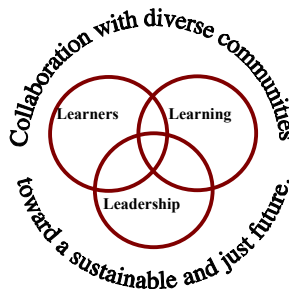




**HANDBOOK**  
**for the**  
**MASTER IN TEACHING**  
**with**  
**SECONDARY CERTIFICATION**  
**PROGRAM**



**WASHINGTON STATE UNIVERSITY VANCOUVER <sup>1</sup>**

**Spring 2014 Edition**

WSU Vancouver College of Education website: <http://education.vancouver.wsu.edu/>

<sup>1</sup> *The MIT Secondary Certification Program is subject to change in accordance with State of Washington and university guidelines.*

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## INTRODUCTION

*Teaching ought to open gates, not close them; people only begin to learn when they go beyond what they are taught and begin teaching themselves. This is teaching in my view: creating situations that impel people to reach beyond themselves, to act on their own initiatives.*

--Maxine Greene, "Literacy for What?"

This handbook has been prepared to serve as a resource guide for the students enrolled in the Masters in Teaching Secondary (MIT-S) Certification program and all the partners involved in the education of these future teachers: faculty members, university supervisors of internships, collaborating teachers, and school site administrators. The purposes of this handbook are to:

- Describe the Secondary Certification program
- Provide programmatic information
- Provide student internship guidelines
- Describe the roles and responsibilities of students during their internships
- Describe the roles and responsibilities of the mentor teachers and the university supervisors
- Describe the responsibilities of the site administrators
- Describe state policies, procedures and criteria for successful completion of the internship and program

Please note: The information in the Secondary Certification Handbook is valid for the year in which it is published; however, the State of Washington and/or Washington State University may require changes within that academic year. Because all roles impact the education of the Secondary Certification students, it is recommended that all participants carefully read through all the descriptions in order to enhance everyone's understanding of the program in its entirety.

## MIT SECONDARY CERTIFICATION PROGRAM DESCRIPTION

Secondary certification can be completed in conjunction with an MIT degree or as a stand-alone program. This program is designed to meet the needs of students who have bachelor's degrees and who have completed the required classes in an academic content area (e.g., biology, English/language arts, history, social studies, or mathematics). Students are required to have a transcript evaluation to determine completion of the content area requirements before applying and enrolling in education certification classes. Students must complete all of their content area requirements (or be within 6 credits of completion) before starting the certification program. Students admitted each year are selected through a careful screening process, which seeks to identify those who are both academically capable and have demonstrated a commitment to the education of children.

All education courses are offered at the graduate level, and most will count toward the master's degree. The structure of the program is flexible, allowing students two options. Students may

begin taking classes in spring semester and graduate with a credential the following second summer. Students who wish to take fewer courses each semester may complete the program at a slower pace. WSU requires all certification to be completed within five years of the first term of enrollment. The Graduate School requires that the master's degree be completed within six years. Classes will be offered primarily in the evenings with the exception of the field experiences and observations that occur during the regular school day and summer classes, which are also held during the day.

Students are advised not to try to work a fulltime job due to the academic rigor of the program.

At the completion of the program, students receive a residency teaching certificate. After obtaining a teaching position in Washington State, the state requires new teachers (with 1.5 FTE or more teaching experience) to obtain Professional Certification within three years.

All students admitted to the MIT-Secondary program must also pass the appropriate Washington Educator Skills Test (WEST) for their chosen endorsement area (WEST-E). Students will not be allowed to advance to the Pre-internship semester (Fall) if the WEST-E is not passed.

