☐ **Spring**

**Year:**

**Subject:**

**Authorization Level:**

**Grade Level:**

**School Name:**

**University Supervisor:**

**Work Sample Title:**


**Supervisor Signature & Date**
_____

**Student Signature & Date**
_____

**1. Context/Related Standards:  The context of the school and classroom is explained; learners with special needs, TAG learners, ESOL learners and learners from diverse cultural and social backgrounds are described; adaptations for their learning needs are discussed; and prerequisite skills required for the unit are considered. TSPC OAR 584-017-0185(2)(a) GSE Conceptual Framework: 1.1, 1.2, 3.1**
**Evaluate:**

| Criterion | Performance Rating | | | | |
|---|---|---|---|---|---|
| | Unsatisfactory | Emerging | Proficient | Exemplary | Score |
| Description of Community | 1  *The section is incomplete and/or poorly written.  *Information may be inaccurate, stereotypical, or irrelevant | 2 *The description includes thorough information, but information may be unclear in places or contain one or two small factual errors. | 3 * The description is accurate and clearly written.  * It includes relevant information about the neighborhood culture. | 4  * The candidate made special effort (interviews, community mapping, etc.) to collect data about the neighborhood. | |
| Description of School | 1  *The section is incomplete and/or poorly written.  *Information may be inaccurate, stereotypical, or irrelevant. | 2  * The description includes thorough information, but information may be unclear in places or contain one or two small factual errors. | 3  * The description is accurate and includes school size, facilities, faculty, support services, student enrollment, etc. | 4  *The description is accurate and includes all information in Proficient as well as available resources, including technology. | |
| Description of Classroom | 1 *The section is incomplete and/or poorly written.  * Information may be inaccurate, stereotypical, or irrelevant. | 2 *The description includes thorough information, but information may be unclear in places or contain one or two small factual errors. | 3 * The description establishes the learning context of the class: number of students, ages, physical space, classroom staffing  * It includes important student demographics (gender, disabilities, socio-economic status, cultural/linguistic diversity), | 4  * Includes discussion of cultural and linguistic diversity and the degree to which it is considered in classroom instruction  * Discussion of ability/disability and factors to consider in planning work sample instruction. | |
| Student Factors | 1  *Teacher displays little or irrelevant knowledge of students skills and prior learning. | 2  *Teacher displays general knowledge about students skills and prior learning. | 3  * Teacher displays general and specific understanding of students skills and prior knowledge that may affect learning.  * It includes information about students with exceptionalities (IEPs, TAG, 504 plans, etc.) | 4  * Teacher displays general and specific understanding of prior knowledge, the different ways students learn and the implications for instructional planning. | |
| | | | | **Total Score** | |

**Comments:**

**2. Goals/Related Standards:  Goals for the unit of study, which is generally two to five weeks in length, that vary in kind and complexity, but that include concept attainment and application of knowledge and skills.  TSPC OAR 584-017-0185(2) GSE Conceptual Framework: 2.2, 3.1**

**Evaluate:**

| Criterion | Performance Rating | | | | |
|---|---|---|---|---|---|
| | Unsatisfactory | Emerging | Proficient | Exemplary | Score |
| Clarity | 1  *Goals are poorly written or not clearly stated. | 2  *Most goals are clearly stated but some are descriptions of activities rather than outcomes. | 3  *All goals are clearly stated as learning outcomes. | 4   *;Meets all criteria for Proficient as well as the criteria listed below. | |
| Significance | 1  *Goals do not clearly match lesson activities or assessments. | 2  *Goals match activities but reflect only one type or level of learning. | 3  *Goals reflect several types/levels of learning but may lack appropriate challenge | 4  *Goals reflect several types or levels of learning and are significant and challenging. | |
| Appropriate-ness | 1   *Goals are not appropriate for students? development, prerequisite knowledge and skills, or needs. | 2   *Goals are aligned with curriculum but may overlook other student characteristics or needs. | 3   *Most goals are aligned with the curriculum and appropriate for student prerequisite knowledge, skills, and other needs. | 4   *All goals are appropriate to the student development, prerequisite knowledge, skills, and other needs. | |
| Alignment with national or state standards | 1   *Goals are not aligned with national, state, or local standards. | 2   *Goals are partially aligned with standards. | 3   *Most goals are explicitly aligned with national, state, or district standards. | 4   *Meets all criteria for Proficient as well as the criteria listed above and below. | |
| Rationale | 1   *No rationale is given that explains needs of students. | 2   *The candidate partially explains the rationale behind chosen goals. | 3   *The rationale reveals an understanding of the subject and the learners. | 4  *The rationale reveals an impressive understanding of the subject, needs of individual learners, and relationship to national, state, or district standards. | |
| | | | | **Total Score** | |

