

WASHINGTON STATE UNIVERSITY
 VANCOUVER

COLLEGE OF EDUCATION



BACHELOR OF ARTS DEGREE
IN
ELEMENTARY EDUCATION (K-8)
HANDBOOK

Prepared by WSU Vancouver Teaching & Learning Faculty and Field Supervisors
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Table of Contents

Table of Contents	1
SECTION 1: GENERAL INFORMATION	2
Program Description and Requirements	2
SECTION 2: PROGRAM PHILOSOPHIES	2
Conceptual Framework for Washington State University	2
Teacher Education Programs	2
SECTION 3: COURSEWORK.....	3
Undergraduate Program Courses	3
(with ELL endorsement)	3
Undergraduate Program Courses	4
(with Middle Level Mathematics endorsement)	4
Undergraduate Program Courses	5
(with Special Education waiver endorsement)	5
SECTION 4: PROGRAM POLICIES	6
Teacher Candidate Support System (TCSS) for Pre-Service Teachers at WSU Vancouver.....	6
Attendance Requirements	8
Content Knowledge Examination	8
Procedures for Program Modification.....	9
Use of Social Media	9
Procedure for Re-Admittance to the Program.....	9
SECTION 5: CERTIFICATION	10
Residency Certification.....	11
Responsibilities and Roles of a Certified Teacher	11
InTasc Standards: Model Core Teaching Standards for all teachers	12
Details of the InTASC standards can be found here: https://ccsso.org/sites/default/files/2017-11/InTASC_Model_Core_Teaching_Standards_2011.pdf	12
Code of Professional Conduct:.....	12
SECTION 6: ON-LINE RESOURCES	12

SECTION 1: GENERAL INFORMATION

Program Description and Requirements

The Bachelor of Arts (BA) in Education program is designed for students interested in obtaining the Washington Residency Teaching Certificate with an endorsement in Elementary Education (K-8) in conjunction with a bachelor's degree.

This program includes a combination of academic courses and practicum experiences that meet WSU degree requirements as well as Washington State teaching certification requirements. The program of study is rooted in constructivist theory with strong emphasis on active learning, collaboration, problem solving, reflection, diversity, equity, inclusivity, and social justice. Students in the program follow a course of study and engage in applied experiences that fulfill the state elementary education competencies as well as the course requirements conducive to an English Language Learner (ELL) endorsement, and/or a middle level mathematics endorsement, and/or a special education endorsement (waiver endorsement coursework). Students will need to pass the WEST-E test in ELL, and/or the NES for middle grades mathematics, and/or the WEST-E for special education to complete endorsement requirements.

Faculty in the program believe in the importance of providing students with an on-going field experience in a variety of settings. To support this important goal, students engage in substantial fieldwork. In addition to the program's courses, students are in the public schools on a regular basis throughout most of the program until full-time student teaching in spring of the Senior year.

To be eligible for admission, students must meet the WSU lower division University Common Requirements (UCORE) or have an earned AA-DTA degree from a community college, take all three parts (reading, writing, and mathematics) of a basic skills exam (ACT/SAT/WEST-B), and complete prerequisite courses. Program coursework begins in the summer (second six-week session, late June). The program requires completion of coursework as described in the coursework section. Full-time students complete the program in six consecutive terms, which include two summers. Part-time enrollment is also an option.

SECTION 2: PROGRAM PHILOSOPHIES

Conceptual Framework for Washington State University Teacher Education Programs

The College of Education contributes to the theory and practice of the broad field of education and dedicates itself to understanding and respecting learners in a variety of cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

In order to raise academic standards for K-12 students in Washington State, a focus has been placed on Washington State's four learning goals and common core learning standards. The learning goals and common core learning standards are available online at:

<http://www.k12.wa.us/CurriculumInstruct/learningstandards.aspx>

SECTION 3: COURSEWORK

Undergraduate Program Courses (with ELL endorsement)

Summer Semester I (second six-week session)