### **Two Program Options**

1. **Certification Only** -- resulting in grades 5-12 Washington State Residency Teaching Certificate (e.g., biology, English/language arts, mathematics, or history, etc.)
  - All program requirements described elsewhere
  - 10 education courses
  - Pre-internship in a fall semester and an internship in a spring semester
2. **Certification with an MIT Degree**
  - All certification requirements above
  - An additional six credits in research including a master's research project and presentation. Contact the Academic Coordinator for specific course offerings that meet this requirement.

The MIT Secondary program operates in accordance with Washington State Teacher Certification guidelines. Student teachers are evaluated by the university supervisor and the mentor teacher using the state-mandated Teacher Performance Assessment. The WA Teacher Performance Assessment (edTPA) is focused on candidate impact on student learning (WAC 181-78A-010 (8-9). ...”Successful 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 student learn.”

In the second year of their program, as part of their master's degree requirements, students may conduct a research project, leading to the 702 report. The intention is for the 702 report/study both to demonstrate their research skills and to reflect the students' learning in conjunction with their Teacher Performance Assessment. Students identify and describe specific needs relative to learning in their classrooms, design and implement a course of action for addressing those needs, and report the results of that action with recommendations for instruction.

Students in the program may conduct their 702 study as well as take any additional courses following the completion of their certification requirements within the 6-year time frame requirement of the Graduate School.

### **Specific Endorsements**

Students may receive a secondary endorsement at WSU Vancouver in English, biology, history, mathematics, or social studies, or additional academic disciplines. Other endorsements are a possibility; please work with the Academic Coordinator. The education coursework for each of these endorsements is the same. However, the content coursework differs. Students must have an official transcript evaluation before applying to the program. Students must earn a “C” or better in all content area courses.

Contact Dan Overbay, WSU Vancouver Academic Coordinator for the MIT Secondary program in the College of Education, at 360-546-9673 or [dan.overbay@vancouver.wsu.edu](mailto:dan.overbay@vancouver.wsu.edu) for more information on these endorsements and to request a transcript evaluation.

Endorsement checklists: <http://education.vancouver.wsu.edu/endorsements>

### **Program Themes**

The Secondary Certification Program may be characterized by a number of themes. Program themes are patterns that run through the various courses, the field experiences and augment and conceptually integrate edTPA guidelines. The following are some of the program themes.

1. **Using inquiry, reflection, and assessment** - All of the coursework, pre-internship and internship experiences emphasize students learning individually and collectively in a democratic community of learners. Engagement in course and field learning is learner-centered and involves teacher reflections about what is learned, seen, and done in the university classroom and in the student teaching assignment. Reflection allows teachers to develop, examine, and refine their own understanding about how students learn and how to be an effective teacher.
2. **Understanding Curriculum** – Understanding and developing curriculum is a necessary skill to becoming an effective teacher. Interns have progressive opportunities to create lesson plans using pedagogical content knowledge with an emphasis on understanding the relationship between short term and long term planning. Central to lesson plan development will be meeting the needs of all learners through differentiation, adaption and constructivism.
3. **Establishing learning communities** – Effective teachers establish positive relationships with students, colleagues, and parents. Establishing learning communities and building relationships with learners are key to student success. This concept applies to both teachers as learners and their learners in K-12 classrooms. Facility with establishing learning communities is developed through courses such as Classroom Management and mentored experiences in the field.