**Comments:**

**3. Instructional Plans/Related Standards:  Instructional plans accomplish the learning goals of the group(s) of students that include differentiation of instruction for all students listed in context.  (2)(a) TSPC OAR 584-017-0185(2)(c) GSE Conceptual Framework: 1.1, 1.2, 2.1, 2.2, 3.1**

**Evaluate:**

| Criterion | Performance Rating | | | | |
|---|---|---|---|---|---|
| | Unsatisfactory | Emerging | Proficient | Exemplary | Score |
| Alignment with Learning Goals | 1 *Few lessons are explicitly linked to learning goals. Few learning activities or materials are linked to learning goals | 2 *Most lessons have clearly articulated objectives and are linked to unit goals. *Not all learning goals are addressed in the lessons. | 3 *All lessons have clearly articulated objectives and are linked to unit goals. *All learning goals are covered in the design. | 4 *All lessons have clearly articulated objectives and the link between unit goals and lesson activities is made explicit. | |
| Teaching Procedures | 1 *The lessons within the unit are not logically organized. *There is little variety and over-reliance on the textbook or single resource. | 2 *Lessons have some logical organization with some variety in activities and resources, though not extensive. | 3 *Lessons are logically organized and move students effectively toward achieving the learning goals. *Variety of activities, assign-ments, and/or resources make a clear contribution to learning. | 4 *Lessons are extremely well organized. *Activities are creative and varied, moving students toward learning goals and maximizing interest in the subject. | |
| Differentiation of Instruction | 1 *Instruction is not designed to consider pre-assessment data, contextual factors, or differences among students. | 2 *Instructional plans reflect pre-assessment data and show some awareness of students? linguistic, cultural, and cogni-tive differences. | 3 *Most instruction has been designed with reference to contextual factors and pre-assessment data. *Activities appear appropriate for each student. | 4 *Activities have been thoughtfully and creatively chosen to address the learning needs of all students in the class. | |
| Assessments | 1 *Content and methods of assessment lack congruence with learning goals or lack cognitive complexity. *Prompts and scoring procedures may be poorly written and/or unclear. | 2 *Some of the learning goals are assessed, but some are not. *Directions and procedures are clear. | 3 *Each of the learning goals are assessed by pre- and posttests. *Prompts are clearly written and scoring procedures explained. | 4 *An assessment plan explicitly links learning goals and objectives with assessment content and methods. *It includes multiple assessment modes. *Adaptations are made for students with special needs. | |

31

| Use of Technology | 1<br>*Technology is inappropriately used OR teacher does not use technology and gives no rationale for not doing so. | 2<br>*Teacher uses technology but it does not make a significant contribution to student learning OR teacher provides a weak rationale for not using technology. | 3<br>*Teacher integrates appropriate technology that makes a noticeable contribution to learning OR provides a strong rationale for not using technology. | 4<br>*Teacher creatively integrates appropriate technology that makes a significant impact on student learning. | |
| --- | --- | --- | --- | --- | --- |
| | | | | **Total Score** | |

**Comments:**

**4. Data on Learning Gains/Related Standards:  Data on learning gains resulting from instruction, analyzed for each student, and summarized in relation to students level of knowledge prior to instruction. TSPC OAR 584-017-0185(2)(d) GSE Conceptual Framework: 2.1, 2.2, 3.1, 4.1**

