

Undergraduate Education Program

2026-2027

Student Handbook



CORBAN UNIVERSITY SCHOOL OF EDUCATION

5000 Deer Park Drive SE, Salem, OR 97317 tel 503.375.7161 www.corbantrc.org

Table of Contents

TABLE OF CONTENTS	2
THE HISTORY OF CORBAN UNIVERSITY	5
ACCREDITATION	5
LOCATION	6
LIBRARY	6
STATEMENT OF FAITH	7
TO OUR FUTURE TEACHERS	8
UNDERGRADUATE EDUCATION PROGRAM	9
OVERVIEW	9
PROGRAM MISSION AND VISION	9
PROGRAM LEARNING OUTCOMES	10
PROGRAM GOALS	10
STRUCTURE OF THE CORBAN EDUCATION PROGRAM	10
<i>A Four-Year Program</i>	11
<i>Competency Based Program (InTASC Standards)</i>	11
CONCEPTUAL FRAMEWORK	12
<i>Teaching for Transformation</i>	13
<i>Community Engagement</i>	13
<i>Teacher Leadership</i>	13
PROGRAM TIMELINE	14
REQUIREMENTS FOR LICENSURE	14
<i>Obtaining your Oregon Teaching License</i>	14
<i>Examinations</i>	15
<i>Fingerprinting and Criminal History Background</i>	15
<i>Practicum, Candidacy and Performance Assessment</i>	15
<i>Seeking Licensure in another State</i>	15
UNDERGRADUATE PROGRAM REQUIREMENTS	16
GENERAL REQUIREMENTS OF THE PROGRAM	16
<i>Biblical Education Requirements</i>	16
<i>General Education Requirements</i>	16
<i>Major: Education</i>	16
<i>Professional Education Requirements</i>	16
ACADEMIC REQUIREMENTS	17
<i>GPA</i>	17
<i>Plan of Assistance</i>	17
<i>Waiver of Academic Requirements and Appeals on Academic Decisions</i>	17
STUDENT RECORDS	17
<i>Academic File:</i>	17
<i>Program Admission and Licensing File:</i>	17
<i>Field Experience File:</i>	18
<i>TCPA and Capstone:</i>	18
UNDERGRADUATE ACADEMIC POLICIES	19

ADVISOR	19
ACADEMIC APPEALS	19
AUDITING COURSES.....	19
ADDING OR DROPPING COURSES	19
<i>Adding Courses</i>	19
<i>Dropping Courses</i>	19
CRIMINAL CONVICTIONS	20
DISABILITIES POLICY	20
DIVERSITY STATEMENT.....	20
EQUAL OPPORTUNITY AND NON-HARASSMENT POLICY	21
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)	21
GRADING.....	21
INCOMPLETES.....	22
HUMAN SUBJECTS RESEARCH REVIEW COMMITTEE	22
FORMAL CANDIDATE COMPLAINTS AND RESOLUTIONS	22
UNDERGRADUATE ADMITTANCE TO THE SCHOOL OF EDUCATION.....	24
PROGRAM ADMITTANCE REQUIREMENTS.....	24
ADMISSION APPLICATION PROCESS	24
TRANSFER STUDENTS.....	25
TUG FIELD EXPERIENCES.....	26
PLACEMENT REQUESTS	26
BACKGROUND CHECK AND REQUIRED FORMS.....	26
<i>Salem-Keizer Policy Agreement</i>	26
<i>District Criminal History Check</i>	26
FIELD EXPERIENCES CHART	27
OBSERVATION PRACTICUMS	27
<i>EDU111: Observation Practicum (OP) I</i>	27
<i>EDU221L: Observation Practicum (OP) II</i>	27
ALIGNMENT PRACTICUM – EDU331L.....	28
CLINICAL PLACEMENT – EDU463 OR EDU467 (STUDENT TEACHING)	28
FIELD EXPERIENCE EXPECTATIONS	29
CLINICAL PLACEMENT REQUIREMENTS – EDU462EB, EDU463, EDU467.....	29
EXPERIENCES OUTSIDE THE CLASSROOM	31
TRANSPORTATION	31
OUT OF AREA (OOA) CLINICAL PLACEMENTS	31
STUDENT TEACHING AND THE LAW	32
<i>Common Sense Reminders</i>	32
UNDERGRADUATE EDUCATION PROGRAM FORMS OF EVALUATION	33
A CONTINUOUS EVALUATION PROGRAM	33
EVALUATIVE TECHNIQUES.....	33
INFORMAL EVALUATION AND FEEDBACK	33
FORMAL EVALUATION.....	33
EXAMINATIONS.....	33
APPEAL PROCEDURE.....	33
APPENDIX A: COURSE SEQUENCES.....	35

EDUCATION COURSE SEQUENCE: ELEMENTARY (MULTIPLE SUBJECTS)	35
EDUCATION COURSE SEQUENCE: SECONDARY (SINGLE SUBJECT)	36
EDUCATION COURSE SEQUENCE: 3-YEAR TRANSFER ELEMENTARY (MULTIPLE SUBJECTS)	37
EDUCATION COURSE SEQUENCE: 3-YEAR TRANSFER SECONDARY (SINGLE SUBJECT)	38
APPENDIX B: COMPLETION CHECKLIST.....	39
APPENDIX C: TSPC FINGERPRINTING DIRECTIONS	41
APPENDIX D: FIELD EXPERIENCE LETTERS AND INFORMATION	42
OP I AND OP II – EDU111 AND EDU221L	42
<i>OP I & OP II Practicum Responsibilities.....</i>	<i>43</i>
<i>Field Experience Contract</i>	<i>44</i>
<i>Corban Education Program Time Log</i>	<i>45</i>
ALIGNMENT PRACTICUM – EDU331L.....	46
<i>Alignment Practicum Responsibilities.....</i>	<i>47</i>
CLINICAL PLACEMENT – EDU462B, EDU463, EDU467	48
APPENDIX E: CLINICAL PLACEMENT TIMELINES	49
<i>Undergraduate - Elementary - EDU462EB - Fall Semester</i>	<i>49</i>
<i>Undergraduate Elementary - EDU463</i>	<i>50</i>
<i>Undergraduate Secondary, PE, Music - EDU467</i>	<i>51</i>
APPENDIX F: TUG PROGRAM FORMS	52
LESSON OBSERVATION FORM.....	52
PLAN OF ASSISTANCE FORM	55
APPENDIX G: LICENSURE EXAMS	57
TESTING INFORMATION.....	57
<i>Elementary:.....</i>	<i>57</i>
<i>Secondary and PK-12:</i>	<i>57</i>
<i>Middle Level Subject Area Exams:</i>	<i>57</i>
<i>ESOL Endorsement.....</i>	<i>57</i>
APPENDIX H: ADDITIONAL HELPFUL RESOURCES.....	58
GETTING TO KNOW YOUR SCHOOL	58
FIRST YEAR RESPONSIBILITIES	60
APPENDIX I: SCHOOL OF EDUCATION FACULTY	62

The History of Corban University

Corban University has its roots in Phoenix, Arizona, where in 1935 it began as a Bible institute. After relocating to California in 1946 it became known as Western Baptist Bible College where it operated until moving to Oregon in 1969.

In 1955 the college received degree-granting status from the State of California Department of Education, and in 1959 received national accreditation as a Bible college by the American Association of Bible Colleges. In 1968 it was first regionally accredited and remains so today by the Northwest Commission on Colleges and Universities. Over the years, the college has been transformed from a Bible college to a comprehensive college offering programs in biblical studies, the liberal arts, and professional studies.

In the late 1980s the Teacher Education Program began preparing future teachers in elementary and secondary education. Over the course of the next decade, enrollment in the program steadily grew so that it is presently the largest major offered at the college. In 2003 the education department began discussions to add a graduate level degree and licensure program. In late June of 2004 Corban received approval from Northwest Commission on Colleges and Universities to begin the program.

With a heritage of Baptist theology, Corban serves the greater evangelical community. To address the demographic changes from a historically Baptist student body to one representing a wide range of evangelical groups, the name was changed to Corban College in 2005. The name, a biblical word meaning “A gift dedicated to God,” and motto, “Dedicating heart and mind to God” reflect the university’s mission. The name Corban University was adopted in 2010 to reflect the school’s expanded educational offerings.

Today, the 50 accredited majors and programs of study include traditional programs, adult degree programs and a graduate studies program on campus and online. Corban’s School of Education facilitates programs and partnerships around the globe including, but not limited to, Pathway partner program with Papua, Indonesia and an accredited Teacher Education program at Universitas Pelita Harapan in Jakarta, Indonesia.

Accreditation

Corban is an accredited institution through the Northwest Commission on Colleges and Universities (NWCCU). The School of Education is nationally accredited through the Association for Advancing Quality in Educator Preparation (AAQEP), a national accrediting organization recognized by the Council for Higher Education Accreditation. Full accreditation acknowledges that a program prepares effective educators who continue to grow as professionals and has demonstrated the commitment and capacity to maintain quality. It is approved to license teachers in the state of Oregon by the Teacher Standards and Practices Commission (TSPC). Corban’s teacher education program has also been approved by the Association of Christian Schools International and offers certification in both elementary and secondary teaching.

Location

Corban is located in Salem, the capital of Oregon and the heart of Oregon's beautiful Willamette Valley. The campus sits on a 100-acre, tree-covered hillside—just 60+ minutes from the Pacific Ocean, Portland, Eugene, and magnificent Mt. Hood.

Library

In addition to 110,000 titles and 575 current periodical subscriptions on location, Corban's membership in the Oregon Private Academic Library Link (OPALL) provides access to an additional 500,000 titles and 750,000 volumes. The library and its users also have access to over 11,000 full-text journals in electronic format. The library houses the Prewitt/Allen Archaeological Museum, a collection of Middle East artifacts, unique on the West Coast.

The Corban Library also houses the Teacher Education Center that currently contains curriculum, Children's Literature, home school and education journals. The school has also purchased access to ProQuest, an education information service that will give our students access to over 400 education journals online. There are another 4,500 education book and video titles in the education section of the general circulation collection. During the school year, the library is open 80 hours a week while also offering online access to its databases and research assistance.

Statement of Faith

We believe God has revealed Himself in creation, in the Scriptures, and supremely in Jesus Christ. God is the source of all truth.

We believe the Scriptures, consisting of the 66 books of the Old and New Testaments, are divinely inspired and without error in the original writings. They are to be understood in their normal literary sense and serve as the final authority in all matters of faith and life.

We believe in the one true, personal, sovereign, eternal God, who is Spirit, and is the Creator and Sustainer of all things. He exists in three equal persons: Father, Son, and Holy Spirit.

We believe the biblical account of creation is neither allegory nor myth, but an historical account of the miraculous creative acts of God. All creation was good before the intrusion of sin and death.

We believe Jesus Christ is true God and true man, existing as one person. He was virgin born, lived a sinless life, died on the cross, was raised physically from the dead, and has ascended into heaven.

We believe the Holy Spirit indwells and gives life to believers, enables them to understand the Scriptures, empowers them for godly living, and gifts them for service. Some spiritual gifts are not normative for today because they were given to authenticate the Gospel and establish the early church.

We believe God specially and directly created human beings in His image. Human life is sacred, beginning at conception. God created humans male and female and has ordained marriage as a union between one man and one woman.

We believe the entire human race suffered spiritual death and became alienated from God and subject to physical death as a result of the disobedience of Adam, the first human.

We believe the death of Jesus Christ was a substitutionary sacrifice for our sins. Before the creation of the universe, God sovereignly chose some from among sinful humanity to receive His grace in Christ. Salvation is received by God's grace through faith apart from any works. Believers are saved eternally, progressively transformed into Christ-likeness in this life, and will be perfected at His coming.

We believe the Church, the Body of Christ, began at Pentecost and is expressed in the world through local churches. Its mission is to worship God, make disciples of all peoples, and live out the Gospel until Christ returns. It observes two ordinances: believer's baptism by immersion and the Lord's Supper. The church is distinct from the state and upholds the individual's freedom before God in matters of faith.

We believe angels are spirit beings created to serve and worship God, that some rebelled and followed Satan, and that this rebellion was defeated at the cross.

We believe in the imminent and glorious return of Jesus Christ, who will gather His people, raise the dead, judge the nations, establish His millennial kingdom on earth, and fulfill His promises to Israel.

We believe in the bodily resurrection of all the dead, the unsaved to everlasting punishment and the saved to an everlasting, blessed life with God.

The Statement of Faith of Corban University, Salem, Oregon, Board Adopted in April 2013; Printed in June.

To Our Future Teachers

Welcome to the Education Program at Corban University. Our goal is to provide you with a strong foundation for your future ministry in the teaching profession. The education faculty is committed to helping you achieve the competence and maturity necessary for successful teaching in the schools of the future.

At Corban, the instructors work hard to design courses and classroom experiences that encourage you to become teachers who are Christ-like, reflective, and productive. Teachers should maintain high standards, think critically about their subject matter, be creative in their teaching methods, and care about the needs of their students. Successful teachers are committed to the profession, stay current with professional ideas, and are constantly evaluating their instructional effectiveness. We are committed to helping you prepare to become this type of teacher.

This handbook is designed to explain the requirements of the Corban Education Program (CEP); the details of observations, practica, and student teaching; as well as the processes and checklists you will need in order to receive your Oregon Teaching License. We know you will find the contents helpful. If you ever need help or have comments, please contact your advisor, or any of the CEP faculty. We are here to help you succeed.