4. **Promoting diversity and recognizing community** –There is an emphasis in the Secondary Certification Program on meeting the needs of all learners and preparing our students to support their students’ growth in a rapidly changing and increasingly diverse world. The program recognizes the value of inclusive and culturally diverse education for all students, by all teachers. Program coursework has been aligned to support our students’ teaching for diversity from a variety of perspectives. For example, in T & L 528, Literacy within the Disciplines, students learn to use and design a range of strategies to promote reading. In EdPsy 510, Assessment of Student Learning, students learn to design and embed multiple forms of assessment within their curriculum, so that they develop learning centered curriculum. Coursework also prepares our interns to enrich their classes with a range of multi-cultural examples and applications that apply to their content areas. Additionally, interns learn how to use ethnographic tools to assess and meet the needs of all learners.
5. **Developing as a professional educator** – There are multiple avenues and opportunities in the program in which interns continue to develop as professional educators. Such opportunities are embedded within the collaborative course environments and the field experiences with practicing educators. Examples and opportunities of leadership are presented in multiple forms, which in turn, facilitate the developing role of the intern as “change agent” within the education profession.
6. **Understanding education in a larger reform context** - The Program emphasizes and is aligned with national and Washington State reform standards. In the program, students will study Washington State EALRs (and be assessed with State forms) and national reform agendas, such as No Child Left Behind, Race to the Top, and the Common Core (State) Standards. For example, when teaching interns do their pre-internship and their internship in their first fall and second spring semesters, their performance will be assessment based on the State’s Teacher Performance Assessment (edTPA). Beyond the context of Washington State, emphasis on social, political, historical, and philosophical contexts are explored in courses such as Social Foundations. Deep understanding of these contexts facilitates the development of an education philosophy with the intent of preparing democratic citizens.
7. **Using technology** - There is an emphasis in the program on the use of technology as a tool for learning. Throughout the program, typical computing tasks will include digital communication through email, information access on the Internet, and production of assignments using word processing, multimedia presentation, and spreadsheets. Furthermore, students in the program have the opportunity to use various applications of technology in all of their coursework.

Note: To support student computing needs, Washington State University provides two open access computing labs. Students, with a valid ID card, are welcome to use computers at designated locations during lab hours. The two open student computing labs offer a variety of hardware and software to meet the needs of the students. Lab assistants staff both labs during the open hours to provide hands-on help.



## Required Education Courses Leading to Secondary Certification and Course Sequence

In addition to content area coursework, students receiving secondary certification from WSUV are required to take twelve (10) courses in the College of Education. Included in this program are a Pre-Internship and accompanying seminar as well as an Internship and seminar. The Education courses are designed to complement content courses by providing rich fieldwork experience with an emphasis on active approaches to teaching and learning. The overarching goal of the MIT Secondary Certification Program is to create a collaborative program in support of all students, offering a foundation for the professional growth of the teacher.

<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>	<b>Term</b>
EdAd 507	Social Foundations of Education	3	Spring I
EdAd 510	Improvement of Instruction	3	
T&L 580	Multicultural Education in a Global Society	3	
T&L 588	Action Research: Teachers as Research	3	
SpEd 520	Teaching in Inclusive Classrooms	3	Summer I
EdPsy 502	Theoretical Foundations of Learning and Instruction	3	
T&L 503	ESL Methods & Materials for Secondary Content Teachers	3	
T&L 528	Literacy within the Disciplines	3	
EdPsy 510	Assessment of Learning	3	Fall I
T&L 521	Computer Technology for Education	2	
T&L 593	Pre-Internship & Seminar	2	
T&L 525	Classroom Management	3	
	Method of Teaching Course (scheduled in respective colleges)		
T&L 595	Internship & Seminar	10	Spring II
T&L 702	Master's Special Problems, Directed Study, and/or Examination	3	Summer II or later



## **MIT Secondary Certification Program Course Descriptions**

The overarching goal of the Secondary Certification Program is to create a collaborative program in support of all students, offering a foundation for the professional growth of the teacher. The program seeks to prepare graduates to use contextual teaching and learning and to work with their students to meet the four state educational goals, including the fourth goal: "Extending the context: School applications to living, learning, and working." The following is a list and description of program courses.

### **EdAd 510 Improvement of Instruction**

This course examines the improvement of instruction on three levels. First, it examines state and national reform contexts of education and schools. Second, it examines promising practice in learning-based teaching. Examples here include differentiation, diverse ways of teaching, arts-based teaching, integrated thematic units, interdisciplinary design, and student-growth assessment—and ways to embed assessment within these areas. And finally, this course examines how teachers grow and develop, ideally giving us a general framework for future growth (i.e., allowing us to begin to compose our own teaching lives). Students study teacher development as situated elements of teacher development, teacher collaboration, and supportive perspectives towards views of curriculum, teacher research, and student-learning-centered assessment. Students also begin working on the edTPA in this class.