**Evaluate:**

| Criterion | Performance Rating | | | | |
|---|---|---|---|---|---|
| | Unsatisfactory | Emerging | Proficient | Exemplary | Score |
| Reporting of Data | 1<br> *Data are not clearly or accurately recorded or do not represent a 2- to 5-week unit.<br> *Data may be irrelevant to unit goals or lesson objectives. | 2<br> *Pre- and posttest data are reported for each student in a table.<br> *Data contain few errors.<br> *The pre-instruction assessment may not align perfectly with the post-instruction assessment. | 3<br> *Accurate pre- and posttest data are reported for each student in a table.<br> *Ranges, averages, and performance trends are discussed. | 4<br> *Meets all criteria for Proficient as well as including formative (during instruction) assessment data. | |
| Presentation | 1<br> *Data are not presented in table or graph form and are hard to interpret. | 2<br> *Some explanation may be required to clearly interpret data.<br> *Copies of assessment instruments are not included. | 3<br> *Reported data are easy to read and interpret.<br> *Copies of pre- and post-instruction instruments are included.<br> *Examples of student work may be included. | 4<br> *Data are presented in graph as well as table form.<br> *Copies of pre- and post-instruction instruments are included.<br> *Carefully chosen examples of student work are included with clear explanation. | |
| Confiden-tiality | 1<br> *Real student names appear in work sample materials; little attempt to protect confidentiality is evident. | 2<br> *Effort is made to protect confiden-tiality of students although one or two mistakes may occur. | 3<br> *Careful protection of confidentiality is evident through use of initials, numbers, or pseudonyms. | 4<br> *Meets all criteria for Proficient as well as the criteria listed above. | |
| | | | | **Total Score** | |

**Comments:**

**5. Interpretation or Explanation of Learning Gains/Related Standards:  Interpretation and explanation of the learning gains, or lack thereof TSPC OAR 584-017-0185(2)(e) GSE Conceptual Framework: 2.1, 2.2, 4.1**

**Evaluate:(Question Type : Rubric)**

| Criterion | Performance Rating | | | | |
|---|---|---|---|---|---|
| | Unsatisfactory | Emerging | Proficient | Exemplary | Score |
| Validity | 1<br> *Interpretation is inaccurate; conclusions are unsupported or contradicted by data. | 2<br> *Interpretation is technically accurate, but conclusions are not fully supported by data. | 3<br> *Interpretation is meaningful, and appropriate conclusions are supported by data. | 4<br> *Interpretation is very thoughtful and differentiated across subgroups of students and individuals. All conclusions are supported clearly by data. | |
| Relationship to Learning Goals | 1<br> *Analysis of student learning is not aligned with unit goals. | 2<br> *Analysis of student learning is partially aligned with learning goals. | 3<br> *Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, including proportion of students who met goals. | 4<br> *Analysis takes into account different objectives and outcomes for subgroups of students and individuals. | |
| Relationship to Learning Context | 1<br> *Analysis does not take into account contextual factors that influence student learning. | 2<br> *Analysis takes into account some contextual factors that influence student learning. | 3<br> *Analysis takes into account several contextual factors that influence student learning. | 4<br> *Analysis takes into account differences among individual students, including language, culture, and ability/disability. | |
| | | | | **Total Score** | |

**Comments:**

**6. Uses of Data/Related Standards:  A description of the uses to be made of the data on student learning gains in planning subsequent instruction and in reporting student progress to the students and their parents.  TSPC OAR 584-017-0185(2)(f) GSE Conceptual Framework: 2.1, 2.2, 3.1, 3.2, 4.1**

**Evaluate:**

| Criterion | Performance Rating | | | | Score |
|---|---|---|---|---|---|
| | Unsatisfactory | Emerging | Proficient | Exemplary | Score |
| Uses of Data for Planning | 1<br> *No indication is given that assessment data were used to inform instructional planning. | 2<br> *Some indication is given that assessment data were used when planning instruction. | 3<br> *Clearly states how assessment findings were used to make instructional decisions.<br><br>*Recommendations are made from posttest data as well. | 4<br> *Evidence that not only pre-instruction assessment data were used to plan instruction, but that formative data also influenced changes in instruction during the unit.<br><br>*Recommendations are made from posttest data. | |
| Reporting Progress | 1<br> *Work sample does not describe the reporting of progress to students or their parents. | 2<br> *Work sample describes  the reporting of progress to students or their parents, but not to both. | 3<br> *Includes a clear description of reporting progress to both students and parents. | 4<br> *In addition to a clear description of progress reporting to both students and parents, reporting materials are included that are professional in their presentation. | |
| | | | | **Total Score** | |