Course #	Course Title (Learning about Populations)	Credits
TCH_LRN 301	Learning and Development	3
TCH_LRN 385	Teaching Elementary Social Studies	3
SPEC_ED 420	Teaching in Inclusive Classrooms	2
Total		8

Fall Semester I

Course #	Course Title	Credits
TCH_LRN 305	Fundamentals of Instruction	2
TCH_LRN 307	Children's Literature	3
TCH_LRN 330	Diversity in Education	3
TCH_LRN 333	Intro to English as a Second Language	3
TCH_LRN 402	Instructional Practicum & Seminar (Middle Level) I	1
TCH_LRN 445	Educational Technology	2
Total		14

Spring Semester I*

Course #	Course Title	Credits
TCH_LRN 321	Early Literacy	3
TCH_LRN 352	Teaching Elementary Mathematics	3
TCH_LRN 371	Teaching Elementary Science	3
TCH_LRN 401	Practicum in Bilingual/ESL Ed. & Seminar (Elementary Level) II	3
TCH_LRN 414	Methods and Materials for Bilingual/ESL	3
Total		15

Summer Semester II (first six-week session)

Course #	Course Title (Learning How to Teach)	Credits
TCH_LRN 390	Integrating Fine Arts into K-8 Curriculum	3
TCH_LRN 409	Fundamentals of Curriculum and Assessment for Bilingual/ESL Ed	3
TCH_LRN 483	Integrating Health and Fitness	3
Total		9

Fall Semester II

Course #	Course Title	Credits
ED_PSYCH 401	Classroom Assessment, Elementary	2
TCH_LRN 310	Classroom Management	2
TCH_LRN 322	Reading & Writing in Grades 4-8	3
TCH_LRN 339	Communicating in Diverse Classrooms	3
TCH_LRN 490	Advanced Practicum	3
Total		13

Spring Semester II *

Course #	Course Title	Credits
TCH_LRN 415	Student Teaching	16

Total Program Credits: 75

* Students take Spring Break with the local public schools (instead of the WSU Break).

Undergraduate Program Courses
(with Middle Level Mathematics endorsement)

Summer Semester I (second six-week session)

Course #	Course Title (Learning about Populations)	Credits
TCH_LRN 301	Learning and Development	3
TCH_LRN 385	Teaching Elementary Social Studies	3
SPEC_ED 420	Teaching in Inclusive Classrooms	2
TCH_LRN 463	Teaching Probability & Statistics	3
Total		11

Fall Semester I

Course #	Course Title	Credits
TCH_LRN 305	Fundamentals of Instruction	2
TCH_LRN 307	Children's Literature	3
TCH_LRN 330	Diversity in Education	3
TCH_LRN 333	Intro to English as a Second Language	3
TCH_LRN 402	Instructional Practicum & Seminar (Middle Level) I	1
TCH_LRN 445	Educational Technology	2
TCH_LRN 434	Proportional Reasoning	3
Total		17

Spring Semester I*

Course #	Course Title	Credits
TCH_LRN 321	Early Literacy	3
TCH_LRN 352	Teaching Elementary Mathematics	3
TCH_LRN 371	Teaching Elementary Science	3
TCH_LRN 401	Practicum in Bilingual/ESL Ed. & Seminar (Elementary Level) II	3
TCH_LRN 414	Methods and Materials for Bilingual/ESL	3
MATH 351	Algebraic Thinking for Middle School Teachers	3
Total		18

Summer Semester II (first six-week session)

Course #	Course Title (Learning How to Teach)	Credits
TCH_LRN 390	Integrating Fine Arts into K-8 Curriculum	3
TCH_LRN 409	Fundamentals of Curriculum and Assessment for Bilingual/ESL Ed	3
TCH_LRN 483	Integrating Health and Fitness	3
MATH 303	Geometry for Middle School Teachers	3
Total		12

Fall Semester II

Course #	Course Title	Credits
ED_PSY 401	Classroom Assessment, Elementary	2
TCH_LRN 310	Classroom Management	2
TCH_LRN 322	Reading & Writing in Grades 4-8	3
TCH_LRN 339	Communicating in Diverse Classrooms	3
TCH_LRN 490	Advanced Practicum	3
TCH_LRN 433	Middle Level Mathematics Methods	3
Total		16

Spring Semester II *

Course #	Course Title	Credits
TCH_LRN 415	Student Teaching	16

Total Program Credits: 90

* Students take Spring Break with the local public schools (instead of the WSU Break).