We pray that God will guide and direct you in this great adventure and challenge.

The Corban Education Faculty,

Dr. Jennifer Kleiber, Department Chair

Prof. Rebecca Alburn

Prof. Angela Sotelo

Dr. Lance Villers

Undergraduate Education Program

Overview

The Education Handbook for traditional undergraduate students (TUG) is designed to explain all aspects of the traditional undergraduate Corban Education Program (CEP) from incoming freshmen through graduating seniors and post-bachelor students applying for a teaching license. It is a guide for education students, who should refer to it often as they fulfill the various requirements of the Program: planning academic loads, applying for formal acceptance into the Program, applying for and completing the required field experiences, and student teaching.

The Undergraduate Education Program (TUG) is designed for candidates to complete a traditional undergraduate degree with Education as their primary major. The TUG program will provide a foundation for leadership in educational service, preparing graduates for a career in public and/or private schools. Courses are designed to give theoretical training, technical skills, and practical experience. Education faculty are committed to help students achieve the competencies necessary for a successful teaching experience. Upon completion of this program, the candidate will be eligible for an Oregon Preliminary Teaching license to teach at the elementary or secondary level. The following is a list of endorsements Corban is currently approved to offer for licensure:

Elementary Multiple Subjects	Foundational Language Arts	Secondary Ag Science
Physical Education K-12	Foundational Math	Secondary Biology
Music Education K-12	Foundational Science	Secondary Health
	Foundational Social Studies	Secondary Language Arts
		Secondary Math
		Secondary Social Studies

Upon successful completion of all requirements of the Undergraduate Education Program, the student will qualify for a Corban recommendation for an Oregon teaching license. This recommendation is based on successful completion of the following:

- Coursework
- Content tests
- Field experiences
- Capstone
- Dispositions

Students in the Corban Education Program are encouraged to schedule an appointment with their advisor, the Director of the Undergraduate Program, or the CEP office staff whenever questions or problems occur.

Program Mission and Vision

We aim to prepare educators who will serve in their school community, strive for professional excellence, think from a biblical worldview, and pursue a life that glorifies God.

Corban University students are challenged to become learners, not just students. Learning is a process that is an active, creative, lifelong adventure. We believe that Christian students/teachers' adventures need to be more than courses and competency requirements. A thorough foundation in God's Word, in order to integrate it into their lives, is imperative. Our graduates are prepared for their first teaching job, but more importantly, they are prepared for living to glorify God.

Most graduates accept jobs right out of college, and others continue their formal education in graduate school. In either situation, our graduates celebrate the adventure of learning and teaching.

Program Learning Outcomes

- The candidate will successfully complete a variety of field experiences that demonstrate the learning/teaching process by using engaging instructional strategies.
- The candidate will design learning experiences that show distinguished understanding of content knowledge.
- The candidate will successfully complete a variety of field experiences that show excellent understanding of content knowledge.
- The candidate will evaluate student data using a variety of formal and informal assessments and use the data to support student achievement in learning.
- The candidate will model professionalism, beliefs, values, and behaviors characteristic of a Christian educator operating from a biblical worldview.
- The candidate will use a variety of technology to enhance student learning.
- The candidate will manifest dispositions that show the student candidate values diversity, professionalism, interpersonal and intrapersonal awareness, and a positive outlook.

Program Goals

- Content Pedagogy - The candidate understands the learning/teaching process and uses a variety of engaging instructional strategies within a variety of field experiences that indicate the teacher is progressing from theory to practice.
- Content Knowledge - The candidate analyzes the nature and organization of the content he or she teaches and structures learning experiences that make the content accessible to students.
- Impact/Assessment - The candidate employs data from formal and informal assessment to implement a cycle of reflection, evaluation, and revision of teaching practice to improve and support student achievement in learning.
- Diversity/Advocacy - Candidates will know and value the characteristics of academically and culturally diverse populations of students and design instruction which reflects that understanding. Teacher candidates will demonstrate an understanding of how diverse student needs often create situations for teachers to advocate for their students.
- Dispositions - The candidate demonstrates strong dispositional manifestations in his/her interactions with peers, faculty, students, and school staff.
- Theory - Candidates will demonstrate understanding of teaching and learning theories and articulate their developing theoretical perspectives.
- Technology - The candidate incorporates appropriate technology in planning, teaching, student learning and record keeping processes.
- Professional, Ethical Knowledge, and Behavior - The candidate demonstrates professionalism by modeling beliefs, values, and behaviors characteristic of a Christian educator from a biblical worldview within the context of the educational process.
- Biblical Worldview - Candidates will develop and articulate a biblical worldview and educational philosophy that informs their teaching and educational leadership.

Structure of the Corban Education Program

- An educational program should enable students who desire to be teachers to demonstrate, prior to college graduation and teacher licensure, the basic competencies expected of a classroom teacher.
- Cooperative efforts with the public and private schools enhance and enrich the program by providing valuable field experiences to the student.
- The entire program, including its general education requirement component should be designed and directed so that

- the assessment of outcomes can be completed in order to make necessary changes to assure its effectiveness.
- In any program, there should be room for creativity in course selection through electives to make allowance for differences in student interests and academic goals.

A Four-Year Program

Corban believes the ministry of the Christian teacher can and must find effective expression in both public schools and Christian schools. Moreover, in our mobile society, and with the changes that may come in one's personal situation, it may be necessary for the teacher to be able to make the transition from one sphere of teaching to the other. Thus, it is our desire to prepare teachers who will be well equipped to serve in both the public and private sectors of education. Upon completion of all Education Program requirements, students receive a B.A. or B.S. degree from Corban University, recommendation for a Preliminary Oregon Teaching License from Oregon's Teacher Standards and Practices Commission (TSPC) and are eligible to apply for an ACSI (Association of Christian Schools International) Basic Teaching Certificate.

Competency Based Program (InTASC Standards)

Knowledge, Skills, Abilities and Professional Dispositions for Preliminary Teaching Licensure (OAR:584-020-0010, 0015) The unit assures that candidates for a preliminary Teaching License have sufficient evidence to show performances, essential knowledge and critical dispositions in each of the following 10 InTASC teaching standards.

The Learner and Learning:

1. **Learner Development:** The teacher understands how children learn, grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. [InTASC Standard #1]
2. **Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. [InTASC Standard #2]
3. **Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. [InTASC Standard #3]

Content

4. **Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. [InTASC Standard #4]
5. **Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. [InTASC Standard #5]

Instructional Practice

6. **Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. [InTASC Standard #6]
7. **Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as learners and the community context. [InTASC Standard #7]

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

Professional Responsibility

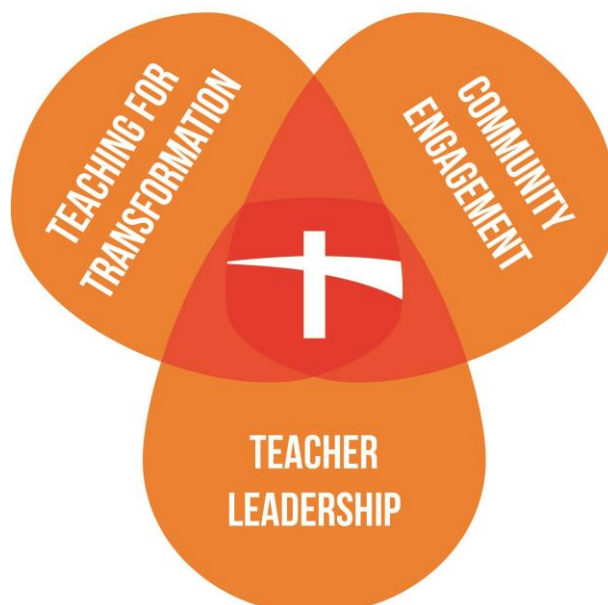
9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. [InTASC Standard #9]
10. Leadership and Collaboration: The teacher demonstrates leadership by taking responsibility for student learning and by collaborating with learners, families, colleagues, other school professionals, and community members to ensure learner growth and development, learning, and well-being. [InTASC Standard #10]

Conceptual Framework

The School of Education's (SOE) conceptual framework is based on three intersecting principles to impact positive change: **transformation, leadership, and engagement** (Conzemius & O'Neill, 2001; Palmer, 1998; Peterson, 2001; D. B. Reeves, 2006; Smith, 1999; Wink, 2011). The principles do not stand alone but must be linked to fully represent the educator as thought leader and as an agent of change. The implications of these principles are reflected in the Corban mission statement, program outcomes and embedded key assessments. Those who have been called to the education profession to serve, whether it is public or private, local or abroad, are held accountable during their preparation in accordance with the Corban University Education mission statement. The framework integrates the philosophy that spiritual and academic learning go hand-in-hand for true vocational service (Graham, 2003; Knight; Moore, 2007; Palmer, 1998; Peterson, 2001; D. B. Reeves, 2006; Smith, 1999).

The conceptual framework was developed based on philosophical and theological perspectives (Graham, 2003; Palmer, 1998; Peterson, 2001; Smith, 1999), educational theory and empirical best practice research (Marzano, Pickering, & Pollock, 2001; Marzano, Waters, & McNulty, 2005; Wink, 2011; Zhao, 2009). These elements were used to fully define the role of the teacher in the classroom and students as image-bearers of our Creator. We believe the frame of reference through which the educator views the classroom is paramount to effective practice.

The conceptual framework for the professional programs in the Education Department provides an outline for operationalizing the mission of Corban University and of the School of Education and Counseling. **Positive change is the centerpiece of the three intersecting elements of teaching for transformation, teacher leadership and community engagement.** The framework provides direction for program vision, course planning and decision-making. The SOE conceptual framework has been aligned with the Interstate Teacher Assessment and Support (InTASC) standards and other professional organization standards of practice.



Teaching for Transformation

- View professional practice from a biblical perspective, within the context of the educational process.
- Align instruction with learning standards and use a variety of instructional strategies to engage the learner and support student achievement in learning.
- Analyze the nature and organization of the content taught and structure learning experiences that make the content accessible to all students.
- Create and manage a safe and effective learning environment.
- Employ data from formal and informal assessments to implement a cycle of reflection, evaluation, and revision of teaching practice to improve student learning.
- Understand the learning/teaching process and use strategies and techniques that indicate the teacher is progressing based on rigorous performance evaluations of high standard.

Community Engagement

- Engage in a variety of in-depth clinical experiences with mentoring support that provides the opportunity to move from theory to practice.
- Value student diversity and plan meaningful learning experiences that promote active engagement and student achievement.
- Collaborate with others and actively participate in learning communities by seeking the expertise of others for knowledge sharing.
- Demonstrate professionalism by modeling beliefs, values, and behaviors characteristic of a Christian educator.

Teacher Leadership

- Incorporate and model the use of appropriate technology in the learning and teaching process.
- Go beyond presenting content knowledge to differentiate content to reach all learners, especially those most at-risk for school failure.
- Critically consider assumptions and eagerly to support and problem solve to meet local, national and global needs.
- Draw upon relevant research to inform practice and advocate for others.
- Pursue continuous learning opportunities and embrace career-long learning as a professional commitment.

Program Timeline

Freshman Year (Year 1)	
Apply for Spring OP I Field Experience	October 15
Civil Rights Modules & Quiz (EDU102)	Prior to Full Program Admittance
Apply for Fall OP II Field Experience	February 15
Salem-Keizer Criminal History Check	April 1
Salem-Keizer Student Policy Agreement	April 1
Sophomore Year (Year 2)	
Apply for Program Admittance	February 15
Apply for Instructional Alignment Practicum Placement	February 15
Junior Year (Year 3)	
Fingerprints and eLicensing (TSPC)	October 15
Apply for Student Teaching Placements	February 15
Senior Year (Year 4)	
NES Content Tests passed	Prior to Corban's Recommendation for Licensure
Apply for Oregon State Licensure (TSPC)	After transcripts are conferred

Requirements for Licensure

Obtaining your Oregon Teaching License

Candidates successfully completing all Education Program requirements at Corban University will be recommended to the Teacher Standards and Practices Commission for a Preliminary Teaching License. The license is granted by TSPC on behalf of the state of Oregon, based on the completion of Corban's approved teacher education programs. The license is not granted by Corban University. More information about obtaining a teaching license will be provided in student teaching seminar.

TSPC will grant the appropriate license when the following requirements have been fulfilled:

1. Submission of Corban University's Program Completion Report (PCR). When the candidate has completed and passed all required coursework and field experiences and required exams, Corban will submit a PCR to TSPC.
2. Application from Candidate. The student submits a license application through TSPC's eLicensing, along with a required fee of \$197.
3. Student transcripts with conferred bachelor's degree. For GTL students, transcripts must include Corban coursework as well as the conferred bachelor's degree. The student initiates the official transcript request from Corban to send transcripts to TSPC. Requesting official transcripts costs \$10.

Examinations

Candidates pursuing a multiple-subjects K-8 endorsement are required to pass the NES Elementary Assessments, Subtests I and II. Single Subject secondary candidates are required to pass all relevant content area NES Secondary Exams.

Fingerprinting and Criminal History Background.

All licensure candidates must be cleared through TSPC after submission of fingerprinting documentation and criminal history background forms. This process will be conducted early in the course of the undergraduate program and students will not be allowed to progress to student teaching until clearance is granted.