**Comments:**

## 7. Reflection on Teaching the Unit

**Evaluate:**

| Criterion | Performance Rating | | | | |
|---|---|---|---|---|---|
| | Unsatisfactory | Emerging | Proficient | Exemplary | Score |
| Evaluation of Instruction | 1<br>*Provides no rationale for why some activities or assessments were more successful than others. | 2<br>*Identifies successful and unsuccessful activities.<br>*Superficially explores reasons for their success or lack thereof. | 3<br>*Identifies successful and unsuccessful activities.<br>*Provides plausible reasons for their success or lack thereof. | 4<br>*Meets all criteria for Proficient and links reasons to theory or research. | |
| Implications for Future Instruction | 1<br>*Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and/or assessments. | 2<br>*Provides ideas for redesigning learning goals, instruction, or assessments, but offers no rationale for why these changes would improve student learning. | 3<br>*Provides ideas for redesigning learning goals, instruction, and assessment and explains why these changes would improve student learning. | 4<br>*Discusses in detail ideas for redesigning learning goals, instruction and assessment.<br>*Explanation makes reference to theory and research. | |
| Implications for Professional Growth | 1<br>*Provides no professional goals OR states goals that are not related to own evaluation of instruction. | 2<br>*Presents professional goals that are not strongly related to evaluation of unit OR provides a vague plan for meeting the goals. | 3<br>*Presents one or two goals that clearly relate to unit outcomes. | 4<br>*Presents one or two goals that clearly relate to unit outcomes and describes specific steps to meet these goals. | |
| | | | | **Total Score** | |

**Comments:**

**8.Attention to Literacy/Related Standards:  Purposeful attention to literacy instruction based upon content requirements, appropriate authorization level and student needs in at least one subject. TSPC OAR 584-017-0185(2)(g) GSE Conceptual Framework: 2.2, 3.1**

**Evaluate:**

| Criterion | Performance Rating | | | | |
|---|---|---|---|---|---|
| | Unsatisfactory | Emerging | Proficient | Exemplary | Score |
| | 1<br> *The work sample does not address literacy or only in a very indirect way. Lessons include no explicit teaching of literacy skills. | 2<br> *The work sample focuses on a literacy skill appropriate to students¡¦ needs or attempts to integrate literacy with content instruction, but in a way that does not show expert knowledge of literacy curriculum or methods. | 3<br> *The focus of the work sample is an appropriate literacy skill based upon the content requirements of district curriculum and state standards.<br> *Reading is either the primary focus of the lessons or at least one focus if lessons address more than one literacy skill.<br> *The candidate shows knowledge of literacy research in the choice of teaching methods. | 4<br> *In addition to meeting criteria for Proficient, the work sample focuses intensively on reading and requires that students use higher-level thinking in the employment of literacy strategies.<br> *Students spend a major portion of instruction time actually reading and writing. | |
| | | | | **Total Score** | |

**Comments:**

**Effect on Student Learning:**

| Criterion | Performance Rating | | | |
|---|---|---|---|---|
| | Noteworthy | Noticeable | Insignificant | Score |
| | 4 - (Gains are 25% or more) | 3 - (Significant given the short time period) | 1 – (Insignificant or no gains) | |
| | | | **Total Score** | |

