

WASHINGTON STATE UNIVERSITY



VANCOUVER

World Class. Face to Face.

**Field Handbook
for
Teacher Certification
Programs**

August, 2014

Prepared by WSU Vancouver Field Supervisors

I. General Information

A. Introduction to Advanced Practicum, Pre-Internship and Student Teaching Field Experiences

Welcome to Washington State University Vancouver! This handbook has been prepared to provide an overview of the experiences and links to information that will be helpful to mentor teachers, principals, and WSUV teacher candidates.

Effective teaching requires that educators draw upon students’ social, cultural, linguistic, and academic strengths. To accomplish this task, teachers must have an understanding of (a) learners, (b) learning, and (c) teaching, as well as the disposition to employ this knowledge in the service of individual welfare and social justice.

The success or failure of the field experience depends on the quality of relationships developed among the teacher candidate, mentor teacher, and university supervisor. Each plays important roles that contribute to the total professional development of the prospective teacher. Three-way continual communication is the key.

Field experiences are vitally important to attaining the mission of the College of Education to “*address the needs of communities, families, individuals, and education institutions in a diverse society by establishing a learning community that provides reciprocal development among students, faculty, and staff through leadership, scholarship, and professional practice.*”

B. Key Definitions

Teacher candidate: This term is used to designate a person enrolled in the WSUV Education Department pursuing a Teaching Certificate and degree. *Note: the term teacher candidate is synonymous with the term student teacher.*

Student: This word is used to indicate a K-12 public school student.

Practicum is a half-year experience, usually immediately prior to the full time student teaching semester, when the teacher candidate is enrolled in several courses while spending as many 12 hours per week in an assigned public school classroom. (See specific program handbook for details). *Note: The term practicum is synonymous with the term pre-internship.*

Student teaching is one semester, usually immediately following the practicum, when the teacher candidate is placed full-time in an assigned public school classroom. (See specific program handbook for details.) *The terms student teaching and internship are synonymous.*

Field Experience is university-supervised time, encompassing pre-internship or practica and the student teaching internship, when teacher candidates work with mentor teachers their students, and other K-12 educators during university-assigned placements in public schools.

II. Overview of WSUV Certification Programs

Undergraduate Program (K-8)

Juniors complete fall and spring practica, which familiarize them with school cultures and the role of the teacher.

During the senior year, teacher candidates in the Undergraduate Program complete a full-year, supervised placement in public K-12 schools. Teacher candidates finish course work including the advanced practicum seminar, which concentrates on classroom management, portfolio development, and field experiences. They also develop an integrated unit to use during student teaching. Depending on individual circumstances, teacher candidates may be able to use the unit for Task 1 of the edTPA as well.

During spring semester, teacher candidates complete full-time student teaching with seminar as their only required course. The seminar assists teacher candidates in processing field experiences, discussing certification, supporting the edTPA tasks, developing job-seeking skills, and completing and presenting their portfolios.

Teacher candidates follow the university calendar from September through December. The nine-hour per week practicum is scheduled by the student and mentor to coordinate with the student's college course work. During spring semester, full-time student teaching occurs from January until the first week in May. Students follow their placement school district's calendar during spring semester.

For more information, consult the Program Handbook at:

<http://education.vancouver.wsu.edu/bachelor-arts-education-courseprogram-requirements>

Master in Teaching Program (K-8)

Post-baccalaureate students in the Masters in Teaching Elementary Program experience an intense 15-month certification and masters program. The program usually begins in May. The fall semester courses include an introduction to research, technology, and method classes in math, literacy, social studies, and science. The pre-internship begins this semester as well. All of the field experiences articulate with the seminar class, which helps the teacher candidates process the field experience, continue to develop the portfolio, and support the edTPA tasks.

In January the student teaching internship begins. The seminar continues with the same foci and adds edTPA support, employment search strategies, and certification requirements. This program's student teaching is *four days a week* with the fifth day on campus for two courses and seminar. The internship ends the last week in April. After student teaching, the program continues with more coursework and a presentation of a research project during summer semester.

For more information, consult the Program Handbook at:

<http://education.vancouver.wsu.edu/courseprogram-requirements-0>

Master in Teaching Secondary Certification Program (Grades 5-12)

Teacher candidates in this program have baccalaureate degrees in English, biology, social studies, or math. The certification portion includes four semesters of study and field experiences. Many teacher candidates begin working on their Master's In Teaching degree during this time period, culminating with their master's degree research project. The courses begin spring semester before their fall pre-internship. Fall semester includes methods classes, assessment, lesson design, and the practicum with seminar. The foci of the practicum are observation and building relationships with teacher candidates. The seminar allows teacher candidates to process the field experiences, create practice lessons for implementation with students, begin the first task of the edTPA, and develop peer supports.

The internship occurs in the spring semester when teacher candidates are in public school classrooms full-time where they develop, teach, and assess and units/lessons. Often, a student assumes responsibility early in the internship for teaching one class, gradually moving towards teaching three classes and teaming with their mentor(s) for the other classes. During seminar, students process their field experiences, prepare for the edTPA, and develop resume and interviewing skills. The student teaching internship runs from January until the last week in April.

For more information, follow the Program Handbook link:

<http://education.vancouver.wsu.edu/master-teaching-secondary-certification-courseprogram-requirements>

Pullman Undergraduate Program (K-8)

Teacher candidates in the elementary program complete a one-month advanced practicum the semester before student teaching. Teacher candidates return to the same classroom the following semester to complete a full semester of student teaching and attend seminar sessions on the WSUV campus. Pullman teacher candidates follow the suggested timeline for the Vancouver Undergraduate Program.

For more information, follow this link:

<http://education.wsu.edu/field/studentteaching/handbook/>

Pullman Undergraduate Program (Secondary)

Secondary teacher candidates are full-time student teachers for one semester. They follow the school district's calendar for this experience. They are familiar with the cultures of schools and the role of the teacher, as they have had several prior field experiences. The seminar assists them in processing the field experiences, supporting work related to the edTPA, discussing certification, developing job-seeking skills, and creating and presenting a professional growth plan. The transition timeline is outlined at this link:

<http://education.wsu.edu/field/studentteaching/handbook/>

III. Key Policies for Field Experiences

A. Supervision: The advanced practicum or pre-internship and student teaching internship must be supervised. Consequently, a certificated mentor teacher or administrator should be readily available to the teacher candidate, as specified by WAC Chapter 180-44. Moreover, the university supervisor will maintain the supervision of the teacher candidate on behalf of the university.