Practicum, Candidacy and Performance Assessment

Candidates must successfully complete their Clinical Practicum(s). Observations and evaluations are conducted by a cooperating teacher from the school and a supervisor from Corban University. Candidates must receive a passing score on their summative evaluation to be recommended for licensure. TSPC requires all candidates to complete and pass a performance assessment during their practicum to be recommended for an Oregon teaching license.

Seeking Licensure in another State

If candidates wish to become licensed in another state, they must visit that state's teacher certification website for instructions. Most states will require a form signed by the Department Chair of the School of Education verifying completion of an approved program. To be considered as a program completer in Oregon candidates must meet all academic and testing requirements as listed above.

Washington Residents

Prospective Washington State students are advised to contact the Office of the Superintendent of Public Instruction at 360-725-6320 or profed@k12.wa.us to determine whether this education program is approved for teacher certification or endorsements in Washington State. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

Undergraduate Program Requirements

General Requirements of the Program

Biblical Education Requirements

These courses are required of all Corban University students to ensure that students are grounded in a biblical worldview upon graduation. The practical application of biblical truths is always emphasized.

General Education Requirements

These courses assist prospective teachers in becoming broadly educated by exposing them to a wide variety of subjects outside their major field.

Major: Education

Elementary Education Students

PK-12

Endorsement: Elementary Multiple Subjects, ESOL

Secondary Education Students

PK-12

Endorsement Subject Areas:

Agricultural Science

Biology

ESOL

Health

Language Arts

Mathematics

Social Studies

Foundational Math

Foundational Science

Middle Level Language Arts

Middle Level Social Studies

Music and PE Students

Authorization Level: PK-12

Endorsement Subject Areas:

Music

Physical Education OR Health and Physical Education

Professional Education Requirements

These courses fulfill the requirements of Oregon's Teacher Standards & Practices Commission (TSPC). A listing of the exact courses to fulfill these categories of requirements is provided for each of the education majors on Corban's website.

It is very important that education students stay on track with their particular schedule because:

- Each schedule is very prescriptive with a minimum number of electives.
- Some of the required courses are offered only once a year.
- Certain courses act as prerequisites to courses which follow in a later semester.

Academic Requirements

Students in the Education Program are required to meet certain academic standards to be eligible for licensure recommendation. These requirements and supports are described below. Further academic policies are described in the following section.

GPA

A cumulative GPA of 3.0 is required for admittance to the Education Program. If a student does not meet the 3.0 requirement when applying for the program, advisors will be notified and students may need to submit a petition for a provisional program acceptance. Students must also receive a C or better and maintain a 3.0 GPA in all major content area and professional education courses during their time in the program in order to proceed to a clinical placement/student teaching. Please see the Admittance to Program page next for more detailed information.

Plan of Assistance

Any candidate identified as being at risk of failing to meet the rigorous and stringent requirements prescribed by the Oregon Teacher Standards and Practices Commission (TSPC) for teacher licensing will be asked to complete an individualized education plan. All concerns expressed by the candidate's advisor, other faculty members at Corban University, and/or any cooperating teachers will be noted in this plan and **must** be addressed before the candidate can be recommended for licensure with TSPC. Completing the plan of assistance does not guarantee a recommendation for licensure with TSPC as this is a complicated process that requires approval from multiple stakeholders within several organizations.

The individualized plan of assistance is comprised of three parts. Part I details all major concerns in the areas of organization, learning experiences, assessment of student learning, learning environments, professionalism, classroom management, and disposition. Part II details the steps the candidate must successfully complete, all of which will be evaluated by Corban faculty to determine the candidate's readiness in proceeding into future educational coursework or licensure. Part III includes the due date and acceptance of the terms detailed in this individualized education plan. Please see appendix for the Plan of Assistance document.

Waiver of Academic Requirements and Appeals on Academic Decisions

Students enrolled in the Corban Education Program who believe they have had the experience and/or academics to fulfill the competencies of a required course may request a waiver of that course through the Department Chair. The waiver will be reviewed by the Department Chair in consultation with the instructor of the course for which a waiver has been requested. A recommendation will be submitted to the Corban Education Committee, which will make a determination to grant or deny a waiver. If the above waiver is denied by the Corban Education Committee, the student may appeal the decision to Teacher Standards and Practices Commission (TSPC). A complete application must be submitted to TSPC.

Student Records

The Corban Education Program is responsible to keep and maintain four types of records for its students.

Academic File: Contains work sheets, petitions for course substitutions and/or waivers, up-to-date transcripts, add and drop cards, and general information sheets. Kept in advisor's office file.

Program Admission and Licensing File: Contains the Admittance to Program Application and a copy of the letter sent to the student by the Corban Education Committee. This file also contains a copy of scores required for licensure or approved competencies.

Field Experience File: Contains cooperating teachers' and university supervisors' evaluation reports from all Field Experiences including all the records connected with student teaching, such as the Capstone. Stored in FieldX.

TCPA and Capstone: Performance Assessment and accompanying evaluation forms are uploaded on FieldX.

Undergraduate Academic Policies

Advisor

Each student admitted will be assigned an academic advisor. Students are urged to contact their advisor regularly with questions they have about their program of study.

Academic Appeals

Students who have challenges or conflicts due to any of the policies of the undergraduate program can submit an appeal. The following is a list of steps that will be followed with each appeal.

- Document in writing explaining the appeal.
- Appeal submitted to the Director of the Undergraduate program.
- The decision of the Director/Chair may be appealed to the Academic Council of the University.
- The decisions and recommendation of the Academic Council will stand in all academic appeals and petitions.

Auditing Courses

Students may audit courses from which they wish to derive benefit without fulfilling credit requirements. Only traditional undergraduate courses are available for audit. Auditing of an undergraduate course is subject to instructor approval and course availability as determined by the Registrar. Auditing private lessons, applied music classes or any online course is not permitted. Students may not challenge or test out of a course that has been audited.

A request to audit a course must be submitted to the office of the Registrar in writing at the time of registration or no later than the end of the registration period. If a student decides to take the course for credit, this schedule change must occur prior to the close of registration of the given semester. All other Corban academic policies apply to the course audit policy (e.g. non-degree seeking student, dropping a course, etc.). See the Registrar's Office for applicable fees.

Adding or Dropping Courses

Adding Courses

Fall & Spring Semester/Face to Face: Students may add a course to their schedule up to the first day of the second week of instruction. Students are required to make up any course work missed due to late enrollment.

Dropping Courses

Students may drop a course up to the Drop Deadline (see Program Calendar). This is done by the student via Populi, but it is strongly recommended that students consult their advisor before making changes in their schedules.

Students may drop a course with no tuition penalty if done up to the Drop deadline.

- a. After the Drop Date deadline there will be no refund of tuition and no change in Financial Aid decisions made according to the original registration.
- b. Courses dropped before the Drop will not be reflected in the final transcript.
- c. Courses dropped after the Drop deadline will be included on the transcript with a W grade.
- d. Courses cannot be dropped in the last 2 weeks of class in order to avoid a low or failing grade.

If a student withdraws from a program of study the policy for dropping a course will be followed. Situations such as family emergencies and other things beyond the control of the student will be handled on a case-by-case basis by the Program Director or Chair and the Registrar.

Criminal Convictions

It is the policy of Corban that prospective applicants with a criminal record wait to apply for a minimum of one year from the end of their parole and/or probation. Prior to application, the candidate must have been established in a community and involved in an evangelical church for at least three years. Additionally, convictions for crimes involving moral turpitude, such as listed in ORS 342.143 and ORS 161.405, will be grounds for denial of admission to the University or grounds for dismissal from the University. Additional Criminal History Background checks will be conducted in the Counseling and Graduate Education programs.

Disabilities Policy

In compliance with and implementation of the Americans with Disabilities Act of 1990 (ADA) it is the policy of the university to work with students and offer reasonable accommodation for any type of disability.

Corban offers a variety of supportive services that facilitate access to educational opportunities for students with disabilities. Documentation of an existing disability is required.

Interested students should contact the Director of Career and Academic Services, who can assist in planning for necessary academic support services. Students are encouraged to schedule appointments as early as possible. Questions or complaints may be directed to: Director of Career and Academic Services, 503-375-7012.

Diversity Statement

We are committed to a community that values the worth of every individual. We strive for unity as a diverse community locally and globally. Teachers recognize assets students bring, the various contexts in which individual students thrive, and must advocate for the needs of all students. Teachers empower students' learning by providing the best learning environments possible and will not discriminate on the basis of students' race, ethnicity, linguistic background, sexual orientation, religious belief, socioeconomic status, or academic ability.

Equal Opportunity and Non-harassment Policy

It is the policy of Corban University to provide equal opportunity to all applicants, employees and students. The university does not discriminate on the basis of sex, disability, race, color, national origin, or age in admission and access to (or treatment in employment), educational programs or activities.

It is the policy of the university that employees and students have the right to work and study in an environment free of harassment on the basis of any of the factors listed above. Harassment may take many forms and determination of what constitutes harassment will vary according to the particular circumstances. Sexual harassment, intimidation or exploitation means unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature if: (a) submission to such conduct is made either explicitly or implicitly a term or condition of employment or education; or (b) is a basis for employment or educational decisions affecting such individuals; or (c) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance; or (d) such conduct has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment.

Questions or complaints may be directed to: Vice President for Business, Corban University Business Office 503-375-7030.

Family Educational Rights and Privacy Act (FERPA)

Corban University complies with the amended federal Family Educational Rights and Privacy Act of 1974 (FERPA) in the maintenance of records. Educational records of students maintained by the college will be made available only to members of Corban's staff who have a legitimate professional need for the material. FERPA, as amended, is designed to protect the privacy of student records. Students have the right to review all of their educational records and to challenge the content of a record they believe to be inaccurate or misleading.

Students also have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4695.

Copies of Corban's Information Policy are available in the Student Life Office and the Registrar's Office. Students are advised that the Federal Government considers the following information to be directory information: the student's name, photograph, campus and home addresses, class standing, enrollment status, telephone number and email address, date and place of birth, major field(s) of study, academic honors, participation in college activities and sports, degrees and awards/honors received, previous schools attended, dates of attendance. For members of athletic teams, directory information also includes height, weight, and positions played. Directory information may be released to third parties, such as in news releases. Students may request that directory information not be released to third parties. To make such a request, send a signed, dated statement to the Vice President for Student Life.

Non-directory information, such as grade reports, is released to third parties only when the student has submitted a written request. The custodial parent(s) of dependent students do not have access to the student's records.

Grading

Grading Scale: Grades in the undergraduate education program have the following meaning:

A	(4.00)	Superior
A-	(3.7)	
B+	(3.3)	
B	(3.0)	Good

B-	(2.7)	
C+	(2.3)	Passing, but below graduation requirement
C	(2.0)	
C-	(1.7)	
D+	(1.3)	Unsatisfactory; credits not applicable to the degree
D	(1.0)	
D-	(0.7)	
F	(0.00)	Failure
I		Incomplete
X		Coursework continuing into subsequent semester(s)
WP/WF		Indicates official withdrawal from the course (while passing/while failing). The candidate receives no credit for that course or for work that may have been completed while registered for the course.

Incompletes

An incomplete grade (I) is a temporary grade given when students are unable to complete the work for a course on time because of extraordinary circumstances, such as illness, emergency, or other reasonable cause.

To be considered for an incomplete grade, students must be passing the course and have completed the majority of the course work, including all exams. The instructor will assign a contingency grade, which will become the final grade if the incomplete work has not been received by the due date of the contract.

Students who find it necessary to ask for an incomplete grade must make application for the grade and establish a contract with the instructor, which includes an appropriate completion date. This date may be extended to the end of the term subsequent to the term the incomplete was issued. Applications are available in the Office of the Registrar.

Human Subjects Research Review Committee

The Human Subjects Research Review Committee (HSRRC) provides independent determinations on methods, risks, benefits and rights involved in research involving human subjects. The HSRRC is responsible for reviewing and approving projects, conducted by both faculty and students alike, involving human subjects research.

Applications to be reviewed by the Committee are due two weeks prior to the Committee's meeting date, the second Tuesday of every month.

Formal Candidate Complaints and Resolutions

Complaints, concerns, and suggestions from teacher candidates in the education department are taken seriously and investigated thoroughly.

Any claims of discrimination, harassment, and/or assault on Corban University grounds should follow the policies and guidelines located within the Corban University Undergraduate Student Handbook. Any claims of discrimination, harassment, and/or assault on school grounds related to field experiences and/or student teaching should follow the policies and guidelines specific to the particular school or district. In either case, the Department Chair and appropriate Director (i.e. Director of Undergraduate Education, Director of Graduate Teacher Licensing, or Director of Graduate Education) in the Corban University Education Department should also be alerted immediately and involved in this process.

Teacher candidates wishing to make a formal complaint (not related to discrimination, harassment, or assault) about a Corban University faculty member should contact the appropriate Director (i.e. Director of Undergraduate Education, Director of Graduate Teacher Licensing, or Director of Graduate Education). If the complaint is related to a director, the teacher candidate should contact the department chair. The teacher candidate should present the complaint in written form, detailing the issue at hand, a narrative of the events leading up to the complaint, written testimony from witnesses (if applicable), and the resolution being sought. The department Director, Chair, and Vice President for Academic Administration (if necessary) will then investigate the claim, interview additional faculty and/or students as necessary, and then work together towards finding a resolution that is just and appropriate. If the teacher candidate is not satisfied with the resolution, he/she may petition with the Dean of Students.

