

STANDARD 1: CANDIDATES, KNOWLEDGE, SKILLS, AND DISPOSITIONS

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical content knowledge, pedagogical, and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

The Oregon [Teacher Standards and Practices Commission](#)¹ (TSPC) has established standards for teacher education programs that lead to licensure. OSU's Professional Teacher and Counselor Education (PTCE) unit offers initial teacher preparation through several pathways leading to an authorization in one or more of four [authorization](#)² levels: early childhood, elementary, middle level, and high school. Candidates can earn subject matter [endorsements](#)³ in one of the following areas: Adaptive Physical Education, Biology, Business, Chemistry, ESOL/Bilingual, Family and Consumer Science, French, German, Health, Integrated Science, Language Arts, Mathematics (Basic and Advanced), Physics, Reading, Social Studies, Spanish, and Technology Education. All of these authorizations and endorsements for licensure are reviewed and approved by TSPC and align with National Council for Accreditation of Teacher Education (NCATE) professional teacher education standards. Additionally, each endorsement area is aligned with [state](#)⁴ and national standards prescribed by their respective content areas (e.g., Science Education with the National Science Teachers Association (NSTA) standards, Physical Education with National Association for Sports and Physical Education (NASPE) standards, and Language Arts with National Council of Teachers of English (NCTE) standards). The Professional Teacher and Counselor Education (PTCE) unit aligns each program with [TSPC standards](#)⁵ that align with national [INTASC](#)⁶ standards.

The [PTCE](#)⁷ unit has identified the knowledge, skills, and dispositions necessary for candidates to be successful in education settings. Multiple assessments inform the development of candidates' knowledge, skills, and dispositions. TSPC sets the licensure testing requirements, including establishing passing score criteria. The California Basic Education Skills Test (CBEST) or Praxis 1 Pre-Professional Skills Test (PPST) assesses basic content knowledge in reading, writing, and mathematics for admission to all initial licensure programs.

Evidence of high levels of mastery of knowledge is documented through successfully completing coursework (e.g., GPA), providing evidence of meeting all the relevant national content standards, pedagogical and professional knowledge, student learning, and passing TSPC required content tests (e.g., Praxis). Candidates participate in field experiences that require them to demonstrate application of these knowledge, skills, and dispositions as part of student teaching and clinical experiences.

Program leads in collaboration with other licensure faculty reviewed all candidate data in relation to NCATE Standard 1 and produced [program data reports](#)⁸ in response to each of these standards. This self-study created an opportunity for faculty to reflect on their current practice of data collection and analysis within individual programs and across the unit. Standard 2 documents changes in practice based on the findings of this self-study. The individual program reports referenced in this standard provide a rich data-driven story of each program and the unit.

Initial Teaching License

Candidates can pursue an Initial Teaching License through an undergraduate Double Degree program (BA/BS) or through graduate programs (i.e., MAT, MS). Assessments based on the unit's Conceptual Framework and Oregon education standards help the unit monitor and evaluate candidate progress. Because Oregon [content](#)⁹ and performance standards are based on national program standards, the Early Childhood (EC), Elementary (EL), Middle Level (ML), and High School (HS) authorizations and endorsements assessments are in line with state and national standards. All of the licensure programs use four transition (decision) points in assessing candidates: 1) admission to program; 2) entry to clinical practice; 3) exit from clinical practice; and 4) program completion.

Undergraduate. The undergraduate education [Double Degree](#)¹⁰ is a 40-credit program that includes all the coursework and fieldwork required for an Oregon Initial Teaching License authorized by TSPC. The CBEST or PPST assesses basic content knowledge in reading, writing, and mathematics for admission to all initial licensure programs. Passing the CBEST or PPST is a prerequisite for admission into all programs; therefore, 100% of those matriculating in the Undergraduate Education Double Degree program have passed either the CBEST or PPST. Admittance to the program is contingent upon concurrent or completed enrollment in an OSU bachelor's degree program in a content area. Candidates in the Undergraduate Education Double Degree program must have a 3.0 cumulative GPA for admission to the professional education program and must maintain a 3.0 GPA in education coursework and all [content mastery](#)¹¹ courses throughout the program. Passing the TSPC required content tests (e.g., Praxis and Oregon Educator Licensure Assessment (ORELA) is required prior to beginning full-time student teaching; therefore, all candidates (100%) that complete the undergraduate education Double Degree have also passed all the relevant content tests. Table 1.1 (p.14) provides an overview of endorsements and authorization levels available to candidates in the undergraduate education Double Degree.

Graduate. The MAT (Master of Arts in Teaching) program ([Corvallis](#)¹² and [Cascade](#)¹³) and the [MAIS \(Master of Arts in Interdisciplinary Studies\)](#)¹⁴ are designed for individuals who hold a bachelor's degree in a content area and who wish to pursue an Initial Teaching License in one or more of the four authorization levels. Candidates in the program must have a 3.0 GPA for admission to graduate school, as well as admission to the respective MAT or MAIS programs. Candidates must maintain a 3.0 GPA throughout the program. As of fall 2008, Music Education (MUED) in the College of Liberal Arts is a "MAT only" option; the MAIS is no longer offered.

The [MS degrees](#)¹⁵ in Agricultural Education (AgEd), Exercise and Sports Science (PE - physical education), Science and Mathematics Education (SMED) are offered through the respective cognate colleges (College of Agricultural Sciences, College of Health and Human Sciences, and College of Science) and offer authorization at two or more levels. Physical Education offers authorization at all four levels. The Agricultural Education, Science Education, and Mathematics Education provide authorization at the middle and high school levels only. Table 1.2 (p. 14) provides an overview of endorsements and authorization levels available to candidates in the graduate programs.

Table 1.1 Undergraduate Double Degree Endorsements

Endorsement	Authorization Level				Award Level
	EC	EL	ML	HS	
Biology			X	X	BA/BS
Business				X	BA/BS
Chemistry			X	X	BA/BS
Family and Consumer Sciences			X	X	BA/BS
*French				X	BA/BS
*German				X	BA/BS
Health	X	X	X	X	BA/BS
Integrated Science		X	X	X	BA/BS
Language Arts			X	X	BA/BS
Mathematics, Basic		X	X		BA/BS
Mathematics, Advanced			X	X	BA/BS
Multiple Subjects (Elementary)	X	X	X		BA/BS
Physics			X	X	BA/BS
Social Studies			X	X	BA/BS
*Spanish			X	X	BA/BS
*Technology Education				X	BA/BS

*These programs are not currently available at the graduate level.

Table 1.2 Graduate Initial Endorsements

Endorsement	Authorization Level				Award Level
	EC	EL	ML	HS	
Adaptive Physical Education	X	X	X	X	MS
Agricultural Education				X	MAT, MS, EdM
Biology			X	X	MS
Chemistry			X	X	MS
ESOL	X	X	X	X	Non-degree
ESOL/Bilingual	X	X	X	X	Non-degree
Integrated Science		X	X	X	MS
Mathematics, Basic		X	X		MS
Mathematics, Advanced			X	X	MS
Multiple Subjects (Elementary)	X	X	X		MAT
Music Education	X	X	X	X	MAT, MAIS
Physical Education	X	X	X	X	MS
Physics			X	X	MS
Reading	X	X	X	X	Non-degree

TSPC requires two work samples of all initial teacher candidates (i.e., BA/BS, MAT, MS) recommended for initial teacher licensure. The [PTCE guidelines](#)¹⁶ and [TSPC requirements](#)¹⁷ located in the Electronic Exhibit describe the details of these requirements. Exercise and Sports Science (physical education) requires three work samples, one for each authorization level. The development of the work sample is integrated throughout the professional teacher preparation program (e.g., undergraduate education Double Degree [curriculum map](#)¹⁸), culminating with implementation of the first work sample during part-time student teaching and the second work sample during full-time student teaching. [Documentation](#)¹⁹ of successful work sample completion is required for licensure. All work samples include the sections specified by TSPC (584-017-0185) as [evidence of effectiveness](#)²⁰ (contextual element; conceptual framework: unit goals, standards, rationale; instructional plans; assessment strategies and impact on student learning; reflection and future use of data). The specific organization of the work sample and the content of these sections target the unique needs of each endorsement area and authorization level. At least two faculty members evaluate each candidate's work sample using a [rubric](#)²¹ tailored to the needs of each endorsement area and authorization level. A [unit-wide common scoring rubric](#)²² aligned with TSPC proficiencies and the PTCE unit Conceptual Framework was adopted by PTCE faculty in spring 2008, implementation of this scoring rubric began fall 2008.