Note: Only those students pursuing the middle level math coursework will be eligible for middle level math placements in the senior year. The NES for middle grades math test must be taken to secure a 6-8th grade math placement in fall of the senior year and must be passed to remain in the placement for Student Teaching.

Undergraduate Program Courses
(with Special Education waiver endorsement)

Summer Semester I (Maymester and second six-week session)

Course #	Course Title	Credits
TCH_LRN 301	Learning and Development	3
TCH_LRN 385	Teaching Elementary Social Studies	3
SPEC_ED 301	Education of Exceptional Children (offered only in Maymester)	3
SPEC_ED 404	Professional Skills in Special Education (Law)	3
Total		12

Fall Semester I

Course #	Course Title	Credits
TCH_LRN 305	Fundamentals of Instruction	2
TCH_LRN 307	Children's Literature	3
TCH_LRN 330	Diversity in Education	3
TCH_LRN 333	Intro to English as a Second Language	3
TCH_LRN 402	Instructional Practicum & Seminar (Middle Level) I	1
TCH_LRN 445	Educational Technology	2
SPEC_ED 401	Teaching Students with Disabilities	3
Total		17

Spring Semester I*

Course #	Course Title	Credits
TCH_LRN 321	Early Literacy	3
TCH_LRN 352	Teaching Elementary Mathematics	3
TCH_LRN 371	Teaching Elementary Science	3
TCH_LRN 401	Practicum in Bilingual/ESL Ed. & Seminar (Elementary Level) II	3
TCH_LRN 414	Methods and Materials for Bilingual/ESL	3
SPEC_ED 490	Practicum in Special Education	2
Total		17

Summer Semester II (first six-week session for BA program classes)

Course #	Course Title (Learning How to Teach)	Credits
TCH_LRN 390	Integrating Fine Arts into K-8 Curriculum	3
TCH_LRN 483	Integrating Health and Fitness	3
SPEC_ED 402	Access & Curric. for Students with Disabilities (Maymester)	3
**SPEC_ED 403	Secondary Education for Students with Disabilities (optional)	3
**SPEC_ED 409	Early Childhood Special Education (optional)	3
Total		9-15

Fall Semester II

Course #	Course Title	Credits
ED_PSY 401	Classroom Assessment, Elementary	2
TCH_LRN 310	Classroom Management	2
TCH_LRN 322	Reading & Writing in Grades 4-8	3
TCH_LRN 339	Communicating in Diverse Classrooms	3
TCH_LRN 490	Advanced Practicum	3
SPEC_ED 421	Strategies for Special Education Teachers	3
Total		16

Spring Semester II *

Course #	Course Title	Credits
T & L 415	Student Teaching	16

Total Program Credits: 87-93

* Students take Spring Break with the local public schools (instead of the WSU Break).

**Note: SPEC_ED 403 and SPEC_ED 409 are not required for the special education waiver endorsement option but are required for the full special education endorsement. You may take one or both classes in this term (second summer session).

Remaining endorsement courses: Any courses not taken in the second summer session (SPEC_ED 440, SPEC_ED 471, SPEC_ED 490 (2 credits)) may be completed after graduation.

Please refer to the official special education endorsement checklist for a full list of courses and requirements.