### **EdPsy 502 Theoretical Foundations of Learning and Instruction**

This course focuses on theory and research regarding teaching and learning, including how children develop, characteristics that promote or hinder learning, and approaches to instruction and student support. Course topics include how memory works, how learning occurs, which teaching strategies are likely to be effective for whom and under what conditions.

### **T&L 521 Computer Technology for Education**

This course serves to provide basic technology curriculum integration theory and practice for pre-service secondary teachers. Core topics are in alignment with the National Educational Technology Standards and include teaching and learning with technology, ethical use of technology, educational uses of the Internet, exploration of emerging technologies applicable to education, storing and accessing files on remote servers, web page creation and design, and educational uses of PowerPoint, Excel, and Word.

### **T&L 580 Multicultural Education in a Global Society**

T & L 580 examines issues of multicultural and multilingual education that impact students in the classroom, seen within a larger societal context. This course stresses personal critical reflection as a means for values clarification leading ideally to personal growth in relation to teaching all students about issues of diversity. This course may also require an inquiry project that facilitates the students' awareness about connections between themselves, the child, the classroom, and our multicultural society. The core diversity course is seen as an essential foundation of all aspects of the pre-service program.

### **SpEd 520 Topics in Special Ed: Teaching in Inclusive Classrooms**

This course is designed for pre-service teachers to learn inclusion classroom practices and strategies for how to teach students with disabilities.

### **T&L 503 ESL Methods & Materials for Secondary Content Teachers**

Core concepts for this course center on research-based ESL strategies and methods for pre-service and secondary content area teachers.

### **T&L 528 Literacy within the Disciplines**

T&L 528 is designed to facilitate students' content area reading development in an interdisciplinary fashion across the secondary content areas, set within a Washington State reading-reform context. Primary goals for the course include promoting students':

- Habits of inquiry, research, and reflection concerning best and professional practice
- Use of research and experience-based principles of best practice to encourage their students' intellectual, social, and personal growth
- Knowledge of instructional opportunities for diverse learners
- Knowledge of students' critical thinking and problem solving skills
- Knowledge about and use of the State Essential Academic Learning Requirements
- Knowledge about diverse assessment techniques
- Knowledge about literacy and technology

The methods of instruction used in this course include reading outside of class, discussion of class readings, presentations in class, in-class learning activities, and out-of-class assignments.

### **EdPsy 510 Assessment of Student Learning**

This course facilitates understanding and professional use of assessment to understand and report student achievement, both teacher-developed classroom assessment and large-scale assessment. Students will study foundations, methods, and principles of assessment, and different types of assessment including norm-referenced, criterion-referenced, curriculum-based, and standards-based. Standards for teacher competence in assessment, student evaluation standards, standards for accountability, and current policy will be considered. Students will design assessment systems for use in their classrooms.

### **T&L 525 Classroom Management**

In many ways, T&L 525 is considered the capstone course in the MIT- S Program. On one level, the course allows students to explore and discover effective classroom management strategies by examining research, observing skilled classroom instructors, and discussing topics related to classroom organization and student behavior. On a classroom level, topics for inquiry are organized around management strategies embedded in instruction to promote three main themes: building community, facilitating a positive impact on student learning, and supporting the teacher as a reflective practitioner. In addition, the course examines the nature of classroom management as it is situated with school systems, applying the community of learners' model to whole-school contexts.

### **T&L 593 Pre-Internship and Seminar**

Students enroll in T&L 593 when they have completed all program requirements, with the exception of coursework taken concurrent with T&L 593.