Advanced Preparation /Other School Professionals

Oregon has a two-stage teacher licensure system (Initial 1 and Initial 2 License). Changes in the [licensure requirements](#)²³ from TSPC (Division 17) in 2004 supplanted the Continuing Teacher License with Initial I and Initial II licensure options.

PTCE advanced programs are for licensed and practicing P-12 teachers. There is an [Online Master of Education](#)²⁴ (EdM) program and an online [Science and Mathematics Education](#)²⁵ program (MS) - new in 2007. Both programs are designed for candidates who have completed the undergraduate education Double Degree or other undergraduate initial licensure programs. The Online Master of Education (EdM) program is offered through the College of Education, in the Department of Teacher and Counselor Education. The online Science and Mathematics Education (MS) program is offered through the College of Science, in the Department of Science and Mathematics Education. Both programs are available via OSU Ecampus.

The [School and Counselor Education](#)²⁶ (MS) program provides initial licensure through the school counseling concentration. School Counseling (an area of concentration within the Counseling degree program) is offered through the College of Education and administered through the Department of Teacher and Counselor Education. School Counseling prepares candidates as practitioners in P-12 settings. The Counseling degree program is accredited by both the [Council for Accreditation of Counseling and Related Educational Programs](#)²⁷ (CACREP) and Oregon [Teacher Standards and Practices Commission](#)²⁸ (TSPC).

The Reading, ESOL, and ESOL/Bilingual, adaptive physical education endorsements are not part of a degree program, but allow the practitioner to deepen his/her knowledge and skills in one of these areas to develop a specialization. A reading endorsement can be earned by participation in the [Read Oregon](#)²⁹ program, which is a collaborative effort with five other universities in the OUS system. Candidates seeking the Reading endorsement must have completed requirements for an Initial Teaching License. Read Oregon enhances or broadens reading specific knowledge and other responsibilities encountered in the classroom by resource teachers and reading specialists. In both the elementary (2-year and Immersion) MAT programs, the ESOL

coursework is a requirement and embedded in each program. The [ESOL/Bilingual program](#)³⁰ prepares teachers to help English Language Learners (ELL) students succeed in all aspects of their schooling: academic, socialization, linguistic development, acculturation, and physical and emotional health. Candidates in this endorsement only program must have completed the requirements for Initial Teacher Licensure. The [adaptive physical education](#)³¹ endorsement may or may not be part of a degree in physical education. Teachers may also add endorsements in other content areas to their Initial license. To do so, they must pass the Praxis II and spend at least 90 hours in the classroom in the appropriate content area.

Recent Revisions

To improve alignment with TSPC and NCATE standards, the TSPC required assessment, Multiple Subject Area Tests (MSAT), was replaced with the Oregon Educator Licensure Assessment ([ORELA](#)³²) for candidates wanting to teach at the EC, EL, and Middle Level in 2004. The ORELA specifically designed to align with the State of Oregon [Content Standards](#)³³ provides a more focused assessment for the Middle Level. Specific focus areas for student learning and teacher preparation include language arts, social science, the arts, reading, mathematics, science, health, physical education, and technology education. In the undergraduate program, candidates working on an elementary/middle school endorsement who wish to become content specialist in language arts, social studies, mathematics, or science must pass the Middle Level Praxis test in order to meet the highly qualified status required by the *No Child Left Behind* (NCLB) act. All MAT students in the early childhood/elementary school program are required to complete the requirements for ESOL. Those who are proficient in Spanish take the Praxis II test to be eligible for the ESOL/Bilingual endorsement.

Since Oregon is an NCATE Partnership state incorporating TSPC approval, advanced programs in the PTCE unit rely on the [partnership](#)³⁴ alignment to meet state and national standards. The School Counselor Education program is the only program with a national accreditation (CACREP) in addition to NCATE. However, individual programs have aligned their requirements with relevant national standards. For example, the [ESOL/Bilingual program](#)³⁵ aligns with the TESOL standards and the [Reading](#)³⁶ program aligns to the International Reading Association standards.

All programs in the PTCE unit submitted unit [program data reports](#)³⁷ for Standard 1 for 2006-2007 and 2007-2008. These reports summarize the program data for each element of the standard and serve as a primary source of evidence for each element of the standard. Specific references to these reports embedded in the Standard 1 narrative reinforce this evidentiary link. The review and assessment process evidenced in these documents reflects the constructivist learning theoretical framework and the proficiency-based model of our educational programs. Sources of evidence needed to meet these proficiencies are explicit and align with the unit's conceptual framework, state, and professional standards. This process of assessment and evaluation not only reflects the unit's emphasis on fostering professional growth and reflective practice for teacher candidates, it also serves as a model of the expected practice of our graduates as well as providing a high level of quality assurance for the program and its graduates.

Element 1: Content Knowledge for Teacher Candidates

The [Conceptual Framework](#)³⁸ for the PTCE unit and the [TSPC proficiencies](#)³⁹ (TSPC 1 & 3, INTASC 1, 2, 7) identify subject matter knowledge as a key component of all professional education programs in the PTCE unit. The key unit assessments for this element are state required exams, and Content Mastery or Subject Matter Form B and teacher work samples.

Initial Teaching Program

Candidates in the initial teacher licensure programs are required to have strong content backgrounds. For those candidates entering the graduate programs, a minimum of a bachelor's degree and a cumulative 3.0 GPA in a related content area is required. For those candidates in the undergraduate programs, concurrent enrollment in a related content field is required, including maintaining a cumulative 3.0 GPA at enrollment and throughout program. Initial licensure programs use multiple assessments to ensure that candidates demonstrate a strong grasp of content knowledge. Table 1.3 lists key assessments that provide evidence to the strength of a candidate's content knowledge.

Table 1.3 Content Knowledge Assessments

Degree Program	*Content Analysis	CBEST or PPST⁴⁰	ORELA⁴¹	Praxis II⁴²
Undergraduate Education Double Degree (BA/BS)				
Early Childhood/Elementary	✓	✓	✓	NA
Mid Level/Secondary	✓	✓	✓	✓
Early Childhood/Elementary (MAT)				
2-year Part-time	✓	✓	✓	NA
Immersion	✓	✓	✓	NA
OSU Cascades	✓	✓	✓	NA
Agricultural Education (MS)				
	✓	✓	NA	✓
Exercise and Sports Science (Physical Education, MS)				
	✓	✓	NA	✓
Music Education (MAT)				
	✓	✓	NA	✓
Science and Mathematics Education (MS)				
	✓	✓	✓	✓

*Content Analysis: Undergraduate Education Double Degree - Content Mastery checklist; Graduate Level - Subject Matter Form B, are based on national content specific standards.

TSPC establishes licensure [test requirements](#)⁴³ for content knowledge exams. The CBEST or Praxis 1 Pre-Professional Skills Test (PPST) assesses basic content knowledge in reading, writing, and mathematics for admission to all initial licensure programs. Minimum scores for the CBEST are Reading 37, Writing 37, and Mathematics 37 - with an overall score of 123. Minimum scores for the PPST are Reading 174, Writing 171, and Mathematics 175. A summary of scores for all candidates in the Initial Licensure Program (Undergraduate Education Double Degree, MAT, MAIS, MS (AGED, PE, and SMED) provides evidence of entry-level skills and knowledge. Results from [CBEST](#)⁴⁴ data for the undergraduate education Double Degree

candidates show a pass rate of 50 or above in mathematics and reading, writing scores are in the lower forties. Standard 2 describes a program change based on these findings, to increase the writing content in the undergraduate education Double Degree program. [CBEST⁴⁵](#) scores for candidates in graduate programs summarized for the past four years suggest that overall candidates in the graduate programs are performing well on this basic skills assessment.