SECTION 4: PROGRAM POLICIES

Teacher Candidate Support System (TCSS) for Pre-Service Teachers at WSU Vancouver

Intent and Rationale

The Teacher Candidate Support System (TCSS) is based on the Washington State Professional Standards of Teaching Practice for effective teaching, professional development, and teaching as a profession (<https://www.pesb.wa.gov/workforce-development/developing-current-educators/certification-standards-and-benchmarks/teacher-benchmarks/>) and the Washington State Standards for Professional Learning (<http://www.k12.wa.us/CurriculumInstruct/ProfessionalLearning/default.aspx>).

This system is designed to provide early feedback for teacher candidates who might be experiencing difficulty in the teacher preparation program. The purpose of the TCSS is to provide clear feedback to the teacher candidate about concerns related to his/her/their academic progress, school site activities, and/or professional dispositions. The TCSS process allows for the development of a plan to address concerns.

Teacher preparation programs at WSU Vancouver are designed to support the professional exchange of ideas by fostering respectful discourse in the academic classroom and at practicum/student teaching/internship locations. It is a standard to which we hold ourselves as well. Pre-service teacher education also calls for the development of the teacher candidate's ability to act professionally and the faculty's role in that development; the faculty sees this as an important component of learning to be an effective teacher. Faculty believe that, in addition to what a student knows and can do, their professional disposition in the classroom indicates a student's readiness to perform at a professional level as a teacher. Identifying current and potential problems is part of WSUV's responsibility through its faculty and staff.

We acknowledge that while the majority of teacher candidates will not have problems, not every person is suited to be a teacher. The TCSS process is designed to provide feedback and, when necessary, to advise the teacher candidates as to whether teaching is the right pathway. The process is confidential and is designed to be supportive of individual differences and needs.

The WSUV education unit holds interns accountable for the Professional Disposition Standards. Students enrolled in teacher education programs must also adhere to the *Washington State University Standards of Conduct for Students* as presented in the Student Handbook and Calendar (most recent edition). These standards detail laws and regulations about academic dishonesty, harassment, alcohol and drugs, firearms and dangerous weapons.

Note: In the case of illegal behaviors, including harassment, assault/battery, or use/abuse of drugs or under the influence in a learning environment, if the investigation provides confirmation, the behavior(s) shall result in a range of consequences from a warning and a personal contract to immediate removal from the program, depending on the severity of the instance. WSUV and the Department of Teaching and Learning reserves the right to remove or replace any teacher candidate from any practicum/student teaching/internship situation at their discretion, bypassing the TCSS.

Process

Pre-service teacher candidates are informed of the TCSS during the initial program orientation. An oral explanation of the process and sample scenarios are provided at that time by the Academic Director. Information includes a clear description of appropriate professional behaviors, or dispositions, that teacher candidates are expected to develop and demonstrate throughout the teacher preparation program

as well as the steps taken in the TCSS. This information is also included in the program handbook, on the program website, and is referenced in course syllabuses.

During the instructional program

Instructors are expected deal with issues/inappropriate behavior problems as a class-related matter. If an instructor is unable to remedy the situation or if the concern is very serious, the following process will be used:

- The instructor talks with the student to share the TCSS form. The student signs the form after having the opportunity to respond and provide his/her/their version of the events. Any student response must be provided in a written document.
- The instructor submits a copy of the TCSS form and any supporting documents to the Academic Director. The Director contacts the students' other instructor(s) to see if the student is having any difficulties in any other classes. The Director uses discretion about possible further investigation related to the issue.
- The Academic Director will then contact the program coordinator to schedule a conference to discuss the concern. The conference should include all involved parties (e.g., program coordinator, instructor, student) and may also include the Academic Director and an advocate for the student (if desired by the student). The purpose of the meeting is to discuss the situation, hear both sides, and decide on a plan for remediating the problem. A follow-up conference is scheduled as part of the plan. The plan might extend into the next semester and would be handled in a confidential way with the student's professor(s).
- If a second TCSS form is received for the same student another conference is scheduled (same participants as above plus the Director) to discuss whether the student should continue in the program and under what conditions.