B. Placement and Calendar: The practicum (B.A. Program) and pre-internship (Graduate Programs) follow the university calendar during fall term. When the student teaching internship begins, teacher candidates follow the public schools' calendar. The university's Director of Field Experiences and the cooperating school district assign a mentor teacher for each teacher candidate. Through a contractual agreement, the teacher candidate is under direct supervision by a university supervisor and district-appointed mentor teacher in the public school system.

C. Time Line for the Field Experiences: Pages 11-14 of this handbook describe a traditional path of progression of increasing responsibilities for the teacher candidate. Appendix 5, p. 30-32, describes the approaches and anticipated schedule for co-teaching in which both the mentor teacher and teacher candidate plan and teach together throughout the field experience. Co-teaching is a feature of instruction in some, though not all, schools. Both traditional and co-teaching field placements provide necessary experience for teacher candidates. *Adaptations are expected as the teacher candidate, mentor teacher, and university supervisor personalize the schedule.*

D. Attendance: If a teacher candidate is going to be absent, he or she is responsible for notifying their university supervisor, mentor teacher and other designated school personnel *in advance of the absence*. The teacher candidate is also responsible for providing the mentor teacher with appropriate plans for the day(s), just as he or she would in planning for a substitute teacher. Absences must be made up to the satisfaction of all involved. Teacher candidates are required to attend scheduled student teaching seminars during the school day or after school hours as scheduled by the university's seminar instructor.

E. Work Stoppage: If a mentor teacher participates in a work stoppage, the teacher candidate will report to the university supervisor until such time as deemed appropriate by the university and public school for the teacher candidate to return to the mentor teacher's classroom. Under university policy, teacher candidates are not allowed in district buildings during work stoppages.

F. Code of Professional Conduct: It is the responsibility of each teacher candidate to be familiar with the entirety of WAC 180-87, which details the Code of Professional Conduct for Education Practitioners.

Follow the link to: <http://www.k12.wa.us/ProfPractices/CodeConduct.aspx>

G. Legal Responsibilities: The mentor teacher is responsible for the health, safety, and general well being of the students (Chapter 180-44 WAC) Therefore, when the mentor teacher leaves the teacher candidate in charge of the class, the mentor teacher may still be held responsible for the students. However, should harm come to any pupil through a teacher candidate's malice, negligence, or poor judgment, both the teacher candidate and the mentor teacher could be held responsible. For this reason, teacher candidates are required to secure professional liability insurance before beginning field experiences.

H. Confidentiality: All students and their families have the right to privacy and confidentiality of all records, both verbal and written. Teacher candidates must abide by all confidentiality requirements under local, state, and federal laws, such as FERPA and HIPAA. Do not remove from the classroom or school any hard or electronic copies of official document pertaining to a student, for example grade reports, IEPs, cumulative files, or locator cards. Identifiable student information should be shared sparingly and only if it will likely aid the student. Teacher candidates should consider e-mail, Twitter, Facebook, or other social media to be publicly available and thus unsuitable for sharing information about or with students. Any communication about students, their families, teachers and other staff members that violates confidentiality is a severe professional violation, which can result in career-changing consequences. As a result, teacher candidates must use discretion at all times.

I. Early Warning System: This system, which is described in each program's handbook, will be used to address a teacher candidate deficiencies arising in the advanced practicum or pre-internship and student teaching internship.

IV. Roles and Responsibilities of the Mentor Teacher, Building Administrator, and University Supervisor

A. Mentor Teacher

The mentor teacher is an outstanding educator who has been given the responsibility to help a teacher candidate develop a sense of confidence and security in addition to the skills necessary to begin a teaching career successfully. The following **suggestions** are intended to assist the educator in his/her role as a mentor teacher.

- Make the teacher candidate welcome and a part of the learning community.
- Keep lines of communication open with the teacher candidate and the WSU supervisor. It cannot be stressed enough that this is one of the key factors in the success of the experience for all involved. **Communicate! Communicate! Communicate!**
- Collaborate with the teacher candidate in daily and long-range lesson planning and assessment of teaching performance and student learning. Refer to *Co-Teaching Strategies* in Appendix 5, pp. 29-31.

- Establish a regular routine for consultation, collaboration and team planning. Schedules are busy, but try not to let a day go by without some acknowledgment of the efforts of the teacher candidate.
- Provide the teacher candidate with both formal and informal feedback. Meaningful, systematic observations will enable the teacher candidate to study deeply the concepts of teaching and learning.
- Assist the teacher candidate in leading the planning for an agreed upon duration of instruction. Assume the role of observer, collaborator, and provider of feedback.
- Allow the teacher candidate teacher candidate to have the opportunity to be the lead teacher and to be aware of how s/he is performing in that role.
- Assist the teacher candidate in reflecting on his/her teaching and analyze strengths and weaknesses. Current teacher education literature describes the advantages of teacher candidates engaging in reflection.
- Continue to develop teacher candidate's awareness of the professional community.
- Assist the teacher candidate in becoming aware of the benefits of belonging to professional organizations.
- Expect that teacher candidates will request recommendations which are likely to include written letters as well as completion of online evaluations or assessments as a part of teaching application processes.
- Engage in meaningful, systematic observation and feedback so that a teacher candidate examines the concepts of teaching and learning deeply. The use of observation and feedback will also allow the teacher candidate to strengthen his/her confidence and competence in teaching. The following links contain suggestions for using observation and feedback in the field experience: <http://education.wsu.edu/field/studentteaching/handbook/feedback> and <http://education.wsu.edu/field/studentteaching/handbook/mentoring>

The university recognizes the crucial role mentor teachers play in the preparation of teacher candidates. Mentor teachers are therefore eligible to receive **ten clock hours** after the student teaching semester for mentoring a teacher candidate during the culminating field experience. The clock hour form is distributed by the university with the payment voucher paperwork or by the supervisor in the exit interview.

B. School Administrator

The school administrator plays a key role in selecting qualified mentor teachers, helping teacher candidates to become a welcomed addition to the teaching staff in the school and serving as a resource person and observer. The following link provides detailed information about the expectations, procedures, and desired outcomes for a teacher candidate's field experience: <http://education.wsu.edu/field/studentteaching/handbook/>.