Teacher candidates wishing to make a formal complaint (not related to discrimination, harassment, or assault) about a teacher outside of Corban University (i.e. in their field experience or student teaching placements) should contact their university supervisor and/or appropriate department director (i.e. Director of Undergraduate Education, Director of Graduate Teacher Licensing, or Director of Graduate Education) first. Teacher candidates should not contact district administration or other school staff personnel without having first consulted with Corban University administration. Together, the teacher candidate and appropriate university administrator will work together in addressing any concerns or complaints in a manner that is appropriate and aligned with university and school district policies and procedures.

All records of formal complaints and resolutions are kept in students' permanent files.

Formal complaints against teacher candidates are taken seriously and investigated thoroughly. When a complaint is received by the department:

- The department chair and/or appropriate Director(s) conduct an investigation to determine whether the allegation is factual. This is done through interviews with cooperating teachers, school/university staff/faculty, and/or school administrators where appropriate.
- The teacher candidate is notified of the complaint and, if necessary, is removed from any teaching placement until a final decision has been reached. Teacher candidates are also encouraged to respond to any allegation(s).
- The department chair and appropriate Director(s) can decide to:
 - dismiss the complaint.
 - enter an agreement with the teacher candidate and appropriate district staff regarding placement.
 - remove the teacher candidate from placement and enter into a new placement.
 - dismiss the teacher candidate from the education program (this would require approval from the education faculty)

All records of formal complaints and resolutions are kept in students' permanent files.

Undergraduate Admittance to the School of Education

Program Admittance Requirements

Students are required to apply for admittance into the School of Education program at the end of their sophomore year, or prior to taking 300 level education courses. Transfers may apply to the program in the fall semester while concurrently taking 300 level education courses. The following are requirements for admittance into the Education Program.

1. Successful completion of the following courses with grade of C or better.

* WRI123: College Writing I	* EDU102 Intro to Education
* WRI132: College Writing II	* EDU221 Intercultural Communication
* COM102: Fundamentals of Speech	* EDU237 The Developing Learner
2. Overall Cumulative GPA of 3.0 or better.
3. One Completed Professional Recommendation Form (by someone outside of Corban).
4. Successful Completion of OP I and OP II (Observation Practicums).
5. Demonstration of Essential Dispositions for Teaching – Interviews, Recommendations, Observations.

Admission Application Process

Students complete the application by February 15th of their sophomore year with all relevant recommendations, exam scores and essays. They then proceed to the Faculty Interview stage of the admission process in March. (Music students may apply during their third year.) See section below regarding transfer student application timeline. Students are notified of the admission status during the month of April. Potential results are:

Full Admittance

- Candidate meets all requirements and is approved by CEP and CEC Faculty. Candidate may proceed to upper-division coursework and Alignment Practicum.

Provisional Admittance (Academic)

- Candidate does not meet all academic requirements but is approved by CEP and CEC faculty and given a designated amount of time to meet additional requirements. Must meet all requirements by date specified in provisional letter in order to be fully admitted and proceed with Alignment Practicum.

Provisional Admittance (Dispositional)

- Candidate is contacted by the Director of Undergraduate Education Program about identified dispositional concerns raised during admission process regarding the ability to demonstrate essential dispositions for effective teachers.

Denied Admittance

- Candidate does not meet requirements and/or is not approved by CEP and/or CEC.

Note: Once admitted, students are required to maintain a 3.0 GPA and earn a grade of C or higher in any required major content area and professional education course in order to proceed in the program.

Transfer Students

Any student transferring to Corban University must meet the same requirements for Admission to the Education Program as those who have entered as freshmen.

Transfer students are given one semester to meet the program admit requirements and may be granted permission to take upper-division education coursework as they work toward satisfactory completion of twelve semester hours in the student's major and/or the professional educational courses. They must receive a C or better and have a minimum cumulative GPA of 3.0 in the major and professional education courses in order to proceed to student teaching.

Note: Decisions concerning the transferability of education units from a non-accredited college are made by the Registrar of Corban University. The requirements for each transfer candidate are determined individually in direct consultation with the Director of Undergraduate Education and the candidate's advisor.

TUG Field Experiences

Field experiences offer a variety of avenues for students to gain classroom experience in a public or private school throughout their college career. Some field experience assignments require the student to observe and participate as a teacher's aide in an assigned classroom. More demanding field experiences occur when a student is required to prepare and teach a unit of lessons completing a Teacher Portfolio (TCPA), according to the guidelines stated in TSPC's Oregon Administrative Rules (OARs).

Placement Requests

The Education Licensure and Placement Coordinator works with district personnel and school administrators to assign all field placements. It is the candidate's responsibility to initiate this process by submitting a placement request application. Applications should be submitted at least one semester prior to time of field placement. Candidates will not be able to make specific or personal requests. Once a placement is confirmed, the Licensure and Placement Coordinator will notify the candidate and provide contact information for the school and cooperating teacher. Candidates are expected to contact their assigned teacher immediately. Some school districts may require the candidate to meet with the principal or the cooperating teacher before the placement is finalized.

Background Check and Required Forms

Background checks and forms can vary depending on the district, see the notification from the Placement Coordinator for specific instructions.

Salem-Keizer Policy Agreement

This document is required reading for students to be placed in the Salem-Keizer school district which is one of the district partners used frequently for field experiences throughout the program, and specifically in EDU221L. Once the form is read thoroughly, students sign and return the top sheet to the License and Placement Coordinator: Megan Marentes (mmarentes@corban.edu).

District Criminal History Check

Each school district requires different documents prior to letting students into their classrooms. In most cases, the Salem-Keizer background check will qualify as the necessary documents. If there are other forms required by a district, the License and Placement Coordinator will notify the student prior to the placement.

Field Experiences Chart

COURSE	TIME-FRAME	COURSE FEE *	PLACEMENT REQUEST DUE
Freshman Year (Year 1)			
EDU111 OP I	January-April	No fee	October 15
Sophomore Year (Year 2)			
EDU221L OP II	September-December	No fee	February 15 of Freshman year
Junior Year (Year 3)			
EDU331L Alignment Practicum	January-April	\$75	February 15 of Sophomore year
Senior Year (Year 4)			
Elementary			
EDU462EB Clinical Placement Block	August-December	\$250	February 15 of Junior year
EDU463 Clinical Placement	January- April	\$350	
EDU418 ESOL Practicum	90 hours (embedded within student teaching)	\$100	
Secondary			
EDU467 Clinical Placement	15 weeks (Fall or Spring)	\$450	February 15 of Junior year
EDU418 ESOL Practicum (optional)	90 hours (embedded within student teaching)	\$100	

* Fees updated Summer 2023.

Observation Practicums

OP I and OP II are integral components of the Corban Education Program and completed during the freshman and sophomore years respectively. These initial experiences provide opportunities to observe the concepts, skills, and attitudes discussed in the college classroom. Candidates must complete and clear a Criminal History Background check and submit the Salem-Keizer Student Teacher Policy Agreement before starting OP II.

EDU111: Observation Practicum (OP) I

An Observation and Participation Experience course, typically in a private school, is required of all freshmen education students. A minimum of thirty (30) hours of classroom observation and participation time are required. A seminar course is completed in conjunction with the field experience, providing time to discuss various topics of education.

EDU221L: Observation Practicum (OP) II

An Observation Practicum course, typically in an ESOL, bilingual, or Title I classroom required of all sophomore education students and follows the same procedures and forms as Field Experience I/OP I. Again, a minimum of thirty (30) hours of classroom observation and participation time are required. Seminar class meets every week for intercultural content and discussion of classroom experiences.

Alignment Practicum – EDU331L

This field experience is an internship completed through EDU330/331, Instructional Alignment. Students spend time observing in their assigned classrooms and prepare to teach a 10-day unit of instruction including a sample Performance Assessment, completed according to the national guidelines of the Teacher Standards and Practices Commission (TSPC). **Candidates must clear a Fingerprint/Criminal History Background check through TSPC before starting the practicum.**

Clinical Placement – EDU463 or EDU467 (Student Teaching)

The following requirements must be met before one begins the clinical placement student teaching experience:

1. All coursework completed with a cumulative GPA of 3.00. Any required major content area and professional education course in which a student receives a grade lower than a C must be retaken before student teaching.
2. Placement application submitted to the Licensure and Placement Coordinator.
 - a. This is typically completed as part of the requirements for Instructional Alignment II
3. Completion of Civil Rights Modules (Typically completed as part of EDU102).

Each candidate completing a student teaching experience will be assigned a university supervisor. University Supervisors will:

- Collaborate with the cooperating teacher to support and guide the teacher candidate in every way possible.
- Provide feedback to the teacher candidate following each observation.
- Evaluate the teacher candidate based upon criteria.
- Negotiate conflict, issues, concerns, and varying styles between the cooperating teacher and the candidate.
- Keep the Undergraduate Director informed of the teacher candidate's progress.

Field Experience Expectations

Corban University and TSPC expect all teacher candidates to be “fully engaged” at every stage of the learning process. This means that all candidates are purposefully observing, supporting, planning, teaching, or assessing at all times—even when they are not leading the instruction. **Every placement is a job interview.**

When participating in field experiences, the Corban University candidate is expected to:

- Contact the school administrator or Cooperating Teacher as soon as contact information is received from the Licensure and Placement Coordinator. If the candidate is not able to reach the assigned cooperating teacher, or if plans change in any way, immediately contact the Licensure and Placement Coordinator.
- Be professional, friendly, and cooperative at all times.
- Arrive at the assigned classroom early. If an absence is necessary, call the school as soon as possible. Make arrangements with the cooperating teacher to complete the missed time.
- Cell phones will be off and out of sight at all times while in class.
- Avoid talking with students or other observers when instruction is being given.
- Participate in the class discussions and activities.
- Refrain from gossiping about teachers or students at home or in your placement. Maintain confidentiality.
- Dress in a manner appropriate for a professional—no jeans, shorts, low cut shirts, or short skirts.
- Clarify with the cooperating teacher any specific assignments that need to be met through this experience.
- Inform the university supervisor or course instructor immediately if any problems develop.

Note: No grade will be issued for a field experience course until the evaluation forms have been completed by the cooperating teacher and returned to the course instructor or uploaded to FieldX AND any required performance assessment (Capstone) has been completed and submitted.

Clinical Placement Requirements – EDU462EB, EDU463, EDU467

1. **SCHOOL HOURS.** Candidates are to be at the school during the same contract hours as the regular teachers and are to be actively engaged with students the entire school day. Exceptions will be made only with the permission of the university supervisor or program director. In most cases, candidates will observe the holidays of the school in which they are teaching, not those of the university. Candidates may be required to attend Corban classes or seminars when PK-12 schools are on holiday.
2. **ATTENDANCE.** Candidates are expected to be **on the job**. The cooperating teacher must know about any absence. In case of illness, contact the cooperating teacher as soon as possible. Inform your university supervisor and the placement coordinator by text, phone call or e-mail by 8:00 am. Teacher candidates are required to be in their full-time placement for 15 full weeks. If a student misses 0-5 days of class over the course of these 15 weeks, they will not need to make up the time. However, if a student misses more than 5 days of school, he or she will be required to make up every day missed, extending the placement. The only exception is when the school itself is closed and the student is not able to be in their class. Student athletes are allowed to miss class for athletic contests, but not for athletic practices. Students missing for athletic contests will still have these absences counted toward their 5 absences, but through effective communication and planning with their Cooperating Teacher and University Supervisor can minimize the impact of the time out of the classroom.
3. **PROFESSIONAL.** Candidates must recognize that, as Teacher Candidates, they are a representative of the teaching profession and of Corban University and should manifest Christian principles in choices concerning dress, etiquette, and general conduct.

4. **OBSERVATIONS.** The University Supervisor will observe your teaching a minimum of six times during the student teaching experience.
5. **LESSON PLANS.** A formal lesson plan must be written for every lesson that is scheduled for formal observation by the University Supervisor, the Cooperating Teacher, and/or the building administrator. See the appendices in this handbook for Corban University lesson plan format. A printed copy of the lesson plan should be given to the university supervisor when he/she arrives for the observation.

Written lesson plans are required for ALL lessons, not only those which will be observed. However, the format for lesson plans for lessons not being officially observed is flexible and informal, to be determined jointly by the Supervisor, Cooperating Teacher and Teacher Candidate.