During the field components of the program (Student teaching/internship)

Field supervisors and/or seminar instructors are expected deal with issues/inappropriate behavior problems as a field-related matter. If field supervisors and/or seminar instructors are unable to remedy the situation or if the concern is very serious, the following process will be used:

- Field supervisors and/or seminar instructors talk with the student to share the PDEFE form. The student signs the form after having the opportunity to respond and provide his/her/their version of the events. A student response must be provided in a written document.
- Field supervisors and/or seminar instructors submit a copy of the PDEFE form to the Academic Director.
- The Academic Director then contacts the program coordinator to schedule a conference with the Academic Director (as needed), program coordinator, field supervisors, co-directors, and/or seminar instructors, the student, and an advocate for the student (if desired by the student) to discuss the situation, hear both sides, and decide on a plan for remediating the problem. The student may bring witnesses if he/she/they and the program coordinator agree that it would be helpful if facts or interpretations are disputed. A follow-up conference is scheduled as part of the plan.
- If a second PDEFE form was received for the same student another conference is scheduled (same participants as above plus the Director) to discuss whether the student should continue in the program and under what conditions.

Safeguards

Because potential consequences to teacher candidates are so high, the faculty has built in procedural safeguards and due process. Specifically,

- Candidates will not be removed from the teacher education program solely because of problems that arise in one class or with one teacher (unless University regulations or State laws have been broken).
- Instructors will conference individually with candidates before referring the issue to the Program Coordinator or Academic Director. The faculty understands that there may be additional information or alternative interpretations regarding what they may have observed in a candidate's behavior.
- The Program Coordinator and Academic Director will treat the matter as confidential and insist that other instructors do the same.
- Should the candidate be dissatisfied with the findings of a meeting or the TCSS process, he/she/they may appeal to the Academic Director. Candidates are entitled to further appeal through university channels.

Removal from Placement

The Department of Teaching and Learning reserves the right to remove or replace any teacher candidate from any practicum/student teaching situation at their discretion.

Attendance Requirements

Teacher candidates are expected to attend all class sessions. When something prevents a candidate from attending class, she/he/they is expected to contact the instructor by telephone or email prior to the absence. Candidates are responsible for finding out what they missed and making up assignments. Refer to course syllabuses for attendance requirements and grading policies. (Note that teacher candidates take the local school district spring break both in the junior and senior year, not the WSU Vancouver spring break. Seniors begin attendance in their placement classroom with the district start date for their student teaching semester.)

Content Knowledge Examination

All candidates seeking their initial Washington teacher certification must pass the NES/WEST-E in their endorsement area. This program requires that you take the NES for elementary education (both subtests) by the end of December of the 1st full time year in the program (Junior year) and pass both parts of the exam by December 1 of the second full time year (Senior year) prior to being eligible to move into Student Teaching. This timeframe supports the possible need to retake the test for a passing score before the student teaching semester.

All candidates interested in earning the English Language Learners, the optional Middle Level Mathematics, and/or the optional Special Education endorsement must also pass the NES/WEST-E for that area in addition to the NES for elementary education before they may be recommended for the endorsement in ELL, Middle Level Mathematics, or Special Education (waiver). *It is recommended that students take this exam in summer between junior and senior year.* In order to be placed in a middle level mathematics placement the NES for Middle Grades Math must be passed by April 15 of the junior year.

Other middle level placements are available for the senior year Advanced Practicum and Student Teaching. Candidates may be placed in a 6-8 Middle Level Humanities (Language Arts & Social Studies) classroom by passing the WEST-E for Middle Level Humanities (both subtests), as well Candidates may

be placed in a 6-8 Middle Level Science classroom by passing the NES for Middle Grades General Science test. These tests must be passed and scores on file no later than April 15 of the junior year.

For further details on preparing for and scheduling these exams, go to <http://www.west.nesinc.com/>.

Please refer to the Field Handbook for Teacher Certification programs for any questions you have about field placements.

Study Hour Expectations

The education faculty at WSU Vancouver has high expectations of students. Instructors plan the workload for their courses based on the assumption that students spend significant time each week reading, studying, and completing course assignments in addition to the hours they spend attending class sessions.