It is very beneficial for the teacher candidate if the administrator:

- Assists in the selection of a qualified mentor teacher for the teacher candidate. An effective mentor teacher is a competent instructor who is willing to share students, classroom responsibilities, and professional expertise with a teacher candidate. An ideal mentor teacher is enthusiastic about teaching and is willing to allow his/her teacher candidate to develop a “personal model of teaching.” Many districts require teacher candidate interviews before determining the final placement. The university welcomes this practice.
- Welcomes and introduces the teacher candidate to school staff members. Teacher candidates tend to be nervous the first several days of the field experience. Taking time for introductions and a brief tour of the building helps the intern feel connected with the school and aids the important transition from coursework to teaching. Include the teacher candidate on the staff mailing list and in staff workshops and social functions. If possible, provide a mailbox and an identification badge for him/her. Teacher candidates view these actions as symbols of belonging on the school staff.
- Orients the teacher candidate to school policies. An overview of the staff and student handbooks, safety plans, building goals and staff member expectations help the teacher candidate become familiar with policies and procedures. It also helps the teacher candidate better understand his/her role in the school. The university encourages administrators to include the teacher candidate, insofar as it is appropriate, in new teacher orientations or trainings.
- Conducts at least one formal observation and conference and several informal visits during the student teaching portion of the experience. Observations enable teacher candidates to gain feedback and also become familiar with the school’s TPEP evaluation system.
- Maintains communication with the WSUV supervisor to monitor the teacher candidate’s progress. Open communication enables all participants to have input throughout the experience. If a problem should develop, everyone is informed and better able to assist the teacher candidate. Communication also is necessary to assess fairly the teacher candidate’s performance when time comes for final evaluation.
- Participates in the teacher candidate’s exit process. If asked, complete a recommendation for the teacher candidate.

C. University Field Supervisor

Overview

The university supervisor is a member of the College of Education faculty who serves as a: (1) supervisor/mentor and evaluator for the teacher candidate, (2) consultant for the mentor teacher, and (3) liaison between the College of Education and public school. The supervisor will visit teacher candidates on both a scheduled and drop-in basis. The initial visit will occur shortly after the teacher candidate arrives.

As part of the university graduation requirements and the Washington State Certification System, the WSUV supervisor is also required to provide on-going and final evaluations of the teacher candidate's strengths and weaknesses. These requirements ask the WSUV supervisor to evaluate the teacher candidate on certain, predetermined behaviors and characteristics specified on the Professional Disposition Evaluation for Field Experiences (PDEFE). The supervisor will provide guidance and support as the candidate completes the Teacher Performance Assessment (edTPA) tasks. Observation and feedback are ongoing. As an evaluator, the WSUV supervisor monitors the feedback received from the mentor teacher, confirms the completion of the PDEFE, and facilitates three-way conferences among the teacher candidate, mentor teacher, and supervisor.

Supervisor as Mentor and Consultant

As a mentor, the WSUV field supervisor oversees the teacher candidate's progress from an observational to active teaching role during the advanced practicum or pre-internship and student teaching internship. Specifically, the WSUV field supervisor:

- Observes and confers with the teacher candidate for a minimum of 12 hours during the academic year. The goal of the observations is to provide description and data about what is happening in the classroom, especially what the children are doing. The goal of the conference is to engage the teacher candidate in a "collegial discussion" (Sullivan & Glanz, 2000, p. 76) about the observational data through the steps of the supervision model (pp. 28-29). Observation and conference sessions guide teacher candidates to reflect on their own practice and make plans for moving forward in a systematic, developmental way.
- Facilitates the developmental and sequential progression of focus areas through communication with the teacher candidate and mentor teacher.
- Facilitates on-going communication and feedback regarding the teacher candidate's progress by completing the Observation/Conference Report, a copy of which is given to the teacher candidate and the mentor teacher.
- Discusses classroom and school climate during conferences, helping the teacher candidate problem-solve management and behavior issues which may arise in the classroom
- Schedules no fewer than three, Three-Way Conferences so that the teacher candidate, the mentor teacher and the WSUV field supervisor can agree on formative assessment, planning and problem solving.
- Assists with completion of program assignments and requirements.

Supervisor as Evaluator

As part of the university graduation requirements and the Washington State Certification System, the WSUV field supervisor is also required to provide on-going and final evaluations of the teacher candidate's strengths and weaknesses compared to predetermined standards established by those organizations. On-going evaluation is secondary to the mentoring role but

is still necessary and important. Specifically, WSUV field supervisors evaluate the teacher candidate by:

- Monitoring the feedback received from the mentor teacher during informal conversations and through the more formal feedback provided by the Three-Way Conferences.
- Consulting with and contributing to the mentor teacher's evaluation of the teacher candidate using the Professional Dispositions Evaluation for Field Experiences (PDEFE) form.
- Recording the dates and length of time of the observations and conferences on the Student Teaching Internship Evaluation Form, indicating that the teacher candidate was supervised by WSUV field supervisors for a minimum of 12 hours during the field experience, as required by OSPI.
- Collecting and submitting forms and attestations signed by a candidate as required by the WSUV College of Education, *e.g.* Professional Teacher Certificate Affidavit, Professional Growth Plan, Teacher Performance Assessment Professional Responsibilities Form, Candidate Use of edTPA Videos Form, Exit Slips, etc.
- Working with the seminar instructor, contributes to assigning a grade for student teaching on a satisfactory (S) or unsatisfactory (F) basis. The grade is determined by seminar instructor's assessments, the supervisor's observations, recommendations from the mentor teacher, and performance in the edTPA and the Professional Disposition Evaluation for Field Experiences (PDEFE). The university seminar instructor assigns the grade for the practicum and student teaching. The grade is based upon the recommendations of the mentor teacher and supervisor, meeting the PDEFE standards, and maintaining quality of seminar assignments.

Supervisor as Liaison

As a liaison, the WSUV field supervisor works actively to promote a partnering relationship with principals and teachers. Through on-going, long-term relationships with schools, the WSUV field supervisor is able to identify appropriate mentor teachers, and schools for candidates' placements. As a liaison, the WSUV field supervisor:

- Assists with initial placement
- Provides introductions
- Explains and/or answers questions about the program and assignments
- Shares program and student information with the mentor teacher and the principal (as necessary)
- Solves problems as needed

Field supervisors also collaborate to facilitate an orientation and follow-up meetings to share ideas, mentoring philosophy, and program information with the mentor teachers. Mentor teachers have opportunities during these meetings to talk and work together and with teacher candidates.

For more information about the supervisor's roles, please see the Appendix 3, pp. 27-28.