Since 2004, in addition to CBEST or PPST, candidates who wish to teach at the pre-K through middle level must pass the ORELA. The ORELA exam replaces the former Multiple Subjects Assessment Test (MSAT). [ORELA⁴⁶](#) scores for candidates in the Corvallis Undergraduate Education Double Degree program in 2004-2007 show a mid-range pass score for the ORELA I exam and slightly higher than mid-level range for the ORELA II exam. Test scores for the same program on the Cascades campus were slightly lower. The Cascades undergraduate program was discontinued at the end of the 2006-2007 academic year due to low enrollment in the program.

Undergraduate education Double Degree candidates who want authorization to teach at the middle or high school level are required to have passed the Praxis II Content Area Exam before entry into the “Professional Level” of their education program. Graduate candidates must pass the Praxis II content knowledge exam prior to full-time student teaching as evidence of their knowledge of subject matter for the high school authorization. Undergraduate and graduate level [Praxis II Content Area scores⁴⁷](#) for the academic years 2004-2006 (disaggregated by content exam and undergraduate and graduate level) provide an overview of the performance level of candidates in the professional education programs. There were no significant differences in comparing undergraduates and graduates on content test scores. On some content exams graduates performed better than undergraduates, on other exams, the opposite occurred. On some content examines the results were the same. Individual [program data reports⁴⁸](#) provide program specific analysis of the results of these tests.

[Title II data⁴⁹](#) on pass rates (100% for Oregon) of content tests for initial teacher preparation programs are available for the years 2001-2007. The number of test takers during this time period range from a low of 100 in 2001 and 2002 to a high of 145 in 2004. In 2003 and 2005, the number of test takers was 121, in 2006, there were 127, and in 2007, there were 136.

All candidates may take additional Praxis II tests to add endorsements and complete a related supervised practicum experiences required by TSPC. As of 2006, and in response to NCLB legislation, candidates at the elementary/middle school level who wish to specialize in mathematics, language arts, social studies, and science in the middle school must pass the Praxis II Middle Level Test in order to be deemed highly qualified. These data are limited due to the small number seeking to be specialists.

Coursework and GPA. The undergraduate education Double Degree program (BA/BS) requires concurrent or previous enrollment in an OSU bachelor’s degree content area in addition to the degree in Education. A cumulative 3.00 GPA average in their content area is required. In addition to the GPA requirement, the candidate must provide evidence of [content mastery⁵⁰](#) related to the relevant national standards. Requirements vary based on the authorization level and endorsement. The [Program of Study⁵¹](#) help candidates and their advisors track content mastery and other course requirements. Candidates in the undergraduate education Double Degree complete one authorization level and one endorsement with the exception of those

candidates pursuing an early childhood endorsement. Candidates in early childhood education may complete two endorsements because their first student teaching experience is at the OSU [Bates Family Study Center](#)⁵², an approved TSPC site.

Candidates who apply for the MAT, MAIS, MS, or EdM must have a bachelor's degree in a subject area from an accredited institution and a cumulative 3.0 GPA in the content area. A transcript analysis evaluated by appropriate content faculty assesses content preparation and documents evidence of content on the [Subject Matter Competency Form B](#)⁵³ which aligns to content specific national standards. This becomes part of the candidate's permanent file. Program coursework requires candidates to complete [assessments](#)⁵⁴ in which they demonstrate their content knowledge. For example, Agricultural Education requires 4,000 hours of [occupational experience](#)⁵⁵ in agriculture as a demonstration of content knowledge. Course [syllabi](#)⁵⁶ demonstrate that appropriate content knowledge is included in the program as well as its relationship to the conceptual framework and to state and national standards.

Content Mastery and Subject Matter Form B data are located in notebooks in the onsite Exhibit Room.

Teacher Work Samples. Candidates address content in the work sample as they develop the conceptual framework, rationale, and unit goals. The work sample describes the context of the curriculum; indicates the overarching theme or essential question and enduring understandings the unit addresses; identifies, defines, and expands the unit goals; explains how the unit goals align to national, state, and local standards, and benchmarks; describes student-centered instructional activities; and describes strategies for literacy instruction. The work sample must also summarize the [Oregon Common Curriculum Goals](#)⁵⁷ (CCG) and describe how the unit aligns with the state of Oregon [Content Standards](#)⁵⁸, and the national content standards as appropriate. A matrix or list in the work sample identifies the content standards and CCG's. Endorsement and authorization specific guidelines in [Student Handbooks](#)⁵⁹ [work sample guidelines](#)⁶⁰ and [scoring rubrics](#)⁶¹ detail each section of the work sample and provide clear expectations for meeting the work sample criteria. Prior to fall 2008, unit assessment data for teacher work samples included a cover sheet signed by faculty and candidates. Effective winter 2009, work sample scores of met or exceeded from the unit-scoring rubric will be input into the database; previously these scores were not recorded in the database. In alignment with a constructivist, learning theoretical framework the development of a work sample is an iterative process with continuous feedback and reflection. Candidates and faculty use the criteria in the scoring guide for continuous reflection and improvement until the work sample meets the established criteria. Summaries of work sample data reported in individual [program data reports](#)⁶² document the evaluation process and program findings. Representative examples of teacher [work samples](#)⁶³ with program specific scoring rubrics are available on the website, on CD's, and in hard copy in the Exhibit Room.

Advanced Teaching Programs

The [Online Master of Education](#)⁶⁴, [Read Oregon](#)⁶⁵, and [ESOL/Bilingual](#)⁶⁶ align respectively with national standards, the National Board of Professional Teaching Standards (NBPTS), International Reading Association (IRA), and Teachers of English to Speakers of other Languages (TESOL). The School Counseling program aligns with CACREP and NCATE standards. The Program Leads for the three advanced programs summarize her/his findings in the systematic [program data reports](#)⁶⁷.

The ESOL/Bilingual endorsement embedded into the Immersion and 2-year Part-time MAT program provides all candidates with the requisite coursework to prepare them for the Praxis exams. The ESOL only is a “stand alone” program offered by itself online or as part of the Online Master of Education, undergraduate education Double Degree, or the Science and Mathematics Education program. There were thirteen ESOL only candidates in the 2006-2007 and 2007-2008 academic years. This group of candidates had an average score of 708 on the ESOL Praxis test (Passing score is 510). All candidates passed the exam on the first try. Three candidates were eligible for the ESOL/Bilingual endorsements because they sufficiently passed the Spanish Praxis tests in addition to the ESOL Praxis tests. Three candidates took both parts of the Spanish Praxis test with an average score of 180 (Passing 155) on the Spanish Content section and an average score of 173 (Passing 161) on the Productive Skills test.

In the 2006-2007 and 2007-2008, academic years there were only three Read Oregon candidates. All three passed the reading Praxis exam and recommended for an endorsement.

Changes implemented by TSPC in the summer of 2004 made the Continuing Teacher Licensure (CTL) optional. In the College of Education, at the end of the 2003-2004 series, 5 out of 10 candidates did not complete a portfolio. The eight candidates in the 2004-2005 all dropped out of the program after the new TSPC ruling. One student began the series in 2006-2007, but dropped out after one term.

Graduate and Employer Surveys. All candidates applying for initial licensure are required (as of Spring 2008) to complete an exit survey. The survey, aligned with TSPC proficiency requirements, gives candidates an opportunity to provide feedback on their content knowledge preparation. One-hundred and thirty candidates completed the survey. The full [graduate exit survey and summarized responses](#)⁶⁸ across programs is located in the Electronic Exhibit. There are only two respondents for the 2-year Part-time MAT, as the current cohort does not graduate until spring 2009. In response to, “How well has OSU teacher preparation helped you to implement instructional plans that employ knowledge of subject matter and basic skills?” the average rank on a scale of 1-4 was 3.27. Table 1.4 shows that the average from each program area ranged from 3.00 MAIS (MUED) to 3.86 (AgEd) indicates that the candidates generally feel well prepared in terms of content knowledge.