Procedures for Program Modification

Program modification may be needed if an individual student is not performing up to the high academic expectations set out by instructors. When the Teacher Candidate Support System is activated due to need for academic improvement, the candidate will meet with the instructor and the Program Coordinator to work out a plan for improvement or course sequence modification.

Use of Social Media

The following are guidelines for the use of social media (i.e., Facebook, Snap Chat, Instagram, blogs, YouTube, Twitter, etc.) as a candidate in the BA Elementary Education program and as a professional educator:

1. Protect confidential information – Do not post information on social media that will endanger your or anyone else’s standing as a professional educator. Confidentiality is expected on campus and within your placement district, school, and classroom. What you post can adversely impact your career and can be harmful to others.
2. Keep your information secure – Protect your personal information from identity theft. Seek strategies for securing passwords and access to personal information such as grades and credit card information.
3. Use academic integrity – Understand copyright and citation guidelines when using digital information. Protect your work and the work of others by respecting these guidelines. (See WSU Copyright web page: <http://publishing.wsu.edu/copyright/>)

Procedure for Re-Admittance to the Program

A student has five (5) years to complete the program after admittance. If the educational experience is interrupted, a student who leaves the program in good standing may be re-admitted by sending a letter to the Academic Coordinator requesting re-admittance. The student will be notified of enrollment procedures and deadlines. Teacher candidates requesting re-admittance who are not in good standing (e.g., incomplete course grades, below standard on professional dispositions, etc.) must reapply to the program and will be considered in the general applicant pool.

State Fingerprinting Requirements

Teacher candidates are required to obtain clearance from the Washington State Patrol and FBI before being awarded an initial teaching certificate. This clearance is obtained by means of a fingerprint check and completion of forms regarding moral character at the start and end of the teacher candidate’s program.

The fingerprinting process can take several weeks and the *entire* fingerprinting process must be completed and approved prior to placement in a public school, which first occurs in fall of the first year of the program. Upon admission to the program, you will receive all of the necessary paperwork and fingerprinting information for clearance.

SECTION 5: CERTIFICATION

Listed below you will find all the conditions which would automatically prevent you from being awarded a teaching certificate in the state of Washington.

Conviction, including guilty pleas, involving any of the following:

- (a) Physical neglect of a child under chapter 9A.42 RCW.
- (b) Physical injury or death of a child under chapter 9A.32 or 9A.36 RCW (except motor vehicle violations under chapter 46.61 RCW).
- (c) Sexual exploitation of a child under chapter 9.68A RCW.
- (d) Sexual offenses under chapter 9A.44 RCW where a minor is the victim.
- (e) Promoting prostitution of a minor child under chapter 9A.88 RCW.
- (f) Sale or purchase of a minor child under chapter 9A.64.030 RCW.
- (g) Violations of similar laws to the above in another jurisdiction.

Intern Substitute Certificate

Teacher Candidate as Paid Substitutes

The Intern Substitute Certificate is valid only during the student teaching full-time field experience.

Substitute service during the student teaching phase:

1. Must be in the mentor teacher's classroom.
2. Must be approved by the university field supervisor.
3. Cannot exceed ten percent of the entire student teaching experience.
4. Is limited to a maximum of three consecutive days per occurrence.

Issuance of the certificate is subject to the following conditions:

1. District approval
2. Completion of at least fifty percent of the field experience
3. University field supervisor and mentor teacher approval
4. Application and payment of a \$38 fee.

How to apply: The application packet for applying through WSU is available on the web at:
<http://education.wsu.edu/student-services/certpaperwork/intern/>

The Intern Substitute Certificate form can be found at the following location:

<https://education.wsu.edu/undergradprograms/teachered/studentteaching/internsubstitutecertificate/DO>
NOT apply through the Education Service District (ESD) or the Office of the Superintendent of Public Instruction (OSPI). If you currently hold a valid Emergency Substitute Certificate, you do not need to apply for the Intern Substitute Certificate.