**Student Name:**

**Term:**

Fall ☐

Winter ☐

Spring ☐

**Year:**

**Subject:**

**Authorization Level:**

**School Name:**

**Cooperating Teacher Name:**

**University Supervisor Name:**

**Cohort Leader/Advisor Name:**

**This form was completed by (check all that apply):**

Supervisor ☐

Cooperating Teacher ☐

**This evaluation is for:**

Student Teaching I:  Mid-Term ☐

Student Teaching I:  Final ☐

Student Teaching II:  Mid-Term ☐

Student Teaching II:  Final ☐

**1. Planning instruction that supports student progress in learning and is appropriate for the developmental level**

| Criterion | Performance Rating | | | | Score |
|---|---|---|---|---|---|
| | Unsatisfactory | Emerging | Proficient | Exemplary | |
| Learning Goals | 1<br><br>Learning goals are not clear or are not consistent with school's curriculum standards and state standards | 2<br><br>Learning goals are consistent with school's curriculum goals but do not reflect the state standards | 3<br><br>Learning goals are consistent with the school's curriculum goals, state and district standards | 4<br><br>Learning goals are consistent with the school's curriculum goals, state and district standards<br><br>The candidate can speak to the link between lesson goals, state and/or professional standards | |
| Content | 1<br><br>Content does not match students' abilities | 2<br><br>Content is well chosen, but activities may not hold student interest and/or may not lead to attainment of desired outcomes | 3<br><br>Content objectives, activities and assessments are appropriate to desired outcomes and student performance levels | 4<br><br>Content objectives, activities and assessments are appropriate to desired outcomes and student performance levels, and include creatively designed activities for students of different abilities | |
| Lessons & Activities | 1<br><br>Activities and materials are not well selected or well organized | 2<br><br>Activities and materials do not reflect an awareness of student needs | 3<br><br>Appropriate materials are selected and organized, and lesson plans reflect an awareness of students with diverse needs and varied cultural and linguistic backgrounds | 4<br><br>Activities address varying cultural and social perspectives<br><br>The candidate can speak to the research basis for learning activities | |
| | | | | **Total Score** | |

**Comments:**

## II. Establishing a classroom climate that is conducive to learning

| Criterion | Performance Rating | | | | |
|---|---|---|---|---|---|
| | Unsatisfactory | Emerging | Proficient | Exemplary | Score |
| Interactions | 1<br><br>Does not always interact effectively with students | 2<br><br>Interacts effectively with students, but still lacks the confidence needed to deal with some | 3<br><br>Interacts thoughtfully and courteously with students and families, affirming the dignity of all | 4<br><br>Interacts thoughtfully and courteously with students and families, affirming the dignity of all | |
| Behavior & communication | 1<br><br>Does not model appropriate behavior | 2<br><br>Models appropriate behavior<br><br>Communicates classroom rules, but may not always make expectations clear to students | 3<br><br>Models appropriate behavior<br><br>Provides consistent expectations, support and accountability for classroom rules and behavior expectations | 4<br><br>Models appropriate behavior<br><br>Has a very positive impact on the classroom's emotional climate<br><br>Resolves conflicts in a confident, professional and effective manner | |
| Management of time & resources | 1<br><br>Has challenges in the management of transitions or materials | 2<br><br>May still have challenges in the management of transitions and/or materials | 3<br><br>Uses classroom time effectively<br><br>Manages instruction materials and transitions to promote student learning<br><br>Establishes classroom procedures that consider the influence of students' home and community and affirms equity of opportunity | 4<br><br>Uses classroom time effectively<br><br>Manages instruction materials and transitions to promote student learning<br><br>Coordinates use of support personnel, instructional assistants and volunteers to achieve instructional objectives<br><br>Establishes classroom procedures that consider the influence of students' home and community and affirms equity of opportunity | |
| | | | | **Total Score** | |

**Comments:**

**III. Engaging students in planned learning activities**

| Criterion | Performance Rating | | | | |
|---|---|---|---|---|---|
| | Unsatisfactory | Emerging | Proficient | Exemplary | Score |
| Organization | 1<br><br> Lacks the ability to effectively organize instruction | 2<br><br> Can organize small-group instruction but may be challenged by large-group instruction | 3<br><br> Organizes instruction appropriately for students' developmental levels | 4<br><br> Uses a variety of research-based practices, effective organizational structures and creative learning activities | |
| Student attention | 1<br><br> Does not consistently gain and maintain student attention | 2<br><br> Gaints and maintains student attention but does not always communicate learning outcomes | 3<br><br> Gains and maintains students' attention, communicates learning outcomes effectively | 4<br><br> Gains and maintains students' attention, communicates learning outcomes effectively<br><br> Generates student enthusiasm for learning | |
| Student engagement | 1<br><br> Does not consistently monitor student engagement | 2<br><br> Implements instruction based on subject matter and basic skills<br><br> Does not adjust original lesson lan when student response indicates the need to do so | 3<br><br> Implements instruction that promotes critical thinking and problem solving<br><br> Monitors student engagement during instruction and shows some flexibility in modifying the lesson as needed | 4<br><br> Involves and engages all students while considering linguistic, cultural, and/or ability differences | |
| | | | | **Total Score** | |