6. **PORTFOLIOS.** The State of Oregon requires each teacher candidate preparing for a Preliminary Teaching License to assemble and analyze a performance assessment. At Corban, this assessment is titled the Capstone Portfolio. The Capstone is a performance-based, subject specific assessment which includes significant prep work as well as follow-through. Supervisors and the seminar leader will provide students with additional information completing the Capstone during their clinical placement experience.
7. **STUDENT TEACHING SEMINARS.** During the semester, seminars with the teacher candidates will be held on the Corban campus generally every week from 4:30-6:30 pm. **Attendance is mandatory**; exceptions to this requirement must be made **in advance** with the seminar leader/instructor. Absences may result in a no-pass grade for student teaching. The student teaching seminar schedule is in the syllabus available on Populi. Guest speakers are invited frequently to the seminars in order to give professional input on relevant topics.
8. **EFFECTIVE COMMUNICATION.** Successful student teaching experiences are often defined by prompt, gracious and effective communication. Teacher Candidates must respond promptly to any emails or other communications initiated by Supervisors or Cooperating Teachers. Daily informal communication between Cooperating Teachers and Teacher Candidates are essential for success, as well as more formal or lengthy official conferences – which may be spontaneous or scheduled and may or may not include the University Supervisor.
9. **PRIMARY RESPONSIBILITY.** During Clinical Placement full time student teaching, teacher candidates are required to have Primary Responsibility in the classroom for a period of 3 to 5 weeks. This is defined differently at the elementary and secondary levels. For elementary teachers, during this period of time the Teacher Candidate is to be the lead teacher and planner for all instruction. The Cooperating Teacher (CT) may also participate in planning and teaching (perhaps with groups or individuals or some co-teaching), but the teacher candidate is to take the lead and do the majority of the teaching – with support and mentoring of the CT. For secondary teachers, during this period of time the Teacher Candidate is to be responsible for 3/4 of the classes taught by the CT on a daily basis, and to be actively involved as a co-teacher or assistant to the CT in the other periods of instruction.

Although it is a good idea for the CT to be out of the classroom on many occasions in order to give the teacher candidate experience without the CT available, it is not required that the CT be out of the classroom for any given period of time. The decision about the exact duration of this “primary responsibility” (3, 4 or 5 weeks) is up to the Cooperating Teacher, University Supervisor and Teacher Candidate.

*For secondary candidates: If your CT teaches classes, you are not allowed to teach (AP, dual-enrollment, etc.), you may still assist in those classes. You must be responsible for at least ¾ of the teacher’s load. If this is not possible, contact your University Supervisor and confer with your Corban Education Program Director.

Experiences Outside the Classroom

Student teachers should use this opportunity to enjoy and become familiar with a wide range of activities in the school. Seriously consider activities such as:

1. Visitations and observations in other classrooms. Since no two people teach exactly alike, you should observe various methods and techniques used by other teachers.
2. Visitations to any special classes being conducted in your school. These may include remedial classes, classes for the gifted or experimental programs.
3. Participation in parent-teacher conferences. Observe the approaches in reporting practices and public relations used by your classroom cooperating teacher.
4. Attendance at as many school activities as possible. Learn how to organize and supervise extra-curricular activities. They play an increasingly important role in today's school.
5. Attend a school board or site council meeting. You will learn amazing things about district operations.

Transportation

Corban has partnerships with a variety of districts within a 30-mile radius from campus. Efforts are made to place students within a reasonable distance from campus. However, please be aware that you will not be excused from your Corban placement due to lack of transportation and placements may be 20-30 minutes away. This means that you must plan to have access to your own transportation.

Out of Area (OOA) Clinical Placements

Opportunities for student teaching placements beyond a 30-mile radius of Corban's Salem campus are *extremely limited*. The two most important factors are:

- 1) the presence or possibility for a partnership between Corban and the school or district, and
- 2) the availability of a Corban supervisor to do the required traveling for teaching observations.

TUG students interested in such a placement need to make their advisor aware of this interest and the advisor will check with the Education Program Director for information and permission to pursue such a placement. That permission may not be granted based on the two criteria noted above. Elementary Multiple Subjects candidates are especially limited in such requests, due to the ESOL requirements for adding that endorsement and the clinical cluster placement model that is used by the TUG program.

If permission is **not** granted, Corban personnel will make a placement request anywhere within the 30-mile radius, and as for ALL student teaching placements, the ultimate decision will be made by the school or school district – not by Corban. We cannot guarantee a placement in any school, district or vicinity, though we make every effort to accommodate a candidate's travel needs.

If permission **is** granted and an Out of Area placement is secured, *there will be OOA fees above the customary student teaching fees charged to all candidates*. These fees will include an additional supervisor mileage fee, based on the number of miles outside the 30-mile radius and the number of required observation visits by the supervisor. If the

driving time is more than 60 minutes one-way (per Google Maps), there will be an additional \$100 flat fee for supervisor travel time.

Example:

- 45 miles one way = 15 above 30-mile radius, x 2 for round trip = 30 for each visit x 8 visits = 240 miles, at current \$.50 per mile = additional fee/cost of \$120.00.
- If driving time for these 45 miles exceeds 60 minutes one-way (per Google maps from Corban campus) additional flat fee to pay for supervisor's added travel time of \$100.

Student Teaching and the Law

While a teacher candidate in your assigned school, you have most of the legal protections afforded a regular classroom teacher. These derive mainly from two sources: the Civil Rights Act of 1971, and the First Amendment of the Constitution. The freedoms and limitations described in this section are based on a *teacher's legal rights*, not on a *teacher candidate's legal rights*. However, many may be relevant to your performance in the classroom. In any situation where you suspect that your or someone else's legal rights may have been violated, *see the counsel of a professional legal service first*.

The First Amendment allows that a teacher cannot be dismissed unless the incident or behavior in question affects his or her "fitness to teach." There are, however, some limitations imposed on this basic right to work, when it becomes translated into the academic freedom of the classroom. These are:

1. In general, a teacher enjoys less academic freedom with younger students.
2. A teacher should always avoid name calling, or false statements. A teacher should always *use the accepted grievance procedure first*, when seeking to remedy unfair practices.

As a teacher candidate, you are likely to be more concerned with the violation of a student's rights, than your own. A student is afforded the same constitutional rights as those enjoyed by private citizens, unless the behavior results in a "material and substantial disruption of classroom procedure and/or in a health and safety issue." Since you are liable if you know, or should have known, that you violated the constitutional rights of a student, the following common-sense reminders should be carefully studied.

Common Sense Reminders

1. You should never write down anything that you would not want a student/parent/lawyer to read, since school records are open to the student and his/her counsel.
2. If an accident occurs in your classroom, you are liable if:
 - a. You were negligent in supervision. Negligence is determined by considering whether a reasonable person would have foreseen the accident.
 - b. You fail to instruct your students in the appropriate use of a tool or material, or fail to call attention to a present or potential danger.
 - c. You do not take reasonable action to correct a dangerous situation. Reasonable action is considered attempting to correct the situation or reporting the situation to a person who can remedy it.

Note: If you find yourself in any questionable situation or circumstance, immediately contact the appropriate person (i.e., your cooperating teacher, your building principal, your university supervisor, or the Director of Undergraduate Education).

Undergraduate Education Program Forms of Evaluation

A Continuous Evaluation Program

Student teaching is a developmental process. One of the most important contributions made by the cooperating teacher in assisting teacher candidates to grow professionally is through constructive evaluation. The praise and recognition that a teacher candidate receives from the cooperating teacher for a job well done will not only be appreciated but will often lead to a better performance by the teacher candidate. Additionally, recommendations for improvement are critical to growth and development of an excellent teacher.

Evaluative Techniques

Probably the most effective evaluation technique is the teacher candidate's conferences with the classroom teacher. Time should be set aside for periodic conferences during which an objective analysis and discussion of the student's strengths and weaknesses will occur. The cooperating teacher can make timely suggestions on immediate and significant problems.

Informal Evaluation and Feedback

The most important point of evaluation and feedback takes place on a daily basis. Cooperating Teachers and Teacher Candidates need to be talking all of the time. What is going well? What could have been improved? What other resources or strategies might have been more effective? What might be best for an individual student? Or for the whole class? What dispositions are strong points for the student teacher? Where does he or she need to improve?

These conversations take place spontaneously throughout the day or week, *but also need to be scheduled*. Look for a time to set aside each week for such a conversation.

Formal Evaluation

Both formative and summative (CPAST) evaluations will need to be recorded in FieldX. The MOST EFFECTIVE and beneficial way to do this is for the cooperating teacher to talk through the evaluation form with the teacher candidate before entering the information into FieldX. That provides both with an opportunity to discuss strengths and weaknesses in a way that best prepares the candidate for his or her next step in preparation as a teacher.

Examinations

Candidates pursuing elementary multiple subjects are required to pass the NES elementary subtests I & II. Secondary candidates are required to pass the relevant content area NES Secondary Exam. For more testing information, please review the Test Information page.

Appeal Procedure

Successful completion of student teaching is required before Corban University recommends any candidate for licensure to the Teacher Standards and Practices Commission.

According to Oregon Administrative Rule (OAR), institutions approved by the Teacher Standards and Practices Commission must (1) verify that an applicant for a license has satisfied all requirements of an approved program and (2) recommend the applicant as having the competence and personal qualities to serve as a teacher.

A student denied recommendation for licensure based on unsatisfactory performance in the student teaching practicum may file an appeal with the Director of Undergraduate Education. This appeal will be considered by the Corban Education Committee. The decision of this committee may be appealed with the Academic Council of Corban University. The decision of this body is final.

Appendix A: Course Sequences

Education Course Sequence: Elementary (Multiple Subjects)

Freshman				Exams	Field Experience
Offered Spring only				Civil Rights Certificate: Completed during EDU102.	OP I: 30 hours observation and participation
EDU102	Intro to Education	2			
Offered Spring only					
EDU111	Observation Practicum I	1			
Sophomore				Exams	Field Experience
Offered Fall only					OP II: 30 hours observation and participation
EDU221	Intercultural Communications	2			
EDU221L	Observation Practicum II	1			
Offered Spring only					
EDU237	Developing Learner *	3			
Application for Admittance to the Program: Due February 15 th . May not proceed to Junior practicum before admittance					
Junior				Exams	Field Experience
Fall Courses			TSPC Fingerprinting and eLicensing account set up		Alignment Practicum: Minimum 30 hours observation, teach 10-lesson unit
EDU311	Introduction to Linguistics**	3			
EDU317	Teaching the Exceptional Learner - Elementary	3			
EDU330	Instructional Alignment I	3			
EDU340	Physical Education Methods	2			
EDU341	Math Methods I for Elementary Teachers	3			
Spring Courses					
EDU305	Elementary Classroom Management	3			
EDU331	Instructional Alignment II	2			
EDU331L	Alignment Practicum	1			
EDU342	Math Methods II for Elementary Teachers	3			
EDU343	Fine Arts Methods	2			
EDU344	Literacy Methods I for Elementary Teachers	3			
Senior				Exams	Field Experiences
Fall Courses			ORELA: Elementary I & II ESOL Capstone Portfolio: Required performance assessment during student teaching.		Fall Block: in classroom full-time first two weeks, then <u>M,W,F.</u> Spring Clinical Placement: in classroom full-time ESOL Practicum: 90 hours usually embedded in student teaching.
EDU410	Philosophy of Education (<i>Offered online in the Spring also</i>)	2			
EDU415	ESOL Classroom Methods & Materials	3			
EDU441	Science/Health Methods	2			
EDU442	Social Studies Methods	2			
EDU444	Literacy Methods II for Elementary Teachers	3			
EDU462EB	Student Teaching - Block	4			
Spring Courses					
EDU416	ESOL Content Area Instruction & Assessment	3			
EDU418	ESOL Bilingual Practicum	2			
EDU463	Clinical Placement Student Teaching	10			

*Fulfills Gen. Ed. Social Science Elective **Fulfills Gen. Ed. Humanities Elective

Education Course Sequence: Secondary (Single Subject)

Freshman						
Offered Spring only				Exams	Field Experience	
EDU102	Intro to Education	2				
Offered Spring only						
EDU111	OP-I Field Experience	1				
Sophomore						
Offered Fall only				Exams	Field Experience	
EDU221	Intercultural Communications	2				
EDU221L	Observation Practicum II	1				
Offered Spring only						
EDU237	Developing Learner *	3				
Application for Admittance to the Program: Due February 15 th . May not proceed to Junior practicum before admittance						
Junior						
Fall Courses				Exams	Field Experience	
EDU311	Linguistics (optional)**	3				
EDU319	Teaching the Exceptional Learner-Secondary	3				
EDU330	Instructional Alignment I	3				
Spring Courses						
EDU307	Secondary Classroom Management	3				
EDU331	Instructional Alignment II	2				
EDU331L	Alignment Practicum	1				
—353	Methods/Materials Course (MTH, ENG, BIO, SSC, HLT, HPR, MUE)	3				
Students are highly encouraged to leave room in their spring schedule for practicum hours.						
Senior						
Fall Courses				Exams	Field Experiences	
EDU405	Clinical Practicum	1				
EDU410	Philosophy of Education (Offered online in the Spring also)	2				
EDU415	ESOL Classroom Methods & Materials (optional)	3				
EDU456	Literacy Across Content Areas	3				
Spring Courses						
EDU416	ESOL Assessment (optional)	2				
EDU418	ESOL Practicum (optional)	2				
EDU46710/12	Clinical Placement 15 Weeks	12				

*Fulfills Gen. Ed. Social Science Elective **Fulfills Gen. Ed. Humanities Elective

Education Course Sequence: 3-Year Transfer Elementary (Multiple Subjects)

First Year							
Offered Fall only					Exams	Field Experience	
EDU221	Intercultural Communications	2			Civil Rights Certificate: Completed during EDU102.	OP II: 30 hours observation and participation	
EDU221L	Observation Practicum II	1					
Offered Spring only							
EDU102	Intro to Education	2					
EDU237	Developing Learner *	3					
Application for Admittance to the Program: Due February 15 th . May not proceed to Junior practicum before admittance							
Second Year							
Fall Courses					Exams	Field Experience	
EDU311	Introduction to Linguistics**	3			TSPC Fingerprinting and eLicensing account set up	Alignment Practicum: Minimum 30 hours observation, teach 10-lesson unit	
EDU317	Teaching the Exceptional Learner - Elementary	3					
EDU330	Instructional Alignment I	3					
EDU340	Physical Education Methods	2					
EDU341	Math Methods I for Elementary Teachers	3					
Spring Courses							
EDU305	Elementary Classroom Management	3					
EDU331	Instructional Alignment II	2					
EDU331L	Alignment Practicum	1					
EDU342	Math Methods II for Elementary Teachers	3					
EDU343	Fine Arts Methods	2					
EDU344	Literacy Methods I for Elementary Teachers	3					
Third Year							
Fall Courses					Exams	Field Experiences	
EDU410	Philosophy of Education (Offered online in the Spring also)	2			ORELA: Elementary I & II ESOL	Fall Block: in classroom full-time first two weeks, then M,W,F.	
EDU415	ESOL Classroom Methods & Materials	3					
EDU441	Science/Health Methods	2					
EDU442	Social Studies Methods	2					
EDU444	Literacy Methods II for Elementary Teachers	3					
EDU462EB	Student Teaching - Block	4					
Spring Courses					Capstone Portfolio: Required performance assessment during student teaching.	Spring Clinical Placement: in classroom full-time	
EDU416	ESOL Content Area Instruction & Assessment	3					
EDU418	ESOL Bilingual Practicum	2					
EDU463	Clinical Placement Student Teaching	10					
						ESOL Practicum: 90 hours usually embedded in student teaching.	