Table 1.4 Graduate Survey Content Knowledge Preparation

# Respondents	n = 7	n = 15	n = 28	n = 2	n = 7	n = 6	n = 27	n = 44	Total n = 130
Survey Questions	MAIS	MAT Cascades	MAT Immersion	MAT 2-year	MS Ag Ed	MS PE	MS SMED	Under-grad DD	Overall Average
3c	3.00	3.40	3.19	3.50	3.86	3.67	3.19	3.20	3.27

A survey for advanced program candidates is under development for spring 2009.

Element 2: Pedagogical Content Knowledge for Teachers

The conceptual framework for the PTCE unit and the TSPC proficiencies (TSPC 1 & 3 and INTASC 5 & 6) identify pedagogical content knowledge as a key component of all

professional education programs in the PTCE unit. The key assessments for this element are methods and pedagogy courses, three-way clinical observation (Sections 1 and 3), and the teacher work sample (Section IV b and V a).

Initial Teaching License

Pedagogical content knowledge for Initial licensure candidates, both undergraduate and graduate, is supported and assessed through course work, the teacher work sample, and the candidate's field experiences. Expected pedagogical content knowledge from candidates in all Initial licensure programs align with professional, state, and institutional standards. Content standards developed by national program specific organizations have guided faculty's design of content pedagogy classes. Course [syllabi](#)⁶⁹ offer evidence of this alignment.

Because early childhood and elementary licensure candidates teach all subjects, pedagogical content knowledge is embedded throughout their coursework. Middle level and high school licensure candidate's complete courses focused on their endorsement. These courses are taught by content area faculty knowledgeable and experienced in teaching the content and/or level of licensure. Candidates learn about research on best practices in the content areas, assessment, planning, instructional strategies applicable to their content area, and technology.

Table 1.5 provides an overview of the methods and pedagogy classes for each content area and a link to the program report summarizing findings for this element of the standard. As a result of taking a broad range of coursework, candidates learn about district, state, and national standards, professional organizations, assessment techniques, lesson planning, classroom management, literacy, use of technology, learning styles, differentiation and accommodations, and teaching strategies applicable to their content area. A particular strength of the teacher preparation program is the participation of faculty from many OSU colleges and departments.

Table 1.5 Pedagogical Content Knowledge

*Program Review	Methods Courses
Agricultural Education (MS) ⁷⁰	AED 552, 553, 554, 556 ⁷¹
Double Degree (BA/BS) Elementary/Secondary ⁷²	TCE 456, 458, 491, 493, 494, 554, 557, 583 SED 459 ⁷³
Early Childhood/Elementary (MAT) 2-year Part-time ⁷⁴ Immersion ⁷⁶ OSU Cascades ⁷⁷	TCE 520, 548, 555, 560, 557, 559, 583, 599 ⁷⁵ FCSE 514 ⁷⁸
Exercise and Sports Science (Physical Education, MS) ⁷⁹	EXSS 556, 557 ⁸⁰
Music Education (MAT) ⁸¹	MUED 574, 580, 581, 591 ⁸²
Science and Mathematics Education (MS) ⁸³	SED 552/3; 554/5; 562/3; 573/4; 576/7 ⁸⁴

*Program Reviews located in the Electronic Exhibit include data analysis and summary report for each element of Standard 1.

Work Samples. Candidates complete two required work samples (three in Physical Education) which serves as evidence of pedagogical content knowledge. The work sample [guidelines](#)⁸⁵ and [scoring rubric](#)⁸⁶ provide a framework and assessment tool for candidates in developing their work samples. The scoring guide for the work sample rates candidate performance as meets, exceeds, needs revision, and reflects an iterative and formative process. Candidates receive feedback from content area faculty regarding their planning, assessment, analysis, and reflection of student learning.

The assessment rubrics provide candidates with extensive feedback on their work samples. The rubrics address pedagogical content knowledge requiring candidates to provide information regarding: 1) planning: enduring understandings and student learning outcomes aligned with state and national standards; 2) assessment: pre, on-going, and post, as well as criteria; 3) differentiation and modification for individual student learning; 4) analysis of student learning; and 5) reflection on teaching and learning, including how data will be used to inform future practice. See Standard 2 for additional details on the work sample.

Representative examples of teacher [work samples](#)⁸⁷ with program specific scoring rubrics are available on the website, on CD's, and in hard copy in the Exhibit Room. Refer to program specific [reviews](#)⁸⁸ located in the Electronic Exhibit for discussion of this element.

Field Experiences. Formal observations of candidates by university supervisors and cooperating teachers assess candidate's proficiency in pedagogical content. The [formal observations](#)⁸⁹ provide the candidate with formative feedback as he/she progresses through the student teaching internship. The first [three-way evaluation](#)⁹⁰ provides a mid-point assessment in the internship while the second evaluation provides a final summative evaluation. As with all of the field experience evaluations, the university supervisor and/or cooperating teachers share the evaluation results with the candidate and facilitate the candidate's reflection on their experience and input into the evaluation process. [Program reports](#)⁹¹ indicate that nearly all candidates while initially assessed as "needing improvement" have successfully demonstrated meeting this proficiency by the end of the student teaching experience.

Advanced Teaching Programs

Candidates in the Online Master of Education (EdM) degree are assessed on their understanding and application of theories related to pedagogy and learning, instructional strategies, and their ability to explain the choices they make in their classes through coursework and a professional portfolio. Elementary teachers in the program take TCE 553 Critical Issues in the Teaching and Learning of Mathematics, TCE 544 Literacy and Reading Curriculum Design, and TCE 549 Teaching in a Differentiated and Diverse Classroom. Secondary teachers take TCE 564 Advanced Instructional Strategies, TCE 545 Planning Curriculum Aligned to Standards, and TCE 549 Teaching in a Differentiated and Diverse Classroom. Refer to the [program data report](#)⁹² for a detailed analysis of the course assessments for the candidates in this program.

The ESOL/Bilingual program requires candidates to complete three pedagogical content knowledge courses: TCE 572 Theoretical Foundations of Language Acquisition for P-12 Education, TCE 573 Instructional Approaches for P-12 English Language Learners, and TCE

576 Language Policy and Instruction in Bilingual Education. The [program data report](#)⁹³ provides a detailed analysis of the performance of the candidates in these required courses.

The Read Oregon program requires courses in literacy foundations, literacy strategies and methods and literacy assessment. The majority of these courses are through the other cooperating Universities and not through OSU. The two courses offered through OSU are TCE 593 Reading and Writing in Secondary and Middle Schools and TCE 509 Literacy Practicum. In the past two years, only three candidates have participated in Read Oregon through the OSU option. Based on the low enrollment rate in this program, College of Education faculty members are reviewing continuing participation in this program. A [Read Oregon program review](#)⁹⁴ summarizes these findings

Technology Integration. Candidates are required to use technology for communication, collaboration, and to enhance their studies. Although there is no PTCE unit technology-specific assessment, evidence of technology integration is throughout the professional teacher education program and assessed as a part of a candidate's coursework.

Candidates in the Early Childhood and Elementary 2-year Part-time MAT licensure take [TCE 596 Technology for Teachers](#)⁹⁵. The elementary undergraduate education Double Degree candidates create "techno-art" in [TCE 458 Strategies for Teaching Wellness and Fine Art](#)⁹⁶ in addition to *PowerPoint* presentations in [TCE 320 Fostering Supportive Learning Environments](#)⁹⁷. Candidates in science and mathematics education candidates take [SED 571 and 572 Technology Pedagogy I and II](#)⁹⁸. Music education candidates compose music using *Finale* and *Sibelius*. In [TCE 525 Curriculum Instruction and Strategies](#)⁹⁹, Language Arts candidates use technology as a tool in their teaching and demonstrate the use of technology in the assignments they design for their students and in their work samples. Physical education candidates take [EXSS 555 Measurement and Evaluation](#)¹⁰⁰ and use PDA devices to collect data; in [EXSS 512 Applied Motor Learning](#)¹⁰¹ candidates use *PowerPoint* to demonstrate a learning model. Physical education candidates use a variety of software programs (*Wave-pad*, *Garage Band*, etc.) to create music with intervals used almost daily with student teaching to time fitness and other learning activities. The final oral exam for physical education requires a *PowerPoint* with a video link.