**Comments:**

**IV. Evaluating, acting upon and reporting student progress in learning**

| Criterion | Performance Rating | | | | |
|---|---|---|---|---|---|
| | Unsatisfactory | Emerging | Proficient | Exemplary | Score |
| Evaluation | 1  Cannot select or correctly administer appropriate assessments | 2  Makes attempts to assess student learning, but assessments may not always be thoughtfully designed or linked to desired outcomes | 3  Evaluates student performance as an outcome of instruction using a variety of appropriate assessments | 4  Meets all critera for proficient and uses a variety of measures (informal tests, performance assessments and structured observations)  Creates own assessments when necessary | |
| Reporting | 1  Cannot correctly summarize or report assessment findings | 2  Can report data to others, but does not consistently use assessment data to make instructional decisions or reflect on own teaching performance | 3  Clearly summarizes student performance data and reports student learning  Uses assessment data to select and refine instructional goals, and relfect on own teaching effectiveness | 4  Meets all criteria for proficient and:  Prepares data summaries to report outcomes to others  Intelligently interprets and reflects upon assessment data to objectively evaluate teaching effectiveness | |
| | | | | **Total Score** | |

**Comments:**

## V. Exhibiting professional behaviors, ethics and values

| Criterion | Performance Rating | | | | Score |
|---|---|---|---|---|---|
| | Unsatisfactory | Emerging | Proficient | Exemplary | |
| Responsibility | 1<br> Inconsistent in attendance, punctuality or meeting responsibilities | 2<br> Shows sincere interest in teaching but may not always consistently meet responsibilities | 3<br> Is dependable, conscientious and punctual in meeting work responsibilities | 4<br> Meets all criteria for proficient and takes initiative in becoming a member of the school team | |
| Professionalism | 1<br> Unacceptable appearance, demeanor or interactions | 2<br> Appearance, demeanor and/or interactions may not be consistently professional | 3<br> Maintains appropriate appearance and demeanor | 4<br> Shows strong dedication to the profession and determination to make his/her school and classroom the best possible environment for teaching and learning | |
| Policy & practice | 1<br> Violates school or district policies and practices | 2<br> Follows school policies and fulfills assignments as directed, but does not yet show strong initiative | 3<br> Follows school policies and understands organizational culture and expectations | 4<br> Meets all criteria for proficient and collaborates to provide internal/external assistance to students and families | |
| Honesty & integrity | 1<br> Does not consistently display honesty and integrity in professional behavior | 2<br> Displays honesty and integrity in professional behavior | 3<br> Displays honesty and integrity in professional behavior<br><br>Interacts constructively with students, school staff, administrators and parents<br><br> Shows an interest in students and the quality of their education | 4<br> Meets all criteria for proficient and seeks out and participates in extracurricular professional activities | |
| | | | | Total Score | |

**Comments:**

**VI. GSE Goal: Using technology to enhance learning**

| Criterion | Performance Rating | | | | |
|---|---|---|---|---|---|
| | Unsatisfactory | Emerging | Proficient | Exemplary | Score |
| Skills | 1<br><br>Does not regularly use technology | 2<br><br>Uses a word processor and e-mail application regularly<br><br>May not use presentation software or a web browser in planning and/or facilitating instruction | 3<br><br>Uses a word processor and e-mail application regularly.<br><br>Uses presentation software or a web browser in planning and/or facilitating instruction | 4<br><br>Meets all criteria for proficient and:<br><br>Can solve routine hardward and software problems that occur in the classroom | |
| Instruction | 1<br><br>Instructional uses are trivial and/or inappropriate | 2<br><br>Instructional use of technology has a minimal effect on learning | 3<br><br>Instructional use of technology enhances student learning | 4<br><br>Meets all criteria for proficient and:<br><br>Technology is porminent in unit activities and used creatively in a way that enhances instruction<br><br>Students as well as the candidate use a range of technology tools | |
| | | | | **Total Score** | |

**Comments:**

**Supervisor Signature & Date**

**Cooperating Teacher Signature & Date**

**Student Signature & Date**

# Graduate School of Education
## M. Ed & MA/MS in Curriculum and Instruction
### Steps to complete to graduate

## PART I- Submitting your GO-12
**Step 1**: Go on the web and get an unofficial transcript.
www.banweb.pdx.edu
**Step 2**: Go on the web and bring up the GO-12 Form.
- Go to www.gsr.pdx.edu
- Select "Graduate Studies"
- Select Forms.
- Select "GO-12: Approved Graduate Degree Program" form
- It is a .pdf that you cannot change the form, but you can type on it and print it.
- Type in **all\* (GTEP students see below)** of your classes on the GO-12 in chronological order. Transfer and pre-admission classes must also be on the GO-12 in date order.
- The total must be at least 45 credits. All courses must be 500 level or higher. A limit of six credits for 800 level credits, but no 808s are allowed.
- Talk to your advisor about other questions you may have.