*Fulfills Gen. Ed. Social Science Elective

**Fulfills Gen. Ed. Humanities Elective

Education Course Sequence: 3-Year Transfer Secondary (Single Subject)

First Year					
Offered Fall <u>only</u>				Exams	Field Experience
EDU221	Intercultural Communications	2	Civil Rights Certificate: Completed during EDU102.		<u>OP II:</u> 30 hours observation and participation
EDU221L	Observation Practicum II	1			
Offered Spring <u>only</u>					
EDU102	Intro to Education	2			
EDU237	Developing Learner *	3			
Application for Admittance to the Program: Due February 15 th . May not proceed to Junior practicum before admittance					
Second Year					
Fall Courses				Exams	Field Experience
EDU311	Introduction to Linguistics (optional) **	3	TSPC Fingerprinting and eLicensing account set up		<u>Alignment Practicum:</u> Minimum 30 hours observation, teach unit of 8-10 lessons
EDU319	Teaching the Exceptional Learner – Secondary	3			
EDU330	Instructional Alignment I	3			
Spring Courses					
EDU307	Secondary Classroom Management	3			
EDU331	Instructional Alignment II	2			
EDU331L	Alignment Practicum	1			
---353	Methods/Materials Course (MTH, ENG, BIO, SSC, HLT, HPR, MUE)	3			
Third Year					
Fall Courses				Exams	Field Experiences
EDU405	Clinical Practicum	1	ORELA: Content Exam Capstone Portfolio: Required performance assessment during student teaching.		<u>Fall Practicum:</u> 30+ hours in classroom preparing for EDU467. <u>Spring Clinical Placement:</u> in classroom full-time <u>ESOL Practicum:</u> 90 hours usually embedded in student teaching (<i>optional</i>).
EDU410	Philosophy of Education (<i>Offered online in the Spring also</i>)	2			
EDU415	ESOL Classroom Methods & Materials (<i>optional</i>)	3			
EDU456	Literacy Across Content Areas	3			
Spring Courses					
EDU416	ESOL Assessment (<i>optional</i>)	2			
EDU418	ESOL Practicum (<i>optional</i>)	2			
EDU46710/12	Clinical Placfiement 15 Weeks	12			

*Fulfills Gen. Ed. Social Science Elective **Fulfills Gen. Ed. Humanities Elective

Appendix B: Completion Checklist

Requirements for completion of the Education Program & Oregon Licensure

FRESHMAN

CLASSES

- ☐ EDU102 Intro to Education
- ☐ EDU111 OP I Field Experience (requires placement request)

OTHER REQUIREMENTS

- ☐ Civil Rights Modules & Quiz -EDU102
- ☐ Complete a Salem-Keizer Criminal History Background Check
- ☐ Read, sign, and return the Salem-Keizer Policy Agreement

SOPHOMORE

CLASSES

- ☐ EDU221 Intercultural Communications
- ☐ EDU221L OP II Field Experience (requires placement request)
- ☐ EDU237 Developing Learner

OTHER REQUIREMENTS

- ☐ Application for Admittance into the Education Program (February)
- ☐ Interview with Education Faculty towards admission to the program (March)

JUNIOR

FALL CLASSES

- ☐ EDU311 Linguistics (ESOL endorsement seeking students only)
- ☐ EDU317 Teaching the Exceptional Learner (Elementary only)
- ☐ EDU319 Teaching the Exceptional Learner (Secondary only)
- ☐ EDU330 Instructional Alignment I
- ☐ EDU340 Physical Education Methods (Elementary only)
- ☐ EDU341 Math Methods I (Elementary only)

SPRING CLASSES—*MUST BE ADMITTED INTO THE EDUCATION PROGRAM PRIOR TO BEGINNING THE FOLLOWING*

- ☐ EDU305 Elementary Classroom Management (Elementary only)
- ☐ EDU307 Secondary Classroom Management (Secondary only)
- ☐ EDU331 Instructional Alignment II
- ☐ EDU331L Alignment Practicum (requires placement request)

- ☐ EDU344 Literacy Methods I (Elementary only)
- ☐ EDU443 Elementary Reading Methods (Elementary only)
- ☐ EDU343 Fine Arts Methods (Elementary only)
- ☐ EDU342 Math Methods II (Elementary only)
- ☐ –353 Content Methods/Materials Course (Secondary only)

OTHER REQUIREMENTS

- ☐ Fingerprinting for TSPC - approx. \$80

SENIOR

FALL CLASSES

- ☐ EDU405 Clinical Practicum (Secondary only)
- ☐ EDU410 Philosophy of Education (also offered spring semester)
- ☐ EDU415 ESOL Classroom Methods & Materials (ESOL endorsement seeking students only)
- ☐ EDU441 Science/Health Methods (Elementary only)
- ☐ EDU442 Social Studies Methods (Elementary only)
- ☐ EDU444 Literacy Methods II (Elementary only)
- ☐ EDU456 Literacy Across Content Areas (Secondary only)
- ☐ EDU462EB Clinical Placement Block Student Teaching (Elementary only)

SPRING CLASSES

- ☐ EDU416 ESOL Assessment (ESOL endorsement seeking students only)
- ☐ EDU418 ESOL Practicum (ESOL endorsement seeking students only)
- ☐ EDU463/467 Clinical Placement Student Teaching

OTHER REQUIREMENTS

- ☐ Elementary I & II tests (Elementary only)-\$95, \$50 each.
- ☐ NES ESOL test (ESOL endorsement seeking students only)-\$95
- ☐ NES Content Test (Secondary only)-\$95
- ☐ Successful submission and completion of the Capstone Project and meet the TCPA required passing score.

*A minimum of 120 credits are required for graduation.

* Corban University will send a Program Completion Report (PCR) only after all above items have been completed.

*These requirements are based upon the Teacher Standards and Practices Commission (TSPC) and the Corban Education Program requirements for licensure as of the 2023-2024 school year.

Appendix C: TSPC Fingerprinting Directions

1. Complete the eLicensing application. See Step 1, below, for important directions.
2. Within five to seven days, TSPC will send an email with codes and instructions.
3. You can then contact the nearest Fieldprint office for an appointment!
4. Once you have cleared, TSPC will send you an email confirmation. It is your responsibility to make sure your fingerprints have cleared.

Step	Who	What
1	Applicant	Applicant submits an application and payment through eLicensing. <i>In eLicensing, the license category to select for fingerprinting is: "Clinical Practices," NOT "Teacher."</i> Cost = \$61 (The fee is paid through eLicensing. Checks are not accepted.) ETA = TSPC will email codes and instructions within 5-7 days.
2	TSPC	<i>Important notice: The applicant will receive an email from TSPC, which contains codes and instructions the applicant needs to proceed within 5-7 days.</i> TSPC emails instructions to the applicant for accessing <i>FieldPrint</i>. <i>The email will consist of the following required information:</i> FieldPrint Agency Code: XXXXXXXXXXXXXXXXXXXX Billing Code: xxxxxx ORI: xxxxxx OCA: Txxxxxxx (TSPC account ID)
3	Applicant	<i>After TSPC emails the required codes to the applicant:</i> The applicant schedules a fingerprinting appointment through the <u>Fieldprint</u> website and pays the required fee (currently \$12.50).
4	Fieldprint	Within 24 hours of the fingerprint scan, <u>Fieldprint</u> sends the electronic capture of fingerprints to the Oregon State Police (OSP) for processing through both the OSP and Federal Bureau of Investigation (FBI).
5	OSP	OSP forwards the results electronically to TSPC. This process is taking approximately four weeks.
6	TSPC	TSPC records the results as part of the application process. It is the applicant's responsibility to monitor their email account for a background clearance confirmation email. These results will also be available on the TSPC eLicensing website.
8	Applicant	Once you receive the clearance email from TSPC (OregonSupport@nicusa.com), upload a screenshot to under your class assignment on Populi. The screenshot must include the clearance date. In the event you misplace or never receive a confirmation email, you must submit a completed "Background Clearance Verification" form to finger.printing@oregon.gov. This fillable PDF is available on EDU330/530 Populi page and the Corban TRC page.

***In accordance with TSPC regulations, candidates cannot begin Alignment Practicum (EDU331L) until fingerprints have been cleared in TSPC's system.**

Appendix D: Field Experience Letters and Information

OP I and OP II – EDU111 and EDU221L



OP I & II

Dear Cooperating Teacher,

Thank you for agreeing to host a Corban Education Program student in your classroom. Corban University offers a four-year program which prepares teacher candidates for an Oregon teaching license. A major emphasis of the program is for the student to engage in field experiences early in their preparation. These Observation Practicums (**OP**) occur during the freshman and sophomore years and provide students with 60+ hours of classroom experience before they are officially admitted into the Education Program their junior year.

The Observation Practicum (OP) is completed in conjunction with an education course on campus and the goal is to provide the students with first-hand experience in today's classroom. The student will spend 2-3 hours a week observing in your classroom, for a total of **30 hours**. We ask the student to work with you in determining a set time each week he/she will be in the classroom.

As far as the cooperating teacher's responsibilities, we will just need you to fill out a short form that confirms the hours that our OP student observed in your classroom as well as a dispositions evaluation. You will receive specific instructions about accessing Corban's web-based evaluation system (FieldX) to complete a few forms.

If you have any issues accessing FieldX, please contact Megan Marentes (mmarentes@corban.edu).

It is the desire of the Corban University faculty that Education students conduct themselves according to the highest of standards. There will be no hesitation in removing a student who does not perform satisfactorily. If you have questions or concerns, please contact Jen Kleiber, Chair, School of Education, at Corban University.

Thank you for allowing our students to gain valuable first-hand experience in your classroom.



Dr. Jen Kleiber
Chair, School of Education
503-375-7079
jkleiber@corban.edu

OP I & OP II Practicum Responsibilities
Undergraduate - 30 Hours - Any Semester

Experience	Teacher Candidate (TC)	Cooperating Teacher (CT)	Experience
	Establish and maintain a consistent weekly schedule of hours in the classroom	Provide first-hand experience in the classroom	
	Actively observe and participate	Formal teaching responsibilities are not suggested for students in OPE placements	
	Clearly communicate any changes in schedule	If comfortable, allow student to perform simple teaching tasks (working with individual students or small groups, checking assignments, grading, etc.)	
	Dress and conduct oneself professionally		
Evaluations	Evaluation of Field Experience*	Complete Teacher Candidate Dispositions Evaluation*	Evaluations
	Time Log*	Complete 30-hour Verification*	
	Cooperating Teaching Interview* (OP I only)		
	Observation Journal (in class)		

** Submitted on FieldX (Corban University's Online Assessment System)*

University Contacts for Questions or Concerns	
Rebecca Alburn – Director of Undergrad	ralburn@corban.edu
Megan Marentes – Placement, Licensure, and Assessment Coordinator	mmarentes@corban.edu

CORBAN EDUCATION PROGRAM

Field Experience Contract

Observation Practicum (OP)

Corban Education Student's Name (Print)

Class/Section/Instructor

Cooperating Teacher's Name (Print)

School

	Monday	Tuesday	Wednesday	Thursday	Friday
Time					

As a Corban University education student completing OP Field Experience, I agree to the following:

- My cooperating teacher and I have established the above weekly schedule. **I understand my consistent attendance is critical to the success of the students, the planning of the cooperating teacher, and my growth as a teacher candidate.**
- Deviation from the above schedule is acceptable **only with prior approval** of my cooperating teacher. If an emergency arises that affects my attendance, I will contact my cooperating teacher as soon as possible and make arrangements to make up the time.
- I will conduct myself in a professional manner during field experience hours. This includes dressing in appropriate professional attire, not using my cell phone or other personal technology, and treating all students, staff and faculty with respect.
- If I choose to drop the Field Experience Course, I will contact my cooperating teacher, my instructor, the Placement Coordinator immediately.
- I understand that I must complete **30 hours** and the field experience portfolio on FieldX by the assigned due dates to receive a passing grade for the field experience course.