All courses utilize [Blackboard](#)¹⁰² as a means of communication, for posting syllabi, assignments, and facilitating focused discussions. All students produce quality electronic documents using, *Microsoft Word*, *Excel*, and *PowerPoint*.

Graduate Surveys. Assessment of candidate's feedback on their preparation in pedagogical content knowledge was through a subset of questions related to the question, "How well has OSU teacher preparation program helped you engage students in planned learning activities?" The average range of responses for this subset of questions across all programs was 3.16 to 3.27 (on a 1-4 scale). Responses across programs are summarized in Table 1.6 (p.24). Candidates rated their ability to apply organizational structures appropriate for the developmental level of students, including groups (3a) with a low of 2.86 to a high of 3.86; ability to communicate learning outcomes and focus student interest (3b) from 3.14 to 3.71; ability to implement instructional plans that employ knowledge of subject matter and basic skills (3c) from 3.00 to

3.86; to use a variety of research-based educational practices that reflect on how students learn (3d) from 2.71 to 3.67; to emphasize instructional plan techniques that promote critical thinking, problem solving, and encourage divergent and convergent thinking (3e) from 3.18 to 3.71; and to monitor the engagement of students in learning activities (3f) from 3.00 to 3.67. This feedback indicates that candidates feel generally well prepared in this area with a few exceptions for those who indicate only feeling partially prepared.

Table 1.6 Graduate Surveys Pedagogical Content Knowledge Preparation

# Respondents	n = 7	n = 15	n = 28	n = 2	n = 7	n = 6	n = 27	n = 44	Total n = 130
Survey Questions	MAIS	MAT Cascades	MAT Immersion	MAT 2-year	MS Ag Ed	MS PE	MS SMED	Undergrad DD	Overall Average
3a	2.86	3.33	3.04	3.50	3.86	3.67	3.19	3.12	3.19
3b	3.29	3.20	3.14	3.50	3.71	3.67	3.26	3.18	3.25
3c	3.00	3.40	3.19	3.50	3.86	3.67	3.19	3.20	3.27
3d	2.71	3.27	3.11	3.50	3.43	3.67	3.30	3.02	3.16
3e	3.29	3.27	3.18	3.50	3.71	3.50	3.22	3.09	3.22
3f	3.00	3.33	3.04	3.50	3.57	3.67	3.19	3.14	3.19

Element 3: Professional and Pedagogical Knowledge and Skills for Teachers

The Conceptual Framework for the PTCE unit and the TSPC proficiencies (TSPC 1 & 2; INTASC 1, 2, 3, 4, 5 & 7) identify professional and pedagogical knowledge as a key component of all professional education programs in the PTCE unit. The key unit assessments for this element are teacher work samples (Section IV & V), field and clinical experiences, methods courses (identified in individual program reports), and the capstone (undergraduate) or portfolio (graduate).

As part of their required coursework, candidates in Initial Teacher Licensure receive the foundational coursework needed to develop as professional teachers. Candidates examine and reflect on the personal and social values and educational practices in the context of educational history and of the socio-cultural forces that influence them. Undergraduate candidates in the education Double Degree program take a foundation of education course, TCE 216 Purpose, Structure, and Function of Education in a Democracy, which provides a broad overview of the purpose, structure, and function of education. Graduate programs include content specific frameworks within methods and pedagogy coursework. All candidates in initial teacher preparation complete the TSPC Ethical Educator form. All undergraduates and graduates up until fall 2008 took TCE 418/518, Civil Rights/Discrimination correspondence course or the statewide workshops. New state regulations will require a civil rights exam. In lieu of this administrative change, all programs except Cascades have suspended this requirement. See Standard 2 (p.46) for details of revised coursework. Assignments within the context of coursework provide the foundational work to support the professional and pedagogical knowledge and skills development for teacher candidates. Table 1.7 (p. 25) provides an

overview of the professional and pedagogical knowledge and skills key assessments. Assessment occurs within the classes as the candidate completes required coursework. Exemplars of capstones and work samples with scoring rubrics are available for review in the Exhibit Room.

Table 1.7 Professional and Pedagogical Knowledge and Skills Key Assessments

Professional and Pedagogical Knowledge and Skills	*Key Assessments
Foundations of education	Coursework, Portfolio or Capstone
Ways children and adolescents develop and the relationship to learning	Coursework, Portfolio or Capstone
Professional ethics, laws, and policies	Coursework, Portfolio or Capstone, TSPC Civil Rights workshop, TSPC Ethical Educator form
Use of research in teaching	Coursework, Work samples, Action research project, Portfolio and/or Capstone
Roles and responsibilities of the professional community	Coursework, Work samples, Portfolio or Capstone
Diversity of student populations, families, and communities	Coursework, Work samples, Portfolio or Capstone
Consideration of school, family, and community context and the prior experience of students	Coursework, Work samples, Portfolio or Capstone

*Exemplars of scored work samples, capstones and portfolios are located on site in the Exhibit Room.

Work Samples. The key assessment for evaluating candidate competency for professional and pedagogical knowledge and skills is the work sample. The work sample assesses the candidate's ability to 1) plan a unit that includes: the context and environment of the school and learner; a curriculum framework; learning outcomes aligned state standards; and learning outcomes aligned to national content standards; and an assessment plan and report; 2) design and implement lesson plans that include: objectives congruent with learning outcomes; standards and content; an anticipatory set that either provides diagnostic information or invites the student into the content; activities that meet a variety of student learning styles; demonstrate a variety of teaching strategies that includes modifications for diverse learners; on-going assessment of student progress; opportunities for critical thinking and problem solving; and introspective reflection responds to lesson results; and 3) to evaluate a unit by: reflecting on student and teacher success in meeting lesson objectives, barriers to instruction, and plans for re-teaching; evaluating each of the students in the class; interpreting and explaining the learning gains or lack of gains; describing how assessment data will be used for further planning and instruction; explaining how the student's progress was reported to them and parents; and evaluation of the overall unit.

The work sample [scoring guides](#)¹⁰³ uses a rating system of meets, exceeds, and needs revision. The candidates receive extensive support and feedback from faculty, university supervisors, and

cooperating teachers during the process of developing the work samples. In the undergraduate and graduate programs, the first work sample is modeled and assessed as part of coursework and in-class assignments with a scoring guide used to provide ongoing feedback to the candidates. Faculty, university supervisors, and cooperating teachers all contribute to the feedback process.

In addition to individual [program data reports](#)¹⁰⁴ representative examples of teacher [work samples](#)¹⁰⁵ with program specific scoring rubrics are available on the website, on CD's, and in hard copy in the Exhibit Room.

Professional Portfolio. The [portfolio](#)¹⁰⁶ (graduate programs) or [capstone](#)¹⁰⁷ (undergraduate education Double Degree) represents a culmination of projects compiled, organized, revised, and refined throughout the professional teacher education program. The completed portfolio aligns with the [NBPTS five core propositions](#)¹⁰⁸ and serves as the primary evidence demonstrating growth as a teacher. The purpose of the portfolio is to help the candidate organize, synthesize, analyze, and present their best work as a teacher to the graduate committee and potential employers. The professional portfolio in EXSS (physical education) aligns with National Association for Sport and Physical Education ([NASPE](#)¹⁰⁹) Beginning Teaching Standards. Acceptable evidence to support each of the standards for this endorsement must be authentic, that is, something students have actually accomplished not just something they have written about or planned.