The Pre-Internship Field Experience and accompanying Seminar course take place in fall semester. They are designed to have the intern become an active participant in multiple contexts

of education as well as to lay the foundation for future school leadership. The field experience provides opportunities for the intern to observe and participate in diverse classrooms under the guidance of mentor teachers. The intern is required to be at his/her placement school three classes per day (or the block equivalent), four days a week, for a total of twelve placement hours a week. There is some flexibility in the scheduling requirement should accommodations be necessary due to work or mentors' schedules.

The accompanying seminar class is designed as a shared context for the interns to synthesize their dormant knowledge, emergent knowledge, and theoretical knowledge about their practice. The seminar provides a collaborative forum for interns to explore topics related to teaching and learning through focused observations, discussion, and reflection. The seminar class supports the interns in assuming a fuller and more challenging teaching experience in the spring semester internship. Furthermore, students in this class conduct a pilot of the edTPA.

### **T&L 595 Internship & Seminar**

In spring semester, students who have successfully met all other program requirements enroll in T&L 595.

During the spring internship, the interns are at their placement sites for 16 weeks. However, it is important to note the interns will not necessarily "student teach" the entire 16 weeks. Most often they begin their student teaching at the onset of the school district's second semester and take on their assigned teaching responsibilities in a staggered fashion. An intern-specific model/plan for the student teaching transition is designed with input from mentor, intern and university supervisor at the fall conference.

The accompanying seminar class is designed to provide interns with opportunities to develop an understanding of their emerging practice by 1) promoting a collaborative forum for discussion, 2) providing multiple experiences to examine and/or process and reflect on their understandings of teaching, learning and learners within the context of their field experiences, and 3) promoting opportunities to draw upon theory/practice connections. Furthermore, students receive active and focused support in this class in developing the edTPA.

### **EdAd 507 Social Foundations of Education**

This course in the Social Foundations of Education is designed to provide students with a comprehensive context with which to understand the role and importance of education in this democratic society. Students will be exposed to the essential historical, social, philosophical and political characteristics of education in the United States. To this end the course will employ a variety of instructional strategies including but not limited to lectures, group discussions, shared readings, student presentations, tests, video presentations and guest lectures. The analytic framework proposed in the text will be used to focus the discussions of the textbook chapters. The course will be guided in part by the teacher preparation requirements in the Washington Administrative Codes.

### **Additional courses required to complete the MIT degree:**

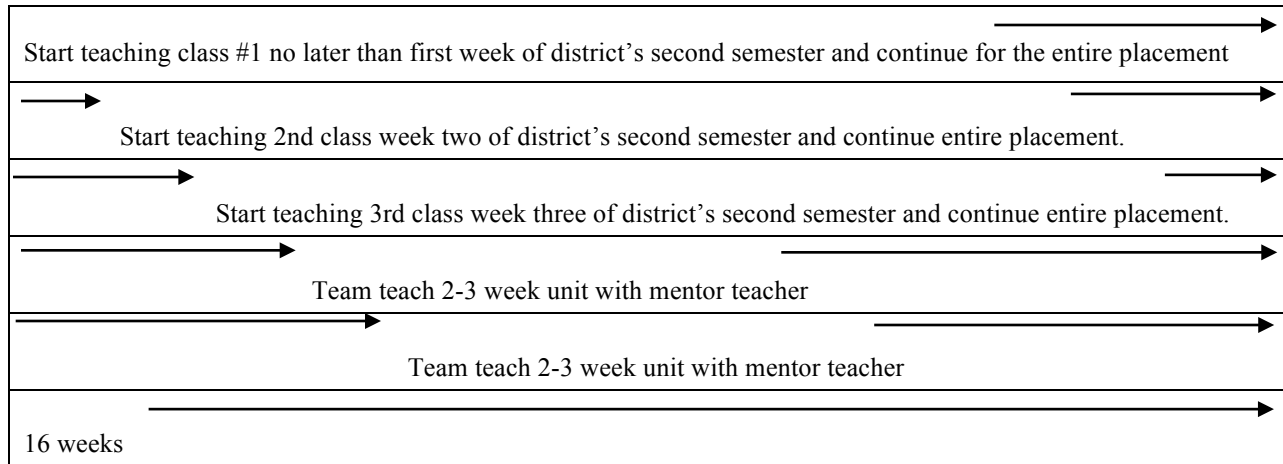
#### **T&L 588 Action Research: Teachers as Research**

The basis of this course is on theoretical concepts, research, issues, models, and strategies for implementation of action research.