VI. Teacher Candidate Responsibilities

The teacher candidate is nearing the end of his/her professional education experience. As such, s/he is expected to act in a professional, responsible manner consistent with the standards to which classroom teachers are held. These responsibilities include:

1. Complete daily lesson plans for any content over which teacher candidates have responsibility
2. Attend and satisfactorily participate in all scheduled seminars
3. Achieve "MET" on PDEFE criteria required of competent teachers. These criteria are described in Appendix 1 (pp. 20-22)
4. Submit all affidavits, attestations, surveys, and other documentation required by the university
5. Request letters of recommendation
6. Successfully complete and submit the edTPA, described in Appendix 2, (pp. 23-25)
7. Draft an initial Professional Growth Plan, Appendix 4, (p. 26)
8. **Follow the steps of the Communication Ladder to address concerns, as described here:**

If a **teacher candidate** has concerns about his/her placement, the school climate, or the responsibilities expected of him/her during field experiences, the candidate shall take the following steps to address the concerns:

- Confer with his or her university supervisor.
- If the concern remains, the candidate shall contact the Director of Field Experiences. A meeting will be arranged to discuss the issue and come to a resolution.
- If concerns continue, the candidate shall request that program chair convene a meeting of the Director of Field Services, supervisor, teacher candidate, and program chair for purpose of resolving the concerns.
- If the concerns are not resolved, the candidate shall contact the Unit Director.

VII. Field Experience Schedules

*The field schedules for the pre-internship/advanced practicum and student teaching are subject to modifications to meet individual students' needs. Throughout the entire field experience, the WSUV field supervisor visits the classroom on a regular basis to observe the teacher candidate and to support both the teacher candidate and the mentor teacher. For this reason, the WSUV field supervisor is the **first** resource person to contact when questions and concerns arise at any time during the pre-internship and internship.*

A. Fall Term Advanced Practicum (B.A.) or Pre-Internship (M.I.T.)

The practicum or pre-internship emphasizes the following:

- Establishing communication with the mentor teacher and the WSUV field supervisor
- Completing assignments from university methods courses
- Becoming familiar with the school, classroom routines, classroom management, school safety plans, discipline policies, and the curriculum
- Actively observing in classrooms in the school, on other campuses, and in districts
- Having preparatory teaching experiences with individuals, small groups, and whole classes
- Gradually increasing teaching responsibilities in preparation for full-time student teaching

Weeks 1-2

The teacher candidate observes the mentor teacher, learns students' names, becomes familiar with the building and school personnel, and becomes aware of building, district, and classroom policies and procedures.

Weeks 3-5

The teacher candidate continues to observe the mentor teacher, begins taking on tasks that demonstrate his/her role as a teacher. These tasks may include handing out materials, taking roll, escorting students to lunch, etc. The teacher candidate incorporates university assignments that may include collection of data, preparation of case study, interviews with students or teachers, observations of other classroom (different grade levels).

Weeks 6-7

Observations of the mentor continue. The teacher candidate continues to integrate his/her course assignments with his/her field experiences. The Mentor teacher may involve teacher candidate in daily classroom activities that encourage teacher candidate to work with students in individual, small or whole group settings.

Weeks 8-10

Observations of the mentor teacher continue. Teacher candidates continue to integrate their course assignments with their field experiences. Teacher candidates begin teaching lessons constructed for university courses. Observations in classrooms of varying grade levels are encouraged.

Weeks 11-15

Observations of the mentor teacher continue. Teacher candidate continues to gain teaching experience, though it remains limited. Because each university course in the candidate's program includes activities and assignments directly related to practice in the classroom, these assignments may be used during some of these early teaching experiences, if appropriate. The mentor teacher shares long/short range curricular objectives and acquaints teacher candidate with available curricular materials. The Three-way Conference takes place with teacher candidate, mentor teacher, and WSUV field supervisor (a school administrator may also be invited to attend.) At this time the teacher candidate's progress is discussed and goals are set for student teaching during the next semester.

B. Spring Term Student Teaching (B.A.) or Internship (M.I.T.)

The teacher candidate assumes a more active instructional role (*i.e.* planning and delivery) while the mentor teacher acts in a supporting role. Many factors, including the nature of the placement and the level of student progress, are used to determine the degree to which teacher candidate transitions from a role of active observer to more active instructional experiences during the pre-internship or practicum. The teacher candidate, mentor teacher, and WSUV field supervisor work closely together to support the completion of course assignments enacted in the field and to monitor and support the teacher candidate's transition to more active instructional situations.

All pre-internship, advanced practicum and student teacher internship experiences are highly collaborative processes involving the WSUV faculty and field supervisors, mentor teachers, and other site personnel who share the goal of educating highly competent and caring future elementary, middle school and high school teachers. WSUV field supervisors visit and observe students at their field sites and confer with the mentor teachers on a regular basis.

Weeks 1-2

After the teacher candidate re-acquaints him or herself with students, classroom routines, disciplinary policies, and school facilities, the candidate begins to phase into the lead teacher role. This may begin by working with individuals or small groups and then gradually moving to lead teaching in one subject area. The Mentor teacher continues informal observations and provides feedback to the candidate. The teacher candidate is encouraged to attend faculty meetings, planning sessions, staff get-togethers, and any professional gatherings within the building. By the end of Week 2, the teacher candidate should begin edTPA Task 1, *Planning Instruction and Assessment* and practice video recording.

Weeks 3-5

The teacher candidate begins to take on additional teaching responsibilities by assuming lead teaching in additional subject areas as mentor teacher transitions out of the lead role. The mentor teacher more often assumes the role of observer, idea sharer, and provider of feedback. By the end of week three, teacher candidate should complete edTPA's *Context for Learning* and collect all parental video recording consent forms. By the end of week five, edTPA Task 1 should be completed.

Weeks 6-8

The teacher candidate begins to take the lead role, if ready, or otherwise continues to assume additional responsibilities. During this time, the mentor teacher begins to reverse roles with the teacher candidate and becomes the support teacher. Mentor teacher should provide at least weekly formal feedback and share with the supervisor during the supervisory visits. During week 6, the teacher candidate begins edTPA Task 2, *Instructing and Engaging Students in Learning*, which requires teaching and video recording edTPA Task 1's lessons. Additionally, the teacher candidate collects students' work samples revealing evidence of learning.

Weeks 9-16

The teacher candidate becomes the lead teacher in charge of orchestrating the classroom while the mentor teacher becomes the support teacher. In the 9th week, teacher candidate begins edTPA Task 3 *Assessment* and completes it by week 12. During this part of the experience, the mentor teacher also conducts at least two formal observations and conferences while continuing to confer informally and communicate progress to the teacher candidate. The teacher candidate and mentor teacher also video record a lesson to review together from so that the teacher candidate can gain insight into his or her developing teaching style.

During the final weeks of the field experience, the teacher candidate may ask the mentor teacher for information about the school district's personnel processes. In addition, the teacher candidate may ask the mentor to write a letter of recommendation on his or her behalf of. The field supervisor, mentor teacher, and teacher candidate discuss the phase-out period of transitioning the classroom back to the mentor teacher.

