



Dear Teacher Candidates,

Congratulations on successfully passing the practicum and the initial field placement in fall. Beginning in January, you will transition into Student Teaching I. During the student teaching period, your long-term success depends on how much time you spend in your classroom and at the school. In addition to learning from your Cooperating Teacher and Supervisor, please take advantage of every learning opportunity available at the school to help prepare you to be an effective teacher. Thus, the program expectations are that Teacher Candidates spend a minimum of three days (two full days and one half day) in their assigned classrooms and schools.

Important Dates to Remember:

- PSU Winter classes will start on Jan. 7 and end on March 23.
- Midterm evaluation (around Feb. 11 week)
- Final evaluation (around March 18 week),
- PSU spring break is from March 25-29th, which coincides with spring break for PPS, North Clackamas, and Reynolds school districts.
- Spring term courses at PSU begin on April 1st, when Teacher Candidates begin Student teaching II, after successfully completing and passing Student Teaching I.

Other Interesting and Important Dates:

- Graduate School of Education Open House: Thursday, March 7, 12:00-2:00 PM
- An Evening With Andy Hargreaves: Monday, February 4, 6:00-7:15 PM
- Principal's Panel. Monday, March 18, 4:00 PM-6:00 PM

Please check the GSE website and the website for the Office of Field Placement for more details and other upcoming events.

Graduate School of Education website: <http://www.pdx.edu/education/home>

Office of Field Placement website: <http://www.pdx.edu/education/field-placements>

Please be aware of these other important websites:

Information about Office of Graduate Studies deadlines and forms: www.pdx.edu/ogs

Graduate School of Education Handbook: <http://www.pdx.edu/ci/gtep-handbook>

Work Sample 1 (From GTEP Handbook, 2012, p. 22-24)

Work Sample I (WS I) is a sampling of documentation of the teaching experience during the winter term. The student teacher should initiate conversations with their CT as soon as possible about topics of study and units to develop for their WS1. The preplanning phase gives the student teacher a chance to work thoroughly on assessment and lesson plans for the unit lasting anywhere between 3-5 weeks.

WHAT COMPONENTS ARE REQUIRED IN A WORK SAMPLE?

- (a) Context of the school and classroom is explained, learners with special needs, TAG learners, ESL 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 three 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;
- (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; and
- (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

Self Care

Throughout your student teaching experience, it is important to commit to paying attention to your own well-being. There is no “one-size-fits-all” self-care plan, but there are some general principles that will help you manage your self-care:

1. Take care of your physical health.
2. Manage your stress and reduce it where possible.
3. Honor your emotional and spiritual needs.
4. Nurture your relationships.
5. Find balance in your personal and work life.

Please take advantage of the health services and counseling provided by Student Health and Counseling at PSU.
<http://www.pdx.edu/shac/>

Leave of Absence (just in case...)

Occasionally it becomes necessary for a candidate to take a leave of absence from the program, due to circumstances beyond their control (i.e., called up for military duty, serious medical conditions, or a change in financial situation). In those instances, a Teacher Candidate must meet with their Cohort Leader(s) to complete the [Petition for Leave of Absence Form](#) and submit the form to the GTEP Program Assistant.

There may be occasions when GTEP requests that a Teacher Candidate take a leave or be terminated from the program for such reasons as academic or behavioral performance, or less than satisfactory progress in meeting program expectations. For a complete description of the leave of absence and appeal process, see the GSE [Clinical Experience Policies](#) document, [Program-initiated Leave of Absence/Termination](#) section.

For further details regarding leaves of absences and program withdrawals, refer to Sections VIII and IX of the GSE [Behavior and Performance Guidelines](#).

This information is found in the GTEP handbook on page 10.

Spring Placement (not applicable for Murray Cohort)

To stay familiar with the classroom for the spring placement-- the students and the CT and their habits of work, we suggest that Teacher Candidates check-in regularly (drop by and say “hi” to maintain familiarity). Once the WS1 is completed and the term draws to a close, we suggest that Teacher Candidates formalize transition to the spring placement (if applicable) by spending half a day of the week (or four hours per week) in their Spring term placement until Winter term ends.

Please keep in mind that learning to teach and teaching to learn are purely organic processes. As the field placement begins to play a more and more prevalent role over the year, we hope that our Teacher Candidates make the best use of their opportunities to learn from CTs, Supervisors and the many different school environments they encounter. All our best to you and yours in 2013!