

TEACHER EDUCATION PROGRAM

Requirements

General Requirements

- No grade lower than a C in major and licensure coursework
- Minimum 2.750 GPA in cumulative, major, and licensure coursework
- Ongoing recommendation from the Linfield University Education Department
- Adherence to the Linfield University Education Department Professional Characteristics and Professional Conduct Expectations

Education Major Prerequisites

- FOUNDATIONS OF EDUCATION (EDUC 150); meet requirements on related field experience
- LEARNING AND DEVELOPMENT (EDUC 200)
- FOUNDATIONS OF INCLUSION AND SPECIAL EDUCATION (EDUC 210)
- FOUNDATIONS FOR TEACHING ESOL (EDUC 240)
- EQUITY AND CULTURALLY RESPONSIVE TEACHING (EDUC 260)

Admission to the Teacher Education Program

- Application process completed in FOUNDATIONS FOR TEACHING ESOL (EDUC 240)
 - Transfer students may complete the application process on an alternative timeline
- OSP/FBI criminal history clearance
- Teacher Education Program Application with supplemental materials

Requirements Prior to Part-Time Student Teaching

- Ongoing major coursework
- Ongoing licensure coursework
- Approved Application to Part-Time Student Teaching

Requirements Prior to Full-Time Student Teaching

- Completion of major coursework
- Licensure coursework
- Completion of the Protecting Student & Civil Rights in the Educational Environment Workshop-Passing scores on appropriate tests
- Recommendation for full-time student teaching

Student Teaching and Seminar

Student teaching consists of two semesters of classroom experiences taken concurrently with a seminar for student teaching during which the student is assigned to a state approved school that cooperates with Linfield University in teacher preparation. The student teacher shares the teaching role with the classroom teacher and completes an Education Teacher Candidate Performance Assessment (TCPA). Students in both part-time and full-time student teaching are observed weekly by Linfield University supervisors. Students must provide their own transportation to assigned schools.

Teacher Education Program Conceptual Framework

Learning Theory & Content Knowledge

- Draw upon research from multiple learning theories in developing praxis
- Use varied, engaging content pedagogy, including multiple modes of representation and communication, including the purposeful use of technology and media
- Develop and implement effective instruction based on content knowledge aligned to professional and state standards
- Apply understanding of motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation

Advocacy for All Learners

- Use a culturally responsive approach to create instruction based on the contexts of community, school, families, and individual students.
- Collaborate with school and community personnel and resources, including families, to meet the needs of all learners
- Create a safe and positive classroom community based on equity, fairness, and the belief that all students can learn
- Plan lessons and assessments that address variation in learning styles, developmental levels, ability levels, and diversity among learners

Reflection & Action

- Analyze formative and summative assessments, making appropriate adjustments to instruction and educational programs
- Demonstrate self-awareness and growth in professional characteristics
- Seek opportunities for professional development by engaging in research, collaborating with colleagues and other professionals, attending professional meetings, and serving on professional committees within their disciplines

Oregon Preliminary Teaching License Requirements

- Degree in an approved major
- Student teaching/clinical hours
- Successful completion of one Teacher Candidate Performance Assessment
- Passing scores on TSPC required exams
- Minimum 2.750 GPA in cumulative, major, and licensure coursework
- No grade lower than a C in major and licensure coursework
- Recommendations from Linfield University supervisors and mentor teachers
- Recommendation from Linfield University Education Department

The Linfield University Teacher Education Program is accredited by the Teacher Standards and Practices Commission of Oregon (TSPC), which expects Linfield students to understand and abide by the TSPC administrative rule concerning the Standards for Competent and Ethical Performance of Oregon Educators (OAR 584-020), which states in part, "The ethical educator in fulfilling obligations to the profession will maintain the dignity of the profession by respecting and obeying the law [and] exemplifying personal integrity and honesty." Linfield University's

Teacher Education Program (TEP) achieved national accreditation at the initial-licensure level from the CAEP from April 2021 - June 2028. CAEP Initial-Licensure Level Accreditation is provided at the baccalaureate or post-baccalaureate levels leading to initial licensure, certification or endorsement that are designed to develop P-12 teachers. Students are expected to meet Interstate Teacher Assessment and Support Consortium (InTASC) Standards and Linfield Education Department Professional Characteristics and Professional Conduct Expectations throughout the program. Concerns will be documented and acted upon, as needed, via a Plan of Assistance. Requirements for licensure are subject to changes mandated by TSPC. Students should work closely with Education Department faculty in planning their program of study and must meet with their education advisor every semester prior to registration. Failure to do so may result in being administratively withdrawn from education courses. Decisions regarding a student's official status in the Teacher Education Program may be appealed through the University Academic Grievance Process. Students may request special consideration for education requirements by completing an Education Department Petition. Students applying for teaching licenses in states other than Oregon are themselves responsible for obtaining requirements in those states.