#### **T&L 702 Master's Special Problems, Directed Study, and/or Examination**



### A Model of Student Teaching (Internship)



During the spring internship, interns follow the school district’s calendar and thus return to their field placement schools on the same January date as their mentors. They attend Monday through Friday and follow the school’s protocol for certified staff arrival/departure times.

During the spring internship, the interns are at their placement sites for 16 weeks. However, it is important to note the interns will not necessarily “student teach” the entire 16 weeks. Most often they begin their student teaching no later than the onset of the school district’s second semester and take on their assigned teaching responsibilities in a staggered fashion (see diagram below for a general model). An intern-specific model/plan for the teaching transition is designed with input from mentor, intern and university supervisor at the fall semester’s concluding three-way conference.

Ideally, interns will gradually take the lead in the three classes focused on during their pre-internship. Roles in the additional two classes will be negotiated. Some possibilities include team teaching, co-planning, and in some cases, lead teaching in one of the classes. Again, the mentor teacher, the WSU Vancouver university supervisor, and the teaching intern will jointly decide the extent of the role the intern will play in these two classes.

During the semester, the interns are expected to engage their students in a unit of study (3-4 weeks) that is responsive to diversity, integrates technology into the curriculum, and facilitates students’ school applications to the extended contexts of “living, learning, and working.” In addition, the interns are expected to engage in collaborative work, develop leadership skills, and begin to develop a habit of meaningful classroom and school inquiry.

Additionally, when the intern is lead teaching, the mentor teacher should still be a part of the classroom environment. Likewise, for the 1-2 classes that the mentor continues to teach, the student teacher should be involved as well. The overall focus is on *professional collaboration* in the best interest of student learning.

The State of Washington has implemented a Teacher Performance Assessment (edTPA) instrument for teacher candidates. This tool is used to record the attainment of standards as set forth in the Washington Administrative Code. Professional disposition (PDEFE) towards teaching will further support the candidate’s readiness for certification.

The internship experience varies from intern to intern, given the uniqueness of the setting, the development of the intern and any contingencies that might arise over the course of the internship. It is not unusual that an internship be extended should there be a general consensus among the intern, university supervisor, and mentor teacher that the intern requires a longer field internship to complete certification requirements.

Beginning in 2014, teacher candidates must attain a minimum score of 35 on the edTPA to be eligible for a teaching credential in the State of Washington.

## **Academic Course Information and Program Policies**

### **Academic Standards**

The following represent Graduate School minimum requirements.

- **For Award of a Graduate Degree:**

For award of a Graduate Degree, a student must have a 3.0 cumulative GPA and a 3.0 program GPA. No work of “B-” grade or below may be dropped from a program for an advanced degree, nor can a course be repeated for a higher grade if the final grade is “C” or higher. Any course included in the advanced degree program in which a grade of “C-” or below is earned must be repeated but not on a P/F basis.

- **Incomplete Grades:**

An Incomplete (“I”) is the term indicating that a grade has been deferred. It is given to a student who, for reasons beyond the student’s control, is unable to complete the assigned work on time. Incomplete grades are granted on the sole discretion of the course instructor. Students will have up to one year (unless a shorter time is specified by the instructor) to complete work for which they received an I grade; after one year the I grade for the course will automatically become an F. Students will not be permitted to begin student teaching until all Incompletes have been removed from their transcripts. Students admitted conditionally or on academic probation may not be allowed an I grade option.