Note: Some districts do not support the use of teacher candidates as substitutes. Please check before applying.

Residency Certification

The first certificate issued is the Residency Certificate (First Issue), which is valid until the holder has completed two years of successful teaching in a public school or approved private school in Washington. This certificate may then be reissued with a five-year expiration date. More comprehensive information can be found on the following web site at <http://www.k12.wa.us/certification/Teacher/Residency.aspx>.

The following documents are available online:

- Guide for Developing Your Draft Professional Growth Plan
http://education.wsu.edu/field/studentteaching/growth_plan.doc
- Professional Teacher Certificate Affidavit
<https://education.wsu.edu/documents/2015/08/professional-teacher-certificate-affidavit.pdf>

Responsibilities and Roles of a Certified Teacher

The responsibilities and roles of teachers shall be defined to meet the established and educationally sound needs of current instructional programs and changing social conditions. The following are based on legal references found in the Washington Administrative Code (WAC).

- 1) The field experiences prepare candidates to fulfill these roles and responsibilities that are consistent with a certified teacher:
 - Teach
 - Counsel
 - Supervise
 - Discipline
 - Communicate
 - Plan
 - Reflect on practice
 - Manage the classroom
 - Self-improve
- 2) As professional staff members, all educators are expected to perform certain duties that contribute to the activity program, to the guidance program, and to the good climate and efficient operation of the school. In addition to the specific assignment of classroom instruction or other building duties, each teacher is expected to assume his or her equitable share of responsibility for the operation of the school, the guidance and counseling of students, and the sponsorship and support of the student activity program.
- 3) The teacher assumes a shared responsibility with the building staff for supervision and maintenance of order.
- 4) The teacher is expected to participate in professional staff development activities to enhance competence in the use of educational materials, instructional programs, and other professional skills.
- 5) The teacher is responsible for assigning and evaluating the work of students and for returning such evaluations to students with responsible promptness.
- 6) The teacher is expected to make daily preparations for teaching including attendance at staff meetings and other such professional work as assigned by the principal, superintendent, or school board.

- 7) The teacher is expected to give careful attention to the maintenance of a safe and healthy environment in the classroom, reporting to the principal or her/his/their designee any shortcomings such as lighting, heating, or ventilation.
- 8) In addition to these specific requirements, the responsibilities of the teacher shall be performed as required in Chapter 44, State Board of Education Code of Rules and Regulations.

Legal Reference:

WAC 180-44-010	Responsibilities related to instruction
WAC 180-44-010	Responsibilities related to discipline of students
WAC 180-44-010	Physical environment of classroom
RCW 28A.150.240	Teacher-General provisions

Teacher candidates will complete a well-planned sequence of courses and/or experiences in which they acquire and apply knowledge performed to standards.

InTasc Standards: Model Core Teaching Standards for all teachers

Details of the InTASC standards can be found here: https://ccsso.org/sites/default/files/2017-11/InTASC_Model_Core_Teaching_Standards_2011.pdf

- Standard #1: Learner Development
- Standard #2: Learning Differences
- Standard #3: Learning Environments
- Standard #4: Content Knowledge
- Standard #5: Application of Content
- Standard #6: Assessment
- Standard #7: Planning for Instruction
- Standard #8: Instructional Strategies
- Standard #9: Professional Learning
- Standard #10: Leadership and Collaboration

5

Code of Professional Conduct:

SECTION 6: ON-LINE RESOURCES

Professional Growth Plan Guide:

<https://education.wsu.edu/undergradprograms/teachered/studentteaching/professionalgrowthplan/instructions/>

Professional Teacher Certificate Affidavit: <https://education.wsu.edu/documents/2015/08/professional-teacher-certificate-affidavit.pdf>

Intern Substitute Certificate Form:

<https://education.wsu.edu/undergradprograms/teachered/studentteaching/internsubstitutecertificate/>