Time Line Exceptions

- Special Education endorsements require the timeline be accelerated to allow for an additional 6-7 week experience in a special education setting.
- Health and Fitness endorsements require, at minimum, an extended unit taught in both health and physical education.
- Pullman secondary students shall follow the suggested time line for student teaching found at: <http://education.wsu.edu/field/studentteaching/handbook>

VIII. Early Warning System and Termination of Student Teaching

A. Consequences of Course and Practica Performance Deficiencies

- A teacher candidate receiving a failing grade may, upon recommendation of the Department of Teaching and Learning, be given an opportunity to repeat a course. Failure to complete any of the course requirements will result in a failing course grade. A failing grade results in termination from the teacher education program.
- The advanced practicum and internship experience are essential components of certification programs. Since these courses are a university requirement, final grades are the responsibility of university personnel. A teacher candidate without appropriate grades from his/her coursework will not be allowed to proceed to an advanced practicum or pre-internship. A teacher candidate earning an unsatisfactory PDEFE in his/her practicum experience will either be counseled out of the program or receive remediation to attain a satisfactory PDEFE.

B. Termination of Field Experience: The College of Education reserves the right to refuse placement of any student in a field experience or to terminate individual placement if there is a cause for concern about the fitness of that individual to work with children in a classroom setting. If the **mentor teacher, building administrator, or university supervisor** has concerns regarding the placement or performance during the field experience, the one or more of following steps will be implemented:

1. Remediation: a clear, written plan of improvement to which the mentor teacher, teacher candidate, and university supervisor agree. It is understood that the PDEFE criteria are the foundation of the remediation plan.
2. Probation: a written contract explaining that the teacher candidate's progress will be evaluated on a weekly basis to insure that she or he is meeting expectations. He or she is not allowed to continue teaching the following week unless expectations are met.
3. Extension: can be used in cases where progress is being made but it is agreed that additional time is needed to demonstrate competency. This usually requires additional tuition and extends responsibilities for the mentor teacher and university supervisor.
4. Reassignment: A determination made by university supervisor, mentor teacher, and director of field experience regarding the possibility and conditions for teacher candidate to be successful in another placement. If reassigned, every effort will be made to place the teacher candidate in a different district with a different university supervisor.
5. Withdrawal: the teacher candidate must meet university criteria and the published university deadlines to use a regular or uncontested withdrawal from student teaching.

6. Termination: requires documentation that remediation and probation strategies have been offered, but the teacher candidate remains unable to demonstrate competency. **A school district, school principal, or mentor teacher** can request that a teacher candidate's experience be terminated if:

(a) The university supervisor indicates that after repeated feedback and observation, documented in writing, sufficient progress is not being achieved.

-Or-

(b) The teacher candidate violates the student code of conduct and/or the Professional Dispositions of Teachers (PDEFE).

In the event a teacher candidate is removed from a practicum or student teaching placement, the following will occur:

1. College of Education departmental personnel will gather information from school district personnel, the university supervisor, and others connected to document the reason for removal. The teacher candidate is required to work with College of Education personnel and his/her university supervisor specifically to resolve issues regarding his/her placement and shall not directly contact school district personnel regarding the placement unless authorized by the college to do so.
2. College of Education departmental personnel will schedule a meeting within one week of the teacher candidate's removal from the field experience to discuss the situation and next steps. The attendees will include the teacher candidate and, if desired, a support person or other mutually agreeable third party (e.g., ombudsman) and a committee usually consisting of the following: Director of Field Experiences, University Supervisor, Program Chair (the teacher candidate's program), and the Academic Advisor. At the meeting, the teacher candidate may present additional information as the situation is discussed and options are explored. The Committee will make a final decision regarding removal and next steps, communicate to the teacher candidate in writing within one week of the decision, and copy the Department Chair.
3. Possible next steps include, but are not limited to, the following:
 - (a) A new placement is recommended and the teacher candidate begins again as soon as a placement can be arranged. The new placement may need to be extended to meet time requirements. A formal letter stipulating conditions for the continuation of the field experience is provided to the teacher candidate, who must indicate his or her agreement to the conditions in writing. If a recommended new placement must be delayed until the next semester or beyond, a signed contract stipulating such conditions is submitted to the placement coordinator.
 - (b) The teacher candidate receives a failing grade for the field experience and may be removed from the teacher preparation program. Assignment of a failing grade will reflect input from the mentor teacher, building administrator, university supervisor and the teacher candidate's cumulative record

(c) In the event the teacher candidate is removed from the program, he or she may be able to graduate from a departmental degree program, but without recommendation to the state for teacher licensure. Changes in departmental degree program may necessitate additional coursework before graduation.

(d) The decision of the committee may be appealed to the Department Chair and if not resolved to the teacher candidate's satisfaction, through the formal grievance procedure outlined in the WSU student policies.

IX. Certification

A. Intern Substitute Certification

Policy

While Washington State University Vancouver (WSUV) understands school districts' need for knowledgeable substitutes, student teaching, a teacher candidate's most valuable pre-service experience, is designed to assure that prospective teachers enter the profession successfully. Therefore, WSUV strongly discourages the use of teacher candidates as substitutes except as noted in this section.

Similarly, WSUV discourages the use of mentor teachers as substitutes in other classrooms. This practice limits the mentor teacher's availability to assist teacher candidates and, in effect, violates the school district's contracted responsibility to provide a teacher candidate with a mentor teacher on an ongoing basis.

Nevertheless, WSUV will use the following policy for:

1. Awarding an Intern Substitute Teacher Certificate
2. Allowing substitute teaching by teacher candidates who possess an Emergency Substitute Teacher Certificate

Substitution during a student teaching internship is subject to the following conditions:

- Determination of readiness for an Intern Substitute Teacher Certificate, or for substitute teaching by teacher candidates who possess an Emergency Substitute Teacher Certificate, will be made after formal observations and explicit approval by the university supervisor and with input from the teacher candidate and the mentor teacher. The teacher candidate bears the responsibility for confirming this his/her district supports the use of teacher candidates as intern substitutes.

- The teacher candidate must have progressed in her/his assignment to the point where she/he has demonstrated the ability to effectively teach and learn from teaching, and in all circumstances, no sooner than the mid-point of the student teaching experience.
- The teacher candidate shall provide written notification to his/her university supervisor of each substitute teaching assignment. Notification shall occur at the first meeting with the student teaching supervisor subsequent to the substitute teaching assignment.

In addition to the above, WSUV encourages school districts to adhere to the following practices:

- Certificated personnel shall be legally responsible for the classroom(s) where the teacher candidate serves as an intern substitute.
- Teaching as a substitute shall be limited to no more than three consecutive days and 10% of the entire student teaching experience. This does not apply to the period of student teaching when the teacher candidate is assigned to teach solo, during which time the mentor teacher is available to mentor the teacher candidate.