The portfolio quality must be consistent with OSU Graduate School standards. The content of the portfolio includes revised papers and projects completed as part of the coursework. It also includes the two work samples, videotapes of teaching, and materials documenting additional professional activities in the candidate's respective area of focus. The portfolio also includes artifacts representative of the candidate's growth as a teacher.

Representative examples of portfolios and capstones with scoring rubrics are available for review in the Exhibit Room.

Advanced Programs. The Online Master of Education portfolio aligns with its [program outcomes](#)¹¹⁰ and the National Board of Professional Teaching Standards. ESOL and ESOL/Bilingual requirements align with TESOL standards and the reading endorsement aligns with the IRA standards.

Reading Endorsement. The literacy strategies and methodology coursework is not offered through OSU but through other Universities in the [Read Oregon](#)¹¹¹ collaboration.

ESOL/Bilingual Endorsement. ESOL candidates are required to complete a minimum of 90 hours in each ESOL setting involving at least five English Language Learners (ELL) and document their hours that are turned in at the end of the term. Additionally, candidates are required to have two observations by a qualified supervisor. Candidates are required to write and teach a 10-lesson work sample, including ESOL strategies, standards, and assessments. Work samples include a social justice perspective, adaptations for diverse learners, and modifications for its linguistically different students. Fifteen candidates completed the "stand alone" ESOL

internship from 2006-2008. A summary of the data for these candidates is in the individual [program review](#)¹¹².

Online Master of Education. The program outcomes of the online Master's Degree in Education (EdM) encompass a rigorous academic program, powerful networking experiences, and creative scholarship toward expertise for practicing P-12 teachers in three domains: Informed Practitioner, Reflective Researcher, and Professional Leader and Advocate. The program outcomes for the domain of Reflective Researcher require the candidate to demonstrate the ability to 1) assess his or her own professional practice and school improvement; 2) interpret the professional literature (research and theory) and integrate "best practices" within particular teaching situations; and 3) construct theory about teaching and learning and synthesize this with educational research to improve instruction and engage in school improvement.

Candidates in this program demonstrate their proficiency with these outcomes through [coursework](#)¹¹³ and embedded assessments. A summary document written as part of the Online Master of Education [program data report](#)¹¹⁴ provides a matrix showing the alignment of outcomes with courses. A comparison table in the program review summarizes the grade point average for the candidates enrolled in the following courses: TCE 542 Teacher Leadership; TCE 543 Politics, Policy, and Advocacy in Education; TCE 561 Action Research; TCE 562 Introduction to Research Methods in Education; and TCE 530 Fundamentals of Counseling.

A graduate program review concurrent with this NCATE/TSPC review has provided a comprehensive picture of the strengths and areas for improvement for the Online Master of Education program. A new Program Lead hired December 1, 2008 will complete a comprehensive program review and make recommendations and program changes based on the findings of the NCATE/TSPC review and graduate review. Preliminary analysis suggests several areas for improvement. This program has three major transitions: entry, program submission, and program completion. We are currently reviewing how to effectively assess each transition point, what would the key assessments consist of, and how would they be evaluated. The major source of data from the program is coursework and the assessments embedded in the coursework.

Graduate Surveys. Candidates responded to a subset of questions related to 1) "How well has the OSU teacher preparation program helped you engage students in planned learning activities?" and 2) a subset of questions related to "How well has the OSU teacher preparation helped you engage students in planned lessons?" Their responses suggest that overall candidates feel well prepared to address professional and pedagogical knowledge and skills for teacher candidates. Responses for the overarching question range from a low of 2.57 to a high of 4.00. Table 1.8 (p. 28) summarizes the responses for this question. The area of most concern for candidates was time management (1h) from 2.57 to 3.67. Other areas of concern for candidates in some programs include selecting and writing learning goals consistent with how students learn (1b) from 2.57 to 3.50; selecting and organizing materials and technologies (1f) from 2.57 to 4.00; and adapting lessons for students with diverse needs (1g) from 2.71 to 3.50. Candidates generally feel prepared to determine the current performance level of students with respect to learning goals for unit (1c) from 2.96 to 4.00; establish units of instruction consistent with school curriculum goals, state, and national standards (1a) from 3.00 to 3.57; establish unit objectives

and evaluate progress of students in relationship to goals (1d) from 3.12 to 4.00; and to determine content, skills, and processes to assist students in attaining mastery (1e) from 2.85 to 4.00.

Table 1.8 Professional and Pedagogical Knowledge and Skills

# Respondents	n = 7	n = 15	n = 28	n = 2	n = 7	n = 6	n = 27	n = 44	Total n = 130
Survey Questions	MAIS	MAT Cascades	MAT Immersion	MAT 2-year	MS Ag Ed	MS PE	MS SMED	Under-grad DD	Overall Average
1a	3.29	3.40	3.11	3.00	3.57	3.50	3.15	3.43	3.27
1b	2.57	3.27	3.14	3.50	3.43	3.33	2.93	3.09	3.10
1c	3.14	3.13	3.18	3.00	3.14	4.00	2.96	3.07	3.13
1d	3.14	3.33	3.14	4.00	3.86	3.67	3.12	3.23	3.26
1e	3.14	3.33	3.21	4.00	3.71	3.67	2.85	3.09	3.17
1f	2.57	3.47	3.14	3.50	3.71	4.00	3.00	2.98	3.14
1g	2.71	3.13	3.21	3.50	3.29	3.33	2.85	2.84	3.00
1h	2.57	3.20	2.93	3.00	3.00	3.67	2.81	2.77	2.90

Element 4: Student Learning for Teacher Candidates

The Conceptual Framework for the PTCE unit and the TSPC proficiencies (TSPC 2, 3 & 4; INTASC 3, 4, 5, 6 & 8) identify student learning as a key as component of all professional education programs in the PTCE unit. The key unit assessments for this element are teacher work samples (Section VI), field and clinical experiences, methods courses (identified in individual program reports), and the capstone (undergraduate) or portfolio (graduate).

Initial Teacher Licensure

Teaching for student learning is a central focus of the professional teacher preparation program at OSU. The expectations for candidates related to student learning align with TSPC proficiencies and NCATE requirements. Candidates collect and analyze data on learning gains resulting from instruction, analyzed for each student, and summarized in relation to the student's level of prior knowledge and instruction.

Each [work sample](#)¹¹⁵ has the following elements related to student learning:

- Discussion of overall assessment strategies both formal and informal including a discussion of these strategies
- Pre/post assessment instrument and strategy
- Pre/post assessment of class data analyzed for each student
- Interpretation and explanation of class learning gains, or lack thereof
- Description of how the assessments indicate that progress was made or not made towards unit standards or benchmarks
- Description of uses to be made of the data on learning gains in planning subsequent instruction

- A description of the uses to be made on learning gains in reporting student progress to students and their parents

Exemplars of [work samples](#)¹¹⁶ from all programs in the unit from all programs are located in the Exhibit Room (with program specific scoring rubrics), some electronically, and some physically onsite.

[Formal observations](#)¹¹⁷ conducted during field placements by the university supervisor and the cooperating teacher monitor the candidate's use of assessment strategies. Follow-up discussions with candidates require that they are able to describe assessment techniques and discuss how these techniques helped them in determining the effectiveness of the lesson from individual learners and for the class. This formative three-way evaluation documents the candidates' progress towards planning instruction that supports student progress in learning and is appropriate for the developmental level; establishes a classroom climate conducive to learning; engages students in planned learning activities; and evaluates student progress. A minimum of six formal observations and two three-way evaluations per student teacher provides formative feedback to the candidate and opportunity for the candidate to reflect and monitor his or her progress. A summative [final student teaching summary report](#)¹¹⁸ documents the candidate's proficiency as met or unmet.