Corban Education Student Signature

Date

Cooperating Teacher Signature Date

Date

Practicum Student: Please turn in this contract to your professor in class by the assigned due date in the syllabus.

Corban Education Program Time Log

OP I ____/OP II ____

FALL ____/SPRING ____

PRACTICUM STUDENT: _____

SCHOOL: _____

COOPERATING TEACHER: _____

Practicum Student: Hours must end up in FieldX. You have two options to record the date and hours of your experiences: (1) input them individually into FieldX or (2) scan and upload this document to FieldX.

Cooperating Teacher: Please use this log to verify the completed hours on FieldX at end of experience.

Date	Hours	Initial

Date	Hours	Initial

Total number of hours completed: _____
Hours

Alignment Practicum – EDU331L



MAKE A DIFFERENCE

Dear Cooperating Teacher,

Thank you for giving one of our junior education students the opportunity to work in your classroom this semester. To fulfill state requirements for experience in the classroom prior to student teaching, our junior students need to prepare and teach a unit of study in a public or private school classroom. This experience is an important step for our students as they pursue a teaching career. The feedback and helpful hints you give them will be extremely useful in their professional growth.

PRACTICUM REQUIREMENTS:

Practicum students will teach a 10-day (8-10 unit) lesson including a practice performance assessment in which they will be observed by university supervisors. Dates for this teaching are the two weeks immediately following spring break. Our first concern during this practicum experience is for your classroom. We want to be sure your students are benefiting from the time spent under the instruction of our candidates.

Prior to teaching their unit, the Teacher Candidate should...

- 1) Have small teaching opportunities in advance of teaching their unit
- 2) Complete approximately 30 hours of observation in the classroom
- 3) Work with students during these observation hours whenever possible

Cooperating Teacher and Teacher Candidate should meet together in January to:

- 1) Establish the content of the unit which the candidate will teach
- 2) Determine the curriculum and/or materials needed to complete the unit
- 3) Finalize teaching times and dates

Formal Observation Requirements of Cooperating Teacher:

Cooperating teachers are asked to make informal observations and provide feedback to the students for any teaching experience or interactions with students. Early in the semester of the practicum the Cooperating Teacher will receive specific instructions about accessing Corban's web-based evaluation system (**FieldX**) to complete a few forms. These forms will include

- 1) One formal observation report for a lesson during the student's unit of study.
- 2) One evaluation of the student's professional competence overall during the experience.
- 3) One evaluation of the student's professional dispositions.

If you have further questions or concerns please contact me. Thank you again for allowing one of our students to gain valuable experience in your classroom.

Rebecca Alburn
Director of Undergraduate Program
ralburn@corban.edu

Alignment Practicum Responsibilities

EDU331L - Spring Semester

Teacher Candidate (TC)	Cooperating Teacher (CT)	University Supervisor
Be fully engaged while in the classroom, dressing and conducting oneself professionally	Help Teacher Candidate acclimate to school	Provide support for Teacher Candidate
Communicate regularly with Cooperating Teacher	Provide constructive feedback frequently	Preview Lesson plans for teaching unit before candidate teaches
Pre-assessment must be given prior to teaching	Preview lesson plans or unit prior to it being taught	Provide support for Cooperating Teacher if needed
Collaborate with Cooperating Teacher to determine content for the unit	Communicate any concerns with the University Course Instructor	Communicate potential areas of concern
Some elements must be pre-approved by Cooperating Teacher and University Instructor	Allow Teacher Candidate to teach a 10-day unit during which time the Candidate completes a TCPA	Observe Teacher Candidate during the 10-day unit
Prepare and teach 10-day unit	One formal lesson observation*	Two formal lesson observations*
	Practicum Dispositions*	TCPA Portfolio Evaluation completed by 331 instructor
	Practicum Eval (Pre-CPAST)*	

** Submitted on FieldX (Corban University's Online Assessment System)*

University Contacts		
Prof. Rebecca Alburn – TUG Director	ralburn@corban.edu	503-375-7122
Megan Marentes – Assessment Coordinator	mmarentes@corban.edu	

CORBAN UNIVERSITY SCHOOL OF EDUCATION

5000 Deer Park Drive SE, Salem, OR 97317 tel 503.375.7161 www.corbantrc.org

Clinical Placement – EDU462B, EDU463, EDU467



Student Teaching

Dear Cooperating Teacher,

Thank you for your willingness to work with one of our Corban University senior or graduate teacher licensure student during this school year as he/she completes student teaching. To fulfill state and national requirements for licensure, our students will spend at least 15 weeks in a full-time student teaching placement(s). During their time in the classroom, they will complete a Corban assessed Teacher Candidate Performance Assessment (TCPA). Please see the documents in your packet for more specific information concerning the requirements of this placement.

While your Corban teacher candidate is in your classroom, he or she will be assigned a university supervisor who will not only observe the teacher candidate multiple times but will also become a resource for you if you have questions or need support in the process. We realize you may have several unanswered questions regarding your assigned teacher candidate's responsibilities to you and your classroom. To try and answer these questions we have put together these documents for you with information about the specific placement, the capstone, our online database system entitled FieldX, and the overall student teaching experience. If you still have unanswered questions, please do not hesitate to contact us.

In accordance with TSPC and Corban requirements, cooperating teachers are asked to make informal and formal observations and provide feedback to the teacher candidate. Early in the semester you will receive specific instructions about accessing Corban's web-based evaluation system (FieldX) to complete the required forms. These forms will include:

1. 2-6 Formal Observations (based on placement)
2. Verification of Cooperating Teacher License and Training
3. Dispositions Evaluation
4. Teacher candidate Formative and Summative evaluation
5. Cooperating Teacher Survey

If you have further questions or concerns, please contact us by phone or e-mail.

Again, thank you for the valuable input you will have in our students' lives.

A handwritten signature in grey ink that reads "Jen Kleiber".

Dr. Jen Kleiber
Chair, School of Education
503-375-7079
jkleiber@corban.edu

Appendix E: Clinical Placement Timelines

Clinical Placement - Elementary Block Undergraduate - Elementary - EDU462 - Fall Semester

	Teacher Candidate (TC)	Cooperating Teacher (CT)	University Supervisor (SU)	
August / September	Full Time during week of in-service and first week of school	Provide ample opportunities for whole class and small group instruction	Orientation with Teacher Candidate and Cooperating Teacher	August / September
	MWF during Corban Classes	Work with Teacher Candidate on 2-Week Unit and Performance Assessment focus	Provide Support for Teacher Candidate	
	Identify Content for 2-Week Unit	*Upload Teacher Resume	Maintain regular contact with Teacher Candidate and Cooperating Teacher	
October	2 Weeks Full-Time (No Corban Classes)	*1st Formal Observation (Early October)	*1st Formal Observation (Early October)	October
	Teach 2-Week Unit (Literacy/Language Arts)	Provide ample opportunities for whole class and small group instruction	Provide Support for Teacher Candidate	
	Teach Performance Assessment (within the 2-Week Unit)	Co-Teaching with teacher candidate during 2-Weeks of full-time student teaching	Maintain regular contact with Teacher Candidate and Cooperating Teacher	
November	*Submit Performance Assessment	*2nd Formal Observation	*2nd Formal Observation	November
	Continue to attend staff and team meetings	Provide ample opportunities for whole class and small group instruction	Provide Support for Teacher Candidate	
	Attend and participate in parent/teacher conferences	Communicate any concerns with University Supervisor	Maintain regular contact with Teacher Candidate and Cooperating Teacher	
December	Continue planning, co-teaching, and teaching	* Complete Summative Evaluation and review with Teacher Candidate and Supervisor	* Complete Summative Evaluation & Review with TC and CT	December
	Continue to attend staff and team meetings	* Complete Teacher Dispositions Evaluation	* Complete Teacher Dispositions Evaluation	
		* Complete End of Experience Cooperating Teacher Survey		

*** Submitted on FieldX (Corban University's Online Assessment System)**

Clinical Placement - Elementary Full-Time

Undergraduate Elementary - EDU463

15 Weeks - Full Time - Spring Semester

	Teacher Candidate (TC)	Cooperating Teacher (CT)	University Supervisor (US)	ESOL Supervisor (if applicable)	
January	Begin on the first day with your placement	Allow TC to teach small groups and whole class lessons	Orientation with Teacher Candidate and Cooperating Teacher	Connect w/ TC and CT	January
	Must work contract hours at placement; at Corban Monday evenings	*Upload Teacher Resume	Provide support; maintain regular contact with TC and CT		
	Work on Capstone	*1st Formal Lesson Observation	*1st Formal Lesson Observation		
February	Continue to work on Capstone	Begin to transition TC to more teaching responsibilities	Provide support for Teacher Candidate	*1st Formal Lesson Evaluation	February
	Ensure NES Elem I, NES Elem II, and NES ESOL exams have been passed	Integrate co-teaching strategies as thoroughly and often as possible	Maintain regular contact with Teacher Candidate and Cooperating Teacher		
		*2nd Formal Lesson Observation	*2nd Formal Lesson Observation		
March	3-Weeks FT Teaching	*Complete Formative Evaluation	*Complete Formative Evaluation		March
	Work on Capstone & ESOL requirements	Transition to TC teaching full classes	Support TC with Capstone as needed		
	*Upload Capstone	*3rd Formal Lesson Observation	*3rd Formal Lesson Observation (during FT Teaching)		
April	Complete any remaining licensing requirements	*ESOL Observation (if applicable)	*4th Formal Lesson Observation	*2nd Formal Lesson Evaluation	April
	Attend SEA Banquet	*4th Formal Lesson Observation	*Complete Summative Eval. & TC Dispositions Eval.	Connect w/ CT and TC	
		* Complete Summative Evaluation, Dispositions Eval, CT Experience Survey	* Grade Capstone Project; Submit final passing grade to UG Director		

Clinical Placement – Secondary Full-Time

Undergraduate Secondary, PE, Music - EDU467

15 Weeks - Fall or Spring

	Teacher Candidate (TC)	Cooperating Teacher (CT)	University Supervisor (SU)	ESOL Supervisor (if applicable)	
Month 1	Begin on the first day with your placement	*Upload License Verification Information	Orientation with Teacher Candidate and Cooperating Teacher	Connect w/ TC and CT	Month 1
	Must work contract hours at placement; at Corban Monday evenings	*1st Formal Lesson Observation	Provide support; maintain regular contact with TC and CT		
	Work on Capstone		*1st Formal Lesson Observation		
Month 2	Continue to work on Capstone	*2nd Formal Lesson Observation	Provide support for Teacher Candidate	*1st Formal Lesson Evaluation	Month 2
	Ensure NES Elem I, NES Elem II, and NES ESOL exams have been passed		*2nd Formal Lesson Observation		
			*3rd Formal Lesson Observation		
Month 3	3-Weeks FT Teaching	*Complete Formative Evaluation	*Complete Formative Evaluation		Month 3
	Work on Capstone & ESOL requirements	Transition to TC teaching full classes	Support TC with Capstone as needed		
	*Upload Capstone	*3rd Formal Lesson Observation	*4th Formal Lesson Observation		
Month 4	Complete any remaining licensing requirements	*4th Formal Lesson Observation	*5th Formal Lesson Observation	*2nd Formal Lesson Evaluation	Month 4
	Attend SEA Banquet (undergrad only)	*ESOL Observation (if applicable)	*6th Formal Lesson Observation	Connect w/ CT and TC	
			*Complete Summative Eval. & TC Dispositions Eval.		
		* Complete Summative Evaluation, Dispositions Eval, CT Survey	* Grade Capstone Project; Submit final passing grade to UG Director		

Appendix F: TUG Program Forms

Lesson Observation Form

Lesson Observation Report

(Revised Summer 2024)

Teacher Candidate:

Grade Level:

Subject(s):

School:

Cooperating Teacher:

University Supervisor:

Date: _____ Completed by (Circle One): University Supervisor or Cooperating Teacher



RATING SCALE for Lesson Observation Report 1 - Needs Focused Attention and Development to Meet Expectations (Did Not Meet Expectations) 2 - On Target for Meeting Expectations, Continued Development Expected (Met Expectations) 3 - One of the Candidate's Strengths at This Point in Time (Above Expectations)		1	2	3
Planning	Plans align with standards, are measurable and developmentally appropriate. No Opportunity to Observe ☐			
	Plans demonstrate understanding of content to be taught, uses academic vocabulary, variety of questioning types, and critical thinking. No Opportunity to Observe ☐			
	Uses a variety of strategies, materials, and resources to make content relevant and accessible to a range of learners. No Opportunity to Observe ☐			
	Strategies Used: ☐ Direct Instruction ☐ Discussion ☐ Collaboration ☐ Whole Class ☐ Small Groups ☐ Partners			
	Plans for a variety of assessments aligned with objectives, culturally relevant and allowing for a range of learners. No Opportunity to Observe ☐			
	Plans for instruction that is culturally relevant and includes effective scaffolding and differentiation strategies for diverse learners. No Opportunity to Observe ☐			
		1	2	3
Instructional Delivery	Creates a safe and respectful learning environment for students through effective management strategies including: No Opportunity to Observe ☐ ☐ Confident teacher presence ☐ Awareness of behaviors and needs ☐ Clear and consistent routines and procedures ☐ Consistent and positive management strategies ☐ Equitable behavior interventions ☐ Checks for understanding and makes adjustments accordingly			