All graduate students should be familiar with the Policies and Procedures Manual published by the Graduate School. This publication can be accessed online at:

<http://www.gradsch.wsu.edu/CurrentStudents/PoliciesAndProcedures/>

### **Clearance to Begin Student Teaching**

- All content area and education coursework (with the exception of the research courses and the courses scheduled in the summer following the internship) must be completed before official student teaching begins. Any exceptions to this, requires a written request addressed to the coordinator of the certification program. All requests will be reviewed by the director, the student’s field university supervisor, and the academic coordinator.
- In addition to successful completion of all coursework, students are required to obtain clearance from the Washington State Patrol and the FBI before starting the pre-internship. This clearance is obtained by means of a fingerprint check and completion of forms regarding moral character at the start and end of the student’s program. Upon admission to the program, students will receive all of the necessary paperwork and fingerprinting

information for clearance. Listed below are the conditions that would automatically prevent students 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.

Finally, per the memorandum below, students must show proof of personal liability coverage before beginning any practicum experience in a K-12 classroom.

**Liability Insurance Policy**

You are required to show proof of professional liability coverage (\$1,000,000 minimum) **before** beginning any practicum experience in K-12 classrooms. You have three options:

1. Provide proof of your own coverage from your local insurance provider. This may be an additional rider on your current policy.
2. Join the Student National Education Association (fee is ~\$22.50 per year) program; this fee entitles you to receive selected professional journals and job opportunities/postings. You can enroll online after July 1st at the following website: <http://www.nea.org/JoinNea/>.
3. Purchase coverage through Washington State University's Experiential Learning Intern Policy for approximately ~\$9.42 per year. You may obtain the form from the College of Education office.

Proof of the coverage must be submitted by August 15th to the academic coordinator in the Undergraduate Classroom Building, room 307 before beginning your practicum experience. Email confirmation is acceptable. This proof can be in the form of a copy of your personal insurance policy or a copy of your NEA membership. Failure to provide proof of your insurance coverage will cause the university to pull you from your practicum/student teaching placement.

**State Fingerprinting Requirements**

Students 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 student's program.

The fingerprinting process can take several weeks and the ENTIRE fingerprinting process must be completed and approved prior to solo classroom teaching. Upon admission to the program, you will receive all of the necessary paperwork and fingerprinting information for clearance.

Listed below you will find all of 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.

### **Early Warning System for Pre-service Teachers**

#### **Intent and Rationale**

The university classroom provides for the opportunity to learn through respectful discourse and exchange of ideas; WSUV faculty value this important facet of democratic education. 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, his/her 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.

The Professional Dispositions Early Warning System for Preserves Teachers is designed to provide early feedback for teacher candidates who might be experiencing difficulty in the teacher preparation program. The system is based upon the concept of remediation and calls for clear feedback to the teacher candidate about the concern and the development of a plan of remediation to correct the situation. The system is also an acknowledgement that while the vast majority of our students will not have problems, not every person is suited to be a teacher. This process is designed to provide feedback and, when necessary, to counsel the teacher candidate out of the program. The process is confidential and is designed to be supportive of individual differences and needs.

The Early Warning System standards for classroom performance and behavior listed below are adapted from the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC). They parallel the standards and expectations for student teachers working toward



certification in Washington. These dispositions reflect the WSU expectations about the manner in which those who teach children comport themselves as well as the expectations of faculty, prospective employers, future colleagues, and the public. The expectation is that these behaviors will most often be observed by instructors. However, warnings may be submitted by anyone in the Washington State University – Vancouver professional community, as defined by the National Council for the Accreditation of Teacher Education (NCATE). NCATE defines this community as including all faculty, staff, students, and administrative personnel on the university campus and in the local educational community who interact with teacher candidates and have an opportunity to observe their development of professional skills and knowledge.