**Step 3:** Submit your GO-12 to your advisor to sign and forward to the Department of Curriculum & Instruction.

*NOTE: GTEP students- Student Teaching I & II do not count toward the M.Ed. The Initial Field Placement Practicum does.*

## PART II- ONLY for transfer or preadmission credits.
**Step 1:** Go to the web and bring up the GO-21 Form.
- Go to www.gsr.pdx.edu
- Select "Graduate Studies"
- Select Forms.
- Select "GO-21-Proposed preadmission and
- Transfer credit" form that you can type on. It is a .pdf that you cannot change the form, but you can type on it and print it.

**Step 2:** Type in both sections of the GO-21.
**Step 3:** Attach a sealed transcript to the GO-21.
**Step 4:** Submit the GO-21 with a transcript to your advisor to sign and forward to the department.
**NOTE:** The GO-21 form should be turned in early in the program to help you plan your course of study.

## PART III- Application for Awarding of Master's or Doctoral Degree
**Step 1:** Go to web and bring up the Application for Awarding of Master's or Doctoral Degree form
- Go to www.gsr.pdx.edu
- Select "Graduate Studies"
- Select Forms.
- Select "Application for Awarding of Master's or Doctoral Degree" form

**Step 2:** Type in both sections of the form.
**Step 3:** Submit form to Office of Graduate Studies, Unitus Bldg, 6th floor.
**NOTE**: It is due by the first Friday of the graduation term. This form tells the university you are graduating this term.



# PART I  GO-12



# PART II  GO 21



# PART III

**PORTLAND STATE UNIVERSITY**
Department of Curriculum and Instruction

# REQUEST TO WITHDRAW FROM GTEP

DATE_____

Teacher Candidate_____  SS/ID_____

Address_____

City_____  State_____  Zip_____

Phone # _____  Email _____

TERM ADMITTED_____  COHORT LEADER_____

- **STUDENTS WHO REQUEST TO WITHDRAW FROM GTEP WILL BE FORMALLY TERMINATED FROM THE PROGRAM.**

- **TO BE REINSTATED TO THE GTEP, THE STUDENT MUST SUBMIT A NEW APPLICATION FOR ADMISSIONS TO THE GTEP OFFICE AND OFFICE OF ADMISSONS AND RECORDs.**

REASON FOR REQUESTING A WITHDRAWAL_____
_____
_____

I, the undersigned, understand that withdrawing from the Graduate Teacher Education Program (GTEP) terminates my status as a student in the Dept of Curriculum and Instruction at Portland State University. I also verify that I have notified the cohort leader in writing.

SIGNATURE_____  DATE_____

**Office use only:**
Request form received by _____  Date_____

Cohort leader notified by _____  Date_____

**PORTLAND STATE UNIVERSITY**
**DEPARTMENT OF CURRICULUM AND INSTRUCTION**

**PETITION FOR LEAVE OF ABSENCE**

A student, who must interrupt his/her plan of study due to circumstances beyond his/her control, must petition for a leave of absence with the department. The student may petition for a leave of absence for up to one year, if the student furnishes documentation supporting the request. The Cohort Leader, Program Coordinator, and Department Chair must approve the application for leave of absence. The petition for leave of absence must be received by the last day to register for classes for the term in which the application is made. A leave of absence is granted to only students in good standing and does not constitute a waiver of the time limit of the completion of the graduate degree/program at Portland State University. In addition, a leave of absence may severely disrupt the student's program of study due to program structure and course offerings. In extenuating circumstances, a student may petition for a second leave of absence for up to one additional year.

A student who must take a leave of absence beyond the time limit or whose petition has not been approved by the department must file for "Request to Withdraw" with the department to avoid negative marks on his/her record. The student must re-apply for admission to the department and university.