Advanced Candidates

Candidates in the Online Master of Education program demonstrate their professional development and proficiency as Informed Practitioners in coursework and their final portfolio project. The program outcomes under the domain of Informed Practitioner provide candidates with a breadth and depth of knowledge and skills to monitor and assess student learning. A [matrix](#)¹¹⁹ in the Electronic Exhibit illustrates the alignment of the following outcomes with coursework: 1) constructs and implements curricula and teaching that reflect understanding of the learning process; 2) interprets the ideas and conceptual schemes within specific subject matter areas(s) taught; 3) actualizes subject matter to make it comprehensible to all students; 4) assesses educational contexts (e.g., family, school, community, cultures) and their potential impact on teaching and learning; 5) differentiates instruction to meet the learning styles and needs of all students with consideration for their intellectual, social, and emotional development; and 6) assesses student progress in learning, refines plans for instruction, and establishes alternative learning options, when necessary, to support high levels of student performance. [Course summaries](#)¹²⁰ for candidates in coursework aligned with the previously mentioned outcomes documents their proficiency.

ESOL/Bilingual candidates demonstrate their proficiency to measure and assess student learning through the development of their work sample. Candidates develop a pre and post assessment for their unit, collect data from students, and analyze data for the whole class and for specific language learners. Refer to ESOL/Bilingual [program data report](#)¹²¹ for a summary of findings.

Graduate Surveys. Responses to the following subset of questions related to the second overarching question, "How well has the OSU teacher preparation program prepared you to evaluate, act upon, and report student learning?" The overall average range for this question is 2.99 to 3.36 suggesting that candidates feel partially to moderately prepared to access and report

student learning. Table 1.9 (below) summarizes the responses by program. Candidate responses indicate that their ability to select and/or develop tests, performance measures, or other informal and formal assessment procedures (4a) ranges from 2.96 to 3.67; ability to document student progress in accomplishing state content standards, prepare data summaries that show this progress and inform students of others of progress (4b) range from 2.93 to 3.67; ability to evaluate student progress in learning and refine plans for instruction (4c) range from 2.96 to 3.71; ability to collaborate with parents, colleagues, and members of community to provide assistance to students and families (4d) range from 2.43 to 3.57; and the ability to assemble, reflect upon, interpret, and communicate evidence of one's own effectiveness as teacher (4e) range from 2.86 to 3.60. Those candidates reporting a score of three or above feel well prepared and those marking less than a three only partially prepared. This data indicates an area of concern for faculty across the PTCE programs.

Table 1.9 Student Learning

# Respondents	n = 7	n = 15	n = 28	n = 2	n = 7	n = 6	n = 27	n = 44	Total n = 130
Survey Questions	MAIS	MAT Cascades	MAT Immersion	MAT 2-year	MS Ag Ed	MS PE	MS SMED	Under-grad DD	Overall Average
4a	3.00	3.00	2.96	3.50	3.29	3.67	3.04	3.00	3.05
4b	3.29	3.00	3.07	3.50	3.57	3.67	2.93	3.14	3.13
4c	3.00	3.13	2.96	3.50	3.71	3.67	3.33	3.16	3.20
4d	2.43	3.33	2.89	3.00	3.57	3.50	2.85	2.93	2.99
4e	2.86	3.60	3.14	3.50	3.57	3.50	3.52	3.33	3.36

Element 5: Professional knowledge and skills for other school professionals and Element 6: Student learning for other school professionals

The responses to these two elements are drawn from the [CACREP¹²²](#)-accreditation report that serves as the main source of evidence for the School Counseling Program.

Students pursuing the Oregon school counseling licensure, in addition to the MS requirements complete TCE 216 (Purpose, Structure, and Function of Education in a Democracy) and TCE 309 (Field Practicum) to meet TSPC requirements for Oregon school counseling licensure. (Refer to [CACREP¹²³](#) document, pp. 21-26) It is common for students in the MS Counseling degree program to complete the requirements for both the School Counseling concentration and the Community Counseling concentration.

School Counseling candidates take Praxis II exam *School Guidance and Counseling*. Seventy-four candidates have taken and passed the *School Guidance and Counseling* content exam since 2004 with mean scores ranging from 687-698. A minimum score of 600 is required to pass. [CBEST¹²⁴](#) scores for 23 candidates who took the test in 2007-2008 had a mean of 147 with a range of 91-203 for the 18 Corvallis campus candidates and a mean of 141 with a range of 105-178 for the five Cascades campus candidates.

The [*School Counseling Program Review*](#)¹²⁵ completed for CACREP accreditation and the [*Assessment Summary*](#)¹²⁶ provide a detailed description of the School Counseling program and specific responses to the appropriate elements of this standard. The complete [*CACREP*](#)¹²⁷ review as per NCATE guidelines serves as the primary source of evidence for School Counseling program of particular importance for the current review are pp. 121-128. These pages reference specific TSPC licensing requirements and offer documentation via data tables and summaries.

The [*CACREP*](#)¹²⁸ report (pp.121-127) addresses the candidate's knowledge about their students, families, and communities; data and current research to inform practice (pp. 38-39); and technology (p.123). A [*technology survey*](#)¹²⁹ completed for the CACREP counseling education accreditation summarizes findings related to technology integration, usage, and access for candidates in counselor education.

In fall of 2005, the faculty of the Counselor Education Program Area [*surveyed its alumni and field supervisors*](#)¹³⁰. A total of 56% of the alumni and 70% of the field supervisors returned surveys. Overall, both the alumni and field supervisors provided strong positive feedback. A survey of employers of counselor education graduates for the CACREP accreditation produced 15 responses from employers for a total response rate of 38.46%. The mean score for the six assessment items in the [*survey*](#)¹³¹ ranged from 4.1 to 4.7 (on a scale of 1-5). The mean for all six items fell closer to the "clearly excellent" anchor than to "clearly adequate" or "truly deficient".

Element 7: Professional Dispositions

The Conceptual Framework for the PTCE unit and the TSPC proficiencies (TSPC 5; INTASC 8, 9 & 10) identify professional dispositions as a key as component of all professional education programs in the PTCE unit. The key unit assessments for this are the TSPC Character Form, Three-Way Evaluation, Summary Teaching Report, Work Samples, and Portfolio or Capstone.

According to various accreditation organizations (NCATE, TSPC, Oregon Administrative Rules, Public Schools, Non-Governmental Offices, Non-Profits), all candidates seeking accreditation and licensure or graduating from licensure programs at Oregon State University must meet all [*professional standards of practice*](#)¹³² as well as evidence of proper dispositions within their chosen field and compliance with the [*University Student Conduct Regulations*](#)¹³³.

In addition to high standards for academic achievement and to the profession, licensure programs in the PTCE unit hold candidates accountable during their studies and in their work in the field. It is not sufficient to perform well academically, yet behave in ways that decrease the quality of the professional work. In other words, personal "issues" and personality characteristics that influence job performance are as vital as the ability to write papers that present information. The candidate must demonstrate acceptable professional behavior in five key areas: 1) professional conduct toward students, clients, youth, and adult learners; 2) professional practice; 3) professional conduct toward professional colleagues, including university faculty, staff, and internship and field placement supervisors and administrators; 4) professional conduct toward the general community, including educators, parents, and other community members; and 5) technology use that includes "netiquette," ensuring copyright, not plagiarizing, not using

computers inappropriately for pornography or personal gain, and ensuring that Acceptable Use Policies and Family Educational Rights and Privacy Act (FERPA) regulations are honored.

Students accepted into the graduate programs receive Professional/Ethical Student Standards to sign which becomes part of the student file. These Standards posted on the website and in the program handbooks are regular reminders of the importance of these standards. If candidates meet or exceed the standards of professional behavior, they will continue in the chosen field of study without interruption. If candidates do not meet the standards, they must go through a [formal process](#)¹³⁴ that may result in termination of their program and/or no recommendation for licensure.

Professional dispositions implicitly and explicitly woven throughout all aspects of the professional teacher education program provide clear expectations for professionalism. Key assessments described in Table 1.10 allow candidates to demonstrate their understanding and practice of professional teacher dispositions.