Procedure

Issuance of this certificate is subject to the following conditions and requires the following steps:

1. Approval by the district's superintendent or district-designated human resources personnel
2. University supervisor and mentor teacher approval prior to initiating the application
3. Completion of at least 50% of the field experience prior to application
4. Application and payment of the \$38.00 fee: The application packet for applying for the Intern Substitute Certificate through Washington State University is available on the web at <http://www.education.wsu.edu/studentervices>. Click on certification paperwork and select Intern Substitute Certificate. Follow the application's directions explicitly.
5. **Do NOT apply through Educational Service Districts (ESD) or the Office of the Superintendent of Public Instruction (OSPI).**

Note: If a teacher candidate currently holds a valid **Emergency Substitute Certificate**, he or she does not need to apply for the Intern Substitute Certificate. The same conditions and limitations apply to both types of certificate.

B. 180-Day Certification

After successful completion of student teaching and meeting all WSU requirements for degree and certification, the teacher candidate will be issued a 180-day temporary permit. This authorizes the teacher candidate to begin teaching in a contracted or substitute position in the area(s) for which she/he is endorsed. The permit will be mailed to the teacher candidate's

address on file. Therefore, it is essential for all teacher candidates to keep their contact information current on Zzsis.

C. Residency and Professional Teacher Certificates

The Washington endorsable teacher certificate has two levels. The first level is the Residency, and the second is the Professional Certificate. More comprehensive information can be found at the OSPI Certification website <http://www.k12.wa.us/certification/>. The endorsement system is intended to align endorsement requirements with the state's learning goals and to provide school districts with teachers who are able to demonstrate a positive impact on student learning.

Residency Certificate

To be issued a Residency Certificate, the following requirements must be met:

1. Complete a/an:
 - a. State approved preparation program
 - b. Endorsement (i.e. Elementary education, secondary content area)
 - c. Bachelor's degree
 - d. Successful student teaching experience
2. Prove good character and fitness to teach
3. Meet all testing requirements:
 - a. Basic Skills – WEST B
 - b. Teacher Performance Assessment (edTPA)
 - c. Content – WEST E

The Residency (First Issuance) Certificate is valid until the teacher has completed two years of successful service. At this time, he/she will file the reissue form (4031R) with OSPI and will have three years to move to the Professional Certificate.

Professional Certificate: The second level of teacher certification is the Professional Certificate. Individuals holding a Residency Certificate are expected to move to the Professional Certificate within three years of issuance of this certificate. To move to the Professional Certificate, one of the following requirements must be met:

1. Complete successfully the ProTeach Assessment. See <http://waproteach.com>
2. Hold a valid certificate issued by the National Board for Professional Teaching Standards (NBPTS). See: <http://www.nbpts.org/national-board-candidates>
3. For additional information on professional certification, please visit: <http://education.wsu.edu/student-services/procert>

Appendices

Appendix 1

Professional Dispositions Evaluation for Field Experiences (PDEFE)

Student Name: _____ ID#: _____

SEMESTER: _____ YEAR: _____ Course: _____ Instructor: _____

NOTE TO INSTRUCTORS/SUPERVISORS: WHEN COMPLETING THIS EVALUATION, PLEASE ASSESS THE TEACHER CANDIDATE IN LIGHT OF HIS/HER STAGE OF PROFESSIONAL DEVELOPMENT. EXPECTATIONS FOR MEETING THE STANDARDS OF PROFESSIONAL DISPOSITIONS SHOULD BE CONSISTENT WITH THE TEACHER CANDIDATE'S PROGRESS THROUGH THE PROGRAM.

A full definition of each disposition is on the reverse side. Specific comments or brief examples are instructive.

Disposition	Comments
<i>1. Enthusiasm: The teacher candidate has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.</i>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
<i>2. Interaction with Students: The teacher candidate is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning</i>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
<i>3. Sensitivity: The teacher candidate is sensitive to community and cultural norms.</i>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
<i>4. Classroom Climate: The teacher candidate takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole</i>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
<i>5. Self-expression: The teacher candidate recognizes the power of language for fostering self-expression, identity development, and learning.</i>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
<i>6. Planning: The teacher candidate believes that long term and short term plans must always be open to adjustment and revision based on student needs and changing circumstances.</i>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed

7. Life Long Learning: <i>The teacher candidate is committed to reflection, assessment, and learning as an ongoing process.</i>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
8. Assessment Strategies: <i>The teacher candidate is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities</i>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
9. Attention to Student Needs: <i>The teacher candidate is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), is alert to signs of difficulties, and is willing to work with other professionals to improve the overall learning environment for students</i>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
10. Professionalism: <i>The teacher candidate recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.</i>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed

Standards adapted from the Interstate New Teacher Assessment and Support Consortium (INTASC), available at the Council of Chief State School Officers (CCSSO) website (<http://www.ccsso.org/intasc.html>)

University Supervisor/Cooperating Teacher Signature/Date

Definitions of Indicators

1. **Enthusiasm:** Appears excited about what s/he is teaching or observing in the classroom; engages students, supervising teachers and/or colleagues in discussions about content; provides examples of how knowledge can be connected to students' everyday lives.
2. **Interaction with Students:** Looks for opportunities to provide positive feedback to students; works with students to insure any confusion or misunderstanding is addressed without negativity.
3. **Sensitivity:** Adapts to established classroom and building procedures and policies; interacts effectively with students, teachers, and administrators; communicates well with all students and their families; addresses the specific needs of individual students and their families.
4. **Classroom Climate:** Is proactive in establishing relationships with students; models the importance of respecting others; clearly communicates expectations regarding students' behavior; appears interested in students' academic performance and emotional well-being.

5. **Self-expression:** Adjusts the complexity of his/her language to the linguistic abilities of the students in a class; is able to express him/herself in a clear and professional manner in speaking and in writing.
6. **Planning:** Modifies plans as students' needs or situations change; changes directions and explanations to clarify information for students; adjusts plans based on students' understanding, interest, or engagement.
7. **Life Long Learning:** Responds to constructive feedback by making appropriate changes in instruction or action; demonstrates an understanding of his/her own strengths and weaknesses; makes adjustments based on his/her own reflection; appears committed to being a "lifelong learner."
8. **Assessment Strategies:** Uses informal and formal assessment strategies; provides feedback to students in constructive ways; assesses students' performance without making judgments about his/her character; uses information gained from assessment to plan and modify assignments.
9. **Attention to Student Needs:** Addresses all aspects of students' needs; acknowledges students' experiences outside of the classroom; communicates with appropriate school personnel to learn more about students' lives; expresses concerns about specific students in a timely and professional manner.
10. **Professionalism:** *Attends all field experiences (or communicates with appropriate personnel regarding extenuating circumstances that prevents attendance); arrives on time; is prepared to participate and/or teach; dresses professionally; observes confidentiality; adheres to school and state code of conduct.*

Appendix 2

edTPA Assessment

Assessment Framework

In this assessment, the teacher candidate describes, analyzes, and evaluates the teaching of a “learning segment” comprising a three to five lesson unit of literacy/math or content area instruction. The assessment is built on the proposition that effective teaching is based on knowledge of subject matter and subject-specific pedagogy, knowledge of one’s students, involving students in monitoring their own learning process, reflecting and acting on candidate-based and student-based evidence of the effects of instruction on student learning, and considering research/theory about how students learn.