	Manages the learning environment through best practices including: ☐ Articulates objectives with clear instructions ☐ Sequences instruction appropriately ☐ Demonstrates strong content knowledge ☐ Management/design of physical space ☐ Management of materials ☐ Time management and pacing of lesson ☐ Other _____ No Opportunity to Observe ☐			
	Engages learners in purposeful learning segments through use of: ☐ Academic vocabulary ☐ Higher level questioning ☐ Use of authentic language ☐ Critical thinking ☐ Other _____ No Opportunity to Observe ☐			
	Follows lesson plan as designed, monitors student learning and adjusts instruction in real-time as needed. No Opportunity to Observe ☐			
	Uses a variety of developmentally appropriate digital tools (technology). No Opportunity to Observe ☐			
		1	2	3
Assessment	Collects assessment data to inform instruction, applying tools available for data collection and analysis. ☐ Informal ☐ Formal ☐ Formative ☐ Summative ☐ Authentic No Opportunity to Observe ☐			
	Provides feedback that is timely, enabling learners to recognize strengths and areas for improvement. No Opportunity to Observe ☐			
	Supports learning by using assessment techniques that are developmentally appropriate, formative, and summative. No Opportunity to Observe ☐			
		1	2	3
Professionalism	Prepared to teach when instruction is scheduled to begin. All materials are easily accessible AND organized. Prepared for the unexpected and flexible. No Opportunity to Observe ☐			
	Maintains professional appearance and attire, as outlined in student handbook. No Opportunity to Observe ☐			
	Demonstrates professionalism in written and spoken communication. ☐ Academic Vocab/Content ☐ No Slang ☐ Formal No Opportunity to Observe ☐			
	Is receptive to feedback and constructive criticism, and incorporates knowledge or skills gained into teaching. No Opportunity to Observe ☐			
Additional Effectiveness Indicators: These will be assessed at a later date in the practicum and need to be attended to on a regular basis, but they are not evaluated in each lesson observation.				
	Attends at least one professional development opportunity and provides evidence of understanding and application knowledge or skill acquired.			

	Communicates professionally with parents/guardians in ways that improve understanding and encourage progress.
	Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence
	Discusses or is able to provide evidence that justifies instructional practice with research and/or theory.
	Professionalism Progress Indicators: ☐ Reports on time or early for daily student teaching AND additional teacher engagements (e.g., IEPs, teacher committees). ☐ Is meeting deadlines and obligations established by the cooperating teacher and/or supervisor. ☐ Works with and learns from colleagues in planning and implementing instruction to meet diverse needs of learners.

Plan of Assistance Form

Corban University Education Program Plan of Assistance in Student Teaching



Student Name:

Supervisor:

Authorization Level:

Secondary Content Area (if applicable):

You have been identified as being at risk of failing to meet the rigorous and stringent requirements prescribed by the Oregon Teacher Standards and Practices Commission (TSPC) for teacher licensing. As an attempt to provide you with as much assistance and support as possible, you have been asked to complete this individualized education plan in order to assist you in becoming more successful, both in and out of the classroom.

All concerns that have been expressed by your advisor, other faculty members at Corban University, and/or any cooperating teachers you have worked with will be noted in this plan and **must** be addressed before you can be recommended for licensure with TSPC. Please note that completing this plan of assistance does not guarantee you can be recommended for licensure with TSPC as this is a complicated process that requires approval from multiple stakeholders within several organizations.

This individualized education plan is comprised of three parts. Part I details all major concerns in the areas of organization, learning experiences, assessment of student learning, learning environments, professionalism, classroom management, and disposition. Part II details the steps you must successfully complete, all of which will be evaluated by Corban faculty to determine your readiness in proceeding into future educational coursework. Part III includes the due date and acceptance of the terms detailed in this individualized education plan.

Part I: Areas of Concerns

Area	Concerns/Examples	Suggestions
Organization: Lessons show proper alignment: objectives, introduction, content, appropriate integration, strategies, closure, evaluation, etc.		
Learning Experiences: Clearly/accurately presents, smooth transitions, efficient use of time, etc.		
Assessment of Student Learning: Aligns with objectives, suitable for lesson, developmentally appropriate, both formative and summative, etc.		

Learning Environments: Student organization, on-task behavior, equitable application of classroom policies, etc.		
Professionalism: Mature attitude, consistent, courteous, respectful, appropriate behavior, punctual, enthusiastic, etc.		
Classroom Management: Consistent, appropriate, positive, reflective, etc.		
Disposition: Character, leadership, human interaction, communication, self-development and reflection, responsiveness to constructive criticism		

Part II: Next Steps

Action	Details
Reflection Paper	Student must write a reflection paper that addresses each of the concerns noted in Part I of this individualized education plan. Thoughts about why these concerns were expressed must be addressed. Student must also detail how the completion of this individualized education plan has (or has not) helped to address the stated concerns, as well as how things will be different for the upcoming year. Please note that this reflection paper is a major component of this individualized education plan. Corban faculty will be looking for thoughtful, relevant, and introspective writing; not excuses or the placing of blame elsewhere.
Readings/Research	
Additional Classroom Experience	
Interviews	
Letters of Recommendation	

Part III

All requirements and steps indicated in this individualized education plan must be successfully completed by _____ (DD/MM/YYYY). By signing below, I acknowledge my understanding and acceptance of the terms of this agreement.

Student Signature

Date

Advisor Signature

Date

Department Chair Signature

Date

Appendix G: Licensure Exams

In order to obtain an Oregon Teaching License, the state requires candidates pass content specific National Evaluation Series (NES) tests. These NES certification exams are administered through Pearson Education, Inc. The exams are computer-based and offered year-round. Information regarding registration and test content including cut scores can be found at <http://www.orela.nesinc.com/>. Study materials are available to purchase on their website. **When registering for tests, you will need to select Corban as a recipient for test scores.** This allows Corban to access your scores for program admittance and licensure requirements. Exams are automatically sent to the State of Oregon (TSPC) for eventual licensure. For more information on cut scores and required tests, go to “TEST INFORMATION.”

Testing Information

Be sure to list Corban University as a recipient of scores. Each test costs \$95-\$100 to complete

ORELA/NES CONTENT AREA TESTS and PASSING SCORES (in parenthesis)

Elementary:

(Note: The Elementary tests are NOT taken by PK-12 PE and Music majors)

Elementary Exam Subtest I	(220)
---------------------------	-------

Elementary Exam Subtest II	(220)
----------------------------	-------

Secondary and PK-12:

Agricultural Science	(220)
----------------------	-------

Biology	(220)
---------	-------

English Language Arts	(220)
-----------------------	-------

Health	(220)
--------	-------

Mathematics	(220)
-------------	-------

Music	(220)
-------	-------

Physical Education	(220)
--------------------	-------

Social Science	(220)
----------------	-------

Middle Level Subject Area Exams:

Foundational English Language Arts	(220)
------------------------------------	-------

Foundational Mathematics	(220)
--------------------------	-------

Foundational Social Studies	(220)
-----------------------------	-------

Foundational Science	(220)
----------------------	-------

ESOL Endorsement

English Speakers of Other Languages	(220)
-------------------------------------	-------

Appendix H: Additional Helpful Resources

Getting to Know Your School

The first step in the student teaching program is to become oriented to the school. A university supervisor and the classroom cooperating teacher will help you adjust to student teaching. You need to familiarize yourself with all or most of the following:

- A. The philosophy of the school. You should learn the principles that are employed by the school in determining how procedures are chosen and implemented.
- B. The school/building procedures:
 - a. Time of opening and closing of school
 - b. Time the teachers are expected to arrive and leave school
 - c. Recess and lunch periods
 - d. Room schedule
 - e. Bell system and its operation
 - f. Fire, earthquake and other drill procedures
 - g. Methods of checking and reporting attendance
 - h. Procedures for handling a student injury
 - i. Discipline policy and
 - j. Procedures
- C. The school facilities
 - a. Administration offices
 - b. Teachers' room
 - c. Supply room
 - d. Playground areas
 - e. Cafeteria
 - f. Library
 - g. Lighting, heating, ventilation
 - h. Audio-visual aids room
 - i. Transportation facilities
 - j. Counseling office
 - k. Resources center
- D. The special school personnel
 - a. School nurse
 - b. Supervisors
 - c. Counselors
 - d. Curriculum directors
 - e. Coordinator of audio-visual aids and materials
 - f. Custodian
 - g. Office staff
 - h. Resource personnel (i.e. special education, Title I Coordinator, reading specialist, etc.)

- E. The Central Administrative Services
 - a. Curriculum guides and aids
 - b. Technology resources
 - c. Location of personnel officers
- F. General information and organization
 - a. Clerical duties
 - b. Custodial duties
 - c. Faculty responsibilities
 - d. Faculty meetings
 - e. Printed forms
 - f. Cumulative records
 - g. Health referral forms and health cards
 - h. Accident reports
 - i. Registration cards
 - j. Reporting practices
 - k. Requisitions for materials
 - l. Bus regulations
- G. The classroom
 - a. Basic texts
 - b. Supplementary instructional materials (i.e. multi-cultural, special education)
 - c. Teaching aids
 - d. Files
 - e. Seating plans
 - f. Classroom equipment
 - g. Technology resources
 - h. Student' language/learning needs

First Year Responsibilities

The clinical placement experience is designed to prepare completers to understand and prepare them for their first year of teaching. Hopefully, the clinical placement serves as a preview of what expectations exist for a first-year teacher. The following document is borrowed from a local district with some guiding questions candidates can use to self-assess their growth and progress during their placement.

FIRST YEAR TEACHING RESPONSIBILITY—SALEM-KEIZER SCHOOL DISTRICT

Procedures and Routines

Essential Question: Are systems in place to help the classroom run efficiently?

Essential Skills: The teacher models, practices, and reviews procedures and routines with the students. The teacher provides feedback to the students about procedures and routines. The teacher uses observation to strengthen the procedures and routines for the classroom.

Look for:

- Teacher posts and refers to behavioral expectations.
- Teacher posts and refers to an accurate agenda.
- Teacher implements an efficient system for students to access necessary materials.
- Teacher uses an efficient method for distributing and collecting student work.
- Teacher establishes entering and exiting procedures that are evident.
- Teacher creates and implements transition procedures.
- Teacher creates and implements a seating chart.
- Teacher uses an efficient system for taking attendance.
- Teacher creates and implements a procedure for individual students needing to leave the room.
- Teacher uses a “getting their attention” signal.
- Teacher uses a structured system for students to respond.
- Teacher arranges classroom furniture to support different types of learning.
- Teacher models and uses a variety of purposeful grouping strategies.
- Teacher includes visuals to teach and support procedures.
- Teacher reviews routines and procedures in an effective and timely manner.
- Teacher has a system in place for students who do not have appropriate materials.

Classroom Management

Essential Question: Are developmentally appropriate structures in place that build, promote, and facilitate positive classroom culture throughout the school year?

Essential Skills: The teacher demonstrates frequent reflection on data analysis of student learning to inform instruction.

Look for:

- Teacher uses a consistent template for recording lesson plans.

- Teacher's daily lesson plans include learning target, steps for instruction, academic vocabulary, flexible grouping, and formative assessment.
- Teacher incorporates the learning target throughout the lesson so students make connections between their learning and the expected outcomes.
- Teacher uses a variety of engagement strategies in lesson planning.
- Teacher effectively uses the gradual release of responsibility model.
- Teacher develops plans for the lesson or unit that are well-structured with reasonable time allocations.
- Teacher provides opportunities for students to move and/or process with one another during the lesson.

Communication

Essential Question: Are interactions with colleagues, students, staff, families, and community members respectful and professional?

Essential skills: The teacher provides timely feedback to students on their progress and learning. The teacher uses a system to regularly communicate with parents about student academic/social/behavioral progress, upcoming classroom events/activities, major assignments and assessments. The teacher responds positively to observations and makes use of feedback for overall improvement.

Look for:

- Teacher makes initial contact with parents to establish a partnership within the first month.
- Teacher uses a method to log parent communication.
- Teacher contacts parents promptly when concerns arise.
- Teacher responds positively and professionally when addressing parent concerns.
- Teacher uses evidence and data when talking to parents.
- Teacher reaches out to support team for help when needed (colleagues, mentor, coach/ELT, ELAS, SpEd case manager, counselor, behavior specialist, administrator.)

Appendix I: School of Education Faculty

Department Chair, School of Education

Kleiber, Jennifer J., Associate Professor of Education, 2016. B.S. Western Oregon State College; M.S.Ed. Walden University; Ed.D. George Fox University.

School of Education Faculty

Alburn, Rebecca E., Assistant Professor of Education, 2021. B.S. Corban University; M.Ed. Western Oregon University.

Sotelo, Angela C., Assistant Professor of Education, 2022. B.A. Bethel University; M.Ed. Western Oregon University.

Villers, Lance, Assistant Professor of Education, 2025. B.S. Mathematics, Evangel University; B.S. Computer Science, Colorado State; M.A. School Administration and Supervision, Liberty University; Ed.D. K-12 Leadership, Grand Canyon University.