Table 1.10 Key Assessments for Dispositions

Key Assessments	Dispositions
TSPC Character form ¹³⁵	Character questions to establish fitness to serve as an educator
Three-way Evaluation ¹³⁶	Includes a checklist (met/not met) of 10 characteristics identified as exemplars of professional behaviors, ethical, and values
Student Teaching Summary Report ¹³⁷	Candidates exhibit professional behaviors, ethics, and values and demonstrate ability to meet identified characteristics (met/not met)
Work samples ¹³⁸	Documentation of candidates ability to plan and design instruction; assess strategies and analyze student learning; and to reflect on practice for implications for future teaching Sec. VI
Portfolio ¹³⁹ or Capstone ¹⁴⁰	Summative reflection on individual learning and professional growth in the PTCE program

Advanced Programs

Online Master of Education. The domain of Professional Leader and Advocate has the following criteria for assessing candidates dispositions: 1) engages in curricular and professional leadership in the pursuit of excellence in schools, districts, and states; 2) acts as a change agent, at either the school level or beyond, for excellence in his or her own teaching and learning and that of colleagues and students; 3) develops professional networks and collaborates with colleagues to enhance excellence in job performance and advance teaching as a profession; and 4) develops professional networks and collaborates with parents, colleagues, and members of the community in order to bring a broader perspective to the education of students in a democratic society. A [matrix](#)¹⁴¹ of coursework and the domain criteria illustrate the alignment of these criteria with the coursework in the program. The [program data report](#)¹⁴² describes this alignment and coursework embedded assessments.

Graduate Surveys. Candidate’s assessment of their awareness and understanding of dispositions were based on responses to the subset of questions related to the overarching question, “How well has the OSU teacher preparation program helped you understand the expectations and requirements of the profession?” Table 1.11 summarizes the responses from each program. Candidate’s average responses across all programs for the subset of questions range from 3.29 to 3.59 indicating that overall they feel well prepared in their understanding of the requirements and expectations of the profession. In terms of the subset of questions, responses suggest candidate understand that it is important to be dependable, conscientious, and punctual (5a) with a range 3.41 to 4.00; to meet work schedule demands (5b) range from 3.48 to 4.00; to be aware of the importance of professional appearance and demeanor (5c) range from 3.46 to 4.00; to act in accordance with school policies and practices (5d) range from 3.46 to 4.0; to be respectful of cultural patterns and expectations to operate within a school (5 e) range from 3.25 to 4.00; to interact constructively with colleagues, administrators, supervisors, and educational assistants, and parents (5f) range from 3.21 to 4.00; to perform advisory functions for students in formal and informal settings (5g) range from 3.07 to 3.86; and to use classroom time effectively to provide maximum time for learning (5h) range from 3.14 to 3.86. Candidate responses indicate that they feel well prepared to exceptionally well prepared in their understanding of the expectations and requirements of the profession.

Table 1.11 Candidate Dispositions

# Respondents	n = 7	n = 15	n = 28	n = 2	n = 7	n = 6	n = 27	n = 44	Total n = 130
Survey Questions	MAIS	MAT Cascades	MAT Immersion	MAT 2-year	MS Ag Ed	MS PE	MS SMED	Under-grad DD	Overall Average
5a	3.57	3.93	3.43	3.50	4.00	4.00	3.65	3.41	3.59
5b	3.71	3.93	3.39	3.50	3.86	4.00	3.48	3.36	3.53
5c	3.71	3.87	3.46	4.00	4.00	3.83	3.52	3.49	3.59
5d	3.71	3.87	3.46	4.00	4.00	3.67	3.56	3.41	3.57
5e	3.57	3.80	3.64	3.50	4.00	3.80	3.52	3.25	3.53
5f	3.57	3.80	3.21	3.50	3.86	4.00	3.44	3.34	3.46
5g	3.43	3.80	3.11	3.50	3.86	3.83	3.07	3.17	3.29
5h	3.71	3.87	3.14	3.50	3.86	3.67	3.26	3.23	3.37

Program Data and Program Summaries

The [Program Data](#)¹⁴³ section in the electronic exhibit provides an overview of candidate data that serves as evidence in support of the specific criteria for each element of Standard 1. In reviewing Standard 1 Criteria, the Licensure Coordinators Executive Committee meeting decided that each Program Lead would provide a summary document ([Standard 1 Criteria](#)¹⁴⁴) describing how the program uses candidate data to reflect on and improve practice based on candidate data. Specifically, this document addresses the following elements of Standard 1: pedagogical content knowledge for teachers, pedagogical and professional knowledge and skills for teachers, student learning for teachers, and professional dispositions. Additional supporting

data for each program provides further evidence to support the summary reports and the Standard 1 requirements.

Representative examples of teacher [work samples](#)¹⁴⁵ with program specific scoring rubrics are available on the website, on CD's and in hard copy in the Exhibit Room. Representative examples of portfolios and capstones with scoring rubrics are available for review in the Exhibit Room.

Employer Follow-up Surveys

[Agriculture Education](#)¹⁴⁶ and [Physical Education](#)¹⁴⁷ send out annual surveys to principals and graduates after their first full year of teaching. Data from these surveys are summarized and used to adjust coursework and experiences to meet changing needs within schools. Principals rate EXSS graduates in the “strong” to “very strong” categories with extremely positive comments regarding preparation and readiness to teach. Graduates are asked to rate themselves in the same categories with resulting scores in the “strong” to “very strong” range. Program Leads review how graduates rate themselves below the “strong/very strong” to determine what program changes need to be made. For example, in EXSS, Measurement and Evaluation is one category that was adjusted in the past year based on candidate feedback. See the EXSS ([Physical Education](#)¹⁴⁸) data for actual scores for the three-year period. EXSS (PE) also collect end of year surveys to evaluate “Readiness to Teach”.

A summary of the results of a 2006 survey and focus group from candidates in the College of Science content degrees and in the College of Education undergraduate education [Double Degree](#)¹⁴⁹ provides a perspective on the value of this type of degree, as well as some recommendations from the students. Exit [surveys](#)¹⁵⁰ conducted by the graduate school for the academic years 2005-2006 and 2006-2007 summarize graduate's satisfaction with the level academic and financial support as a graduate.

The College of Education TSPC Consortium (representing local employers and former candidates), meet three times a year. Input from Consortium members guides policy and program decisions related to licensure. In the winter term of 2007, the faculty of the PTCE unit, with assistance from the TSPC Consortium, [surveyed](#)¹⁵¹ the employers of its recent graduates working in Oregon's communities to gain important information for program evaluation and needs assessment. This survey was intended to gather a general or global perspective about our program. Twenty-two responses were gathered primarily from principals and other supervisors of alumni working in Oregon public schools. In responding to the survey question, “I am generally satisfied with OSU's teacher and counselor education graduates,” 10 respondents strongly agreed, 10 agreed, and only two were neutral, with no respondents indicating that they disagreed or strongly disagreed. Thirteen other questions were posed to obtain more program specific information. Responses to these questions showed a similar positive trend in perceptions. OSU did not receive one “unsatisfactory” mark from any one of its respondents on any of the 14 questions posed. The Assessment Coordinator, in collaboration with the TSPC Consortium are developing a plan to increase administrative responses to the newer survey and will continue to solicit input from employers who hire OSU teacher education graduates.

Follow-up surveys of employers and graduates have been an ongoing challenge for the PTCE unit programs. Several factors have contributed to this challenge: limited resources of faculty time to conduct the follow-up and complete the necessary analysis, and access to graduates after matriculation. Two recent changes in the program will make subsequent follow up less of a challenge. A College of Education Assessment Coordinator position created in January of 2007 (at 0.25 FTE increased to 0.50 FTE in November) has the responsibility for the unit follow-up surveys. This position also focuses on all aspects of assessment and accreditation. Through a cooperative agreement with TSPC and the College of Education, their respective databases were set up to share current information on a daily basis as of October 2008. The Assessment Coordinator will be able to access this information effectively follow up with program graduates and employers. All candidates effective spring 2008 complete an exit survey. Follow-up surveys will occur 1 and 3 years after graduation. Follow-up surveys for employers will also occur on a 1-year and 3-year cycle.