The edTPA assesses each candidate’s impact on student learning (WAC 181-78A-010 (8-9)). To complete the assessment, the teacher candidate describes the lesson plans used and what s/he actually did to impact student learning (the “what”), provides a rationale for the plans and an analysis of the effects of the his/her teaching on his/her students’ learning (the “so what”), and analyze and reflect on the resulting student learning to plan next steps in instruction or improvements in his/her teaching practice (the “now what”).

Submit Teaching Artifacts and Commentaries

The teacher candidate submits artifacts and commentaries, which make up the evidence in the responses. Artifacts, *i.e.* evidence of teaching practice, can include lesson plans, copies of instructional and assessment materials, video clips of the candidate’s teaching, and student work samples. The candidate writes commentaries describing the plans and practice, explaining the rationale behind them, and analyzing and reflecting on what the candidate learned about his/her teaching practice and the students’ learning. In a commentary, the candidate responds to questions that prompt him/her to provide evidence of what he/she knows and understands about his/her teaching practice. The commentaries guide the assessors in interpreting submitted artifacts. They are also evidence of the candidate’s ability to communicate about and reflect on his/her teaching practice. Note that writing ability is not scored directly, but it must be clear and focused on key elements of the required descriptions, explanations, or reflections.

The full instructions for completing the edTPA Portfolio will be explained in seminar and are available for download.

Evaluation Criteria and Scoring

The assessment evidence is judged on five dimensions of teaching: planning, engaging students, assessment, reflection, and academic language. The evidence for the planning, engaging students, assessment, and reflection dimensions derives from the corresponding three tasks. Evidence for the reflection dimension comes primarily from the daily reflections but may come from the *Engaging Students and Assessment* tasks. Evidence for the academic language dimension is drawn from across the tasks. To identify the teaching competencies assessed, candidates must refer to the rubrics appearing at the end of each task. (See Appendix 2, pp. 25-26, for the specific requirements).

Please note that this is a requirement for certification and is the sole responsibility of the teacher candidate. Mentors and supervisors act as supports but do not assist in the composition of candidates' tasks.

Candidates are advised to record lessons routinely so that “back up” recordings are available to use if edTPA tasks must be resubmitted to meet standard.

edTPA Assessment

edTPA Task	What to Do	What to submit
1. Planning Instruction & Assessment	<ul style="list-style-type: none"> ✓ Complete the Context for Learning form to provide relevant information about your instructional context. ✓ Select a learning segment of 3-5 lessons (or, if teaching literacy within a large time block, about 3-5 hours of connected instruction) that develops students' abilities to comprehend and/or compose text through the use of literacy skills and strategies. ✓ Determine what content and related academic language you will emphasize. ✓ Consider your students' strengths and needs, create an instruction and assessment plan for the learning segment, and write lesson plans. ✓ Provide opportunity for students to articulate the learning target(s), monitor their own progress, and identify resources needed to achieve the learning target(s). ✓ Respond to commentary prompts to describe your students and teaching context, and explain your thinking in developing the plans and how they reflect what you know about your students as well as research/theory. ✓ As you are teaching, complete daily reflections by answering the prompts 	<ul style="list-style-type: none"> <input type="checkbox"/> Context for Learning Information <input type="checkbox"/> Lesson Plans for Learning Segment <input type="checkbox"/> Instructional Materials <input type="checkbox"/> Assessment tools and criteria <input type="checkbox"/> Planning Commentary <input type="checkbox"/> Daily reflections
2. Engaging Students & Supporting Learning	<ul style="list-style-type: none"> ✓ Identify lessons where you are engaging your students in using relevant skills and strategies to comprehend and/or compose text. Select at least one lesson for filming. ✓ Collect permission forms from parents and prepare for filming. 	<ul style="list-style-type: none"> <input type="checkbox"/> Video Clip(s) <input type="checkbox"/> Video Label Form <input type="checkbox"/> Engagement Commentary

edTPA Task	What to Do	What to submit
	<ul style="list-style-type: none"> ✓ Video the lesson. ✓ Review the video to identify one or two video clips that meet requirements. The total running time should not exceed 15 minutes. ✓ Respond to commentary prompts to analyze your teaching and your students' learning in the video clip(s). 	
<p>3. Assessing Student Learning</p>	<ul style="list-style-type: none"> ✓ Analyze student performance across the class from one assessment completed during the learning segment. ✓ Identify three student work samples that illustrate class trends in student understanding. ✓ Select two focus students from the class whose learning you will analyze in more depth by collecting student-voice evidence (oral and written), and for whom you will document feedback on their work. ✓ Respond to commentary prompts to analyze the extent to which the whole class met the standards/targets, analyze the individual learning of two focus students and describe your feedback to them, and identify next steps in instruction based on your analysis and student articulation of their own learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluation Criteria <input type="checkbox"/> Student Work Samples <input type="checkbox"/> Evidence of Feedback <input type="checkbox"/> Assessment Commentary

Appendix 3

Washington Administrative Code requires the development of an initial, or draft, professional growth plan as a program exit requirement and for issuance of the Residency Certificate. This mandated plan focuses on three areas: effective teaching, professional development, and professional contributions.

Directions for completing Draft Professional Growth Plan (PGP)

The Draft Professional Growth Plan (PGP) requires candidates to practice completing the PGP that will be required of practicing teachers with Residency Teacher certification. Follow the guidelines below to complete the form.

Needs Assessment and Goal Selection

- Go to <http://program.pesb.wa.gov/review/standards> and choose three growth areas to focus on. Choose areas that you believe would add to your professional growth, one from each standard.

Standard 1 – Effective Teaching,

Standard 2 – Professional Development and Standard

Standard 3 – Teaching as a Profession

- Describe what you and/or your students would be able to do as a result of your professional growth around each of the three standards.

Create a Professional Growth Action Plan

- What activities would you engage in to acquire the new learning?
- Describe the evidence you would collect to show your professional growth.