Student's Name: _____ ID No.: _____
                        Last                          First

Address: _____ City: _____ Zip: _____

Phone No.: ( _____ ) _____ E-Mail: _____

Requested Term(s) for Leave of Absence:   □ Fall   □ Winter   □ Spring   □ Summer _____
(Check All Terms Affected)                                                                    Year

Term Expected to Return:   □ Fall   □ Winter   □ Spring   □ Summer _____
                                                                              Year

Reason for Request: _____
(Attach Documentation As Appropriate)

_____

By signing below, I verify that this petition for leave of absence is based on circumstances beyond my control, and that I fully acknowledge and understand possible disruptions to my program of study due to my absence from the program.

Signature: _____ Date: _____

*Office Use Only:*

□ Approved   □ Denied   _____ Date _____
                                           Cohort Leader
□ Approved   □ Denied   _____ Date _____
                                        Program Coordinator
□ Approved   □ Denied   _____ Date _____
                                               Chair
Comments: _____

Processed By: _____ Date Processed: _____ Date Student Notified: _____

# PORTLAND STATE UNIVERSITY
## DEPARTMENT OF CURRICULUM AND INSTRUCTION

## Petition for Exception Form

This form is used to file a petition with the Department of Curriculum and Instruction to request an exception to the existing policies or guidelines, or to request that another review be considered following a decision made by the department. Complete this form in its entirety and attach any supporting documents as appropriate, along with other required forms. This petition is to be used only for matters that fall within the jurisdiction of the department. Student is responsible for filing other petition forms as necessary (e.g., transfer of credit, out of date validation,) with the Office of Graduate Studies and other offices on campus.

Name: _____ I.D. Number: _____
      Last            First

Address: _____
      Street          Apt. #     City     State   Zip

Phone Number: (    )_____ E-Mail Address: _____

Please check the box that pertains to your petition for exception.

☐        Admission to the Program/Department

☐        Change of Grade

☐        Transfer of Credit

☐        Course Substitution

☐        Continuation in the Program/Department

☐        Other: _____

State clearly the purpose of the request and rationale for your petition. Attach documentation as appropriate to support the petition.

_____

_____

_____

_____

_____

_____

*Office Use Only:*

☐ Approved ☐ Denied        _____Date:_____
                              Program Coordinator/Director

☐ Approved ☐ Denied        _____ Date: _____
                              Department Chair

Processed by: _____ Notified Student by: _____

# PORTLAND STATE UNIVERSITY
## DEPARTMENT OF CURRICULUM AND INSTRUCTION

## Criteria and Guidelines for Assigning an Incomplete Grade

**The following criteria must be met for consideration for assigning an Incomplete grade:**

1.  Quality of work in the course up to the time of consideration must be "C" level or above.
2.  There must be an "essential" work that remains for the course. "Essential" means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.
3.  Requests for an "I" must be initiated by the student and be accepted by the instructor. The student does not have the right to demand an "I". The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation. In no case is an "Incomplete" grade given to enable a student to do additional work to raise a deficient or unsatisfactory grade.
4.  A written agreement signed by both the student and the instructor should include a statement of the remaining work to be done to remove the "I" grade (see below), and the date, **not to exceed one year from the end of the term of enrollment for the course**, by which all work must be completed in order to earn credit toward the course/degree. The instructor may specify the highest grade which may be awarded upon completion; the grade awarded should not exceed the level of achievement attainable during the regular course period.

**Instructions to Instructor:** Complete the page below, including obtaining the student's signature, and retain a copy for personal records, file a copy in student's file in the department, and provide a copy to the student.

Course No.: _____ Course Title: _____ Term Offered: _____200___

| Assignment(s) | Deadline Date to Complete Work | Highest Possible Grade for the Course |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |

**Student:** By signing below, I acknowledge that due to unforeseen and uncontrollable circumstances, I agree to complete the above assignment(s) by the deadline. I understand that if I do not submit the assignment(s) and/or fulfill the agreements set forth above by the deadline, the Incomplete grade becomes part of the permanent transcript record, unless a retroactive withdrawal is approved by petition to the instructor, the Department of Curriculum and Instruction, and Graduate Council.

_____ _____ _____
Student's Signature                                                     ID Number                                           Date

**Instructor:** By signing below, I confirm that the student's performance in the course to this date is at "C" level or above, that I approve the student's request for an Incomplete grade, and that I agree to the above contract.

_____ _____ _____
Instructor's Signature                                                   Title                                                  Date