Enter your plan electronically using the template at:

<http://education.wsu.edu/field/studentteaching/handbook>

Print the completed form, sign it, and return it to your university supervisor for the Program Signature and to be turned in to the College of Education.

Appendix 4

Philosophy of the University Supervisor

The WSUV field supervisor's role during the advanced practicum and pre-internship is to work with mentor teachers and to assist teacher candidates to become reflective professionals and classroom leaders. Their major responsibilities include:

- Providing a continuing emphasis on the constructivist teaching principles specified as program emphases.
- Observing and conferring with interns to promote their growth as professionals (12 hours is the minimum state requirement for observing and conferring with each intern).
- Negotiating program adjustments, as needed for interns whose progress is problematical.
- Evaluating and assigning grades for the internship.

WSUV field supervisors are the front-line representatives of the teacher education program who act as facilitators, guides, liaison agents and troubleshooters. Their effectiveness is based on their visibility, availability to teacher candidates and public school colleagues, and their ability to represent the WSUV program and its constructivist model components. Therefore, one of their responsibilities is to visit every school site on a frequent, regular basis.

WSUV field supervisors participate in faculty meetings, study groups, and program planning sessions, and make significant contributions to these deliberations. Because of the field-based nature of the programs, WSUV field supervisors play important roles in student selection and program implementation.

WSUV field supervisors also collaborate with assigned teaching faculty in designing and implementing seminar activities during field experience semesters. Major seminar activities in which they can play a role include sharing experiences, addressing concerns, and solving problems if they arise.

Constructivist Supervision Model

WSUV field supervisors in the program use a constructivist model of supervision. It is based on the belief that classrooms are very complex and fast-paced social environments that require context specific problem solving and child-oriented decision-making (Darling-Hammond, L. & Sclan, 1992; Schon, 1985). The WSUV faculty and field supervisors believe that adults, as well as children, learn by making meaning of their experiences. Therefore, we have created an approach to field supervision that is developmental, individualized, and democratic. We assume that the process should start with "where the student is" and build on what that student can already do. The supervision process is intended to create experiences that systematically build on that knowledge so that the teacher candidates will, through successful experiences, become confident and decisive.

The model for observing and conferring with teacher candidates assumes that he/she is in the best position to determine goals according to individual needs and interests. Conferences are designed to help the teacher candidate determine what is important to focus on in his/her unique and special classroom. The teacher candidate is encouraged to identify what can be done, what needs to be done next, and how to move forward. In this way an individualized, progressive sequence of responsibilities and experiences help ensure that teacher candidates become successful, confident, independent, and self-monitoring professionals (Pellett, Strayve & Pellett, 1999). The goal of field supervision is to address issues of teaching practice through data collection, analysis, reflection and planning. Dialogue encourages the teacher candidate to think beyond observed behaviors and move toward a deeper understanding of teaching and learning. It encourages the formulation of ideas about improving practice. The supervision process may entail the following steps:

Identify Area of Focus or Concern

The teacher candidate identifies an area of interest or concern (e.g. behavior management, motivating students, communication with mentor teacher, etc.).

Observe

The teacher candidate and the WSUV field supervisor observe areas relevant to the concern and identify successes or improvements that are occurring. A sense of success promotes recognition of competence and control and is a step in gaining confidence and building efficacy (sense of competence) and is necessary for future commitment to problem solving. Initially the WSUV field supervisor may have to point out observed successes. At least three ideas about success should be generated to create a range of alternatives/options for taking action in the area of focus.

Debrief

The teacher candidate and the WSUV field supervisor debrief observations with questions such as, “What do you feel good about? What is working? Why do you think that works? What is helping to bring about the successes?” These questions initiate the search for data about accomplishment in the area of concern and create awareness of how problems can be solved. In this way the WSUV field supervisor helps the teacher candidate create conditions where success can be recognized and/or attained.

Plan for New Actions

Finally, the questions are posed, “What are your goals? What do you want to see happen? How can you use these successes to move forward?” It is assumed that the teacher candidate is in the best position to make a plan for future implementation and problem solving. These questions involve the teacher candidate in decision-making and ultimately give control and responsibility for adapting to the specific context.

Appendix 5

The Co-Teach Model and Strategies

Teacher Candidate Role

Week 1

The teacher candidate observes and supports individuals and small groups; review grading and attendance policies shares curriculum and lesson plans with the mentor teacher.

Week 2-3

Teacher candidate should be familiar with and engaged in class administrative tasks

Week 4-6

Teacher candidate begins planning activities and mini lessons including co-teaching strategies.

Week 7-12

Teacher candidate takes lead in planning and begins to take over additional responsibilities; 1st PPA planning and instruction. Co-teaching strategies and solo teaching opportunities are scheduled throughout. The teacher candidate in preparing he TPA should complete the planner; shares curriculum and lesson plans with the mentor teacher

Week 12-16

Teacher candidate continues planning and includes all co-teaching approaches. Solo teaching opportunities built in throughout.

Mentor Teacher Role

Mentor teacher is the sole planner; shares curriculum and lesson plans with the teacher candidate

Planning is made explicit to teacher candidate; various approaches to co-teaching should be used to engage the teacher candidate

Mentor teacher gives planning duties to teacher candidate and reviews all lessons with feedback.

Mentor teacher consults with teacher candidate and engages in instruction. Mentor teacher gives teacher candidate some solo teaching responsibilities.

Mentor teacher consults with teacher candidate and engages in instruction while beginning to take back responsibility for planning and instruction. Mentor teacher resumes primary planning and teaching role.

Co-Teaching Strategies and Examples

Strategy Definition/Example

One Teach, One Observe

One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.

Example: One teacher can observe students for their understanding of directions while the other leads.

One Teach, One Assist

An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.

Example: While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.

Station Teaching

The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.

Example: One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.

Parallel Teaching

Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ration.

Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.

Supplemental Teaching

This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials re-taught, extended or remediated.

Example: One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.

Alternative (Differentiated)

Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.

Example: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.

Team Teaching

Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly

defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

Example: Both instructors can share the reading of a story or text so that the students are hearing two voices

Solo Teaching

The teacher candidate is the lead planner and teacher for the lesson. The lesson is designed specifically for only one teacher.

Example: The teacher candidate is being observed by the university supervisor for classroom management skills or how he/she specifically engages students in questioning techniques to facilitate a conversation.

The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.

Adapted from St. Cloud State University, Teacher Quality Enhancement Center, 2009:
Research funded by a US Department of Education, Teacher Quality Enhancement Grant

Appendix 6

Important Contact Information				
Barbara Baird	Field Supervisor	VUB 365	360-546-9361	bbaird@vancouver.wsu.edu
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