We will hold students 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 on pages 43-59 of the Student Handbook and Calendar (2005-06 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 warning and a personal contract to immediate removal from the program, depending on the severity of the instance.

## **Process**

### **Orientation**

Teacher candidates are first apprised of the Early Warning System as part of their program orientation session. Written information, an oral explanation of the process, and some sample scenarios are provided at that time by the program coordinator. The written information includes a clear description of appropriate professional behaviors, or dispositions, teacher candidates are expected to develop and demonstrate throughout the teacher preparation program as well as the steps taken in the Early Warning System Process. This written information is also included in the program handbook, on the program website, and is referenced in course syllabi for the program. The records are kept in the Director's office in a confidential file and are destroyed when the student completes or leaves the program.

### **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 counseled out of Teacher Education programs solely because of problems that arise in one class or with one teacher (unless University regulations or state laws have been broken).
- Instructors will talk individually with students before completing a PDE form. The faculty understand that there may be additional information or alternative interpretations regarding what they may have observed in a student's behavior.

- The Director will treat the matter as confidential and insist that other instructors do the same.
- Should the student be dissatisfied with the findings of a meeting or the Early Warning System process, s/he may appeal to the Director. As per the Student Handbook and Calendar (2005-06) edition, students are entitled to further appeal through University channels.

### **During the instructional program**

Instructors deal with issues/inappropriate behavior problems as a class-related matter. The following process would be used if they were unable to remedy the situation or if was very serious.

- The instructor talks with the student to share the Early Warning System (EWS) form. The student signs the form after having the opportunity to write his/her version of the events.
- The instructor submits a copy of the EWS form to the Director and that person contacts the students' other instructor(s) that semester 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 Director then contacts the program coordinator to schedule a conference with the professor, 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 s/he 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. The plan might need to extend into the next semester and would be handled in a confidential way with the student's professor(s).
- If a second EWS form was received for the same student or if the initial behavior was deemed as very serious or illegal behavior, 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.

### **Student Advocacy**

While it is rare, it is not impossible that students may wish to seek a solution, resolution, or redress within a specific situation. The process of student advocacy clarifies the formal steps and procedures students should follow in this process. It is important to note, though, that initial good communication between and among student, faculty, staff, university supervisors, and mentor teacher(s) can go a long way in preventing the need for a more formal advocacy process.

Ideally, and in most situations, the student should first speak to the person he or she is working with, be this a faculty member, a program advisor, an academic advisor, or a university supervisor. The POSSIBLE exception to this rule may involve a situation between the student (teaching intern) and his or her mentor teacher (see below). If, for example, a student has questions or concerns about an academic situation, perhaps coursework, they should first speak to the instructor in the course. With questions or concerns about a certification situation, maybe

about course credits, then the student should first see the Academic Coordinator or the Program Coordinator. Here the student will receive further information about how to proceed.

With teaching, supervision, or placement questions, the student should first talk to the university supervisor. Again, in terms of teaching issues, it is important for the student to try to maintain an open and communicative relationship with the mentor teacher at all times and to weekly set aside dedicated discussion time. If, however, the student has any question about the appropriateness of the topic of discussion with the mentor teacher or needs advice about how to proceed, then the student should always first go to his or her university supervisor for advice.

However, the situation may be such that it is difficult for the student to approach the person in question (e.g., faculty member, advisor, mentor teacher, university supervisor), or was unsuccessful in the attempt at communication or the actual communication. Then, the student should speak to the next person in the line of communication, which would be his or her academic advisor, often the Chair of the MIT Secondary Certification Program. If this avenue of communication also proves unsuccessful or unsatisfactory, then the student may make an appointment to speak to the Director of Education.

It is the intention of the MIT Secondary Certification that the student feel encouraged to speak to someone in the program at any time should the need arise. In terms of resolution efficacy, it is recommended that the student follow the line of communication delineated here. For further information about student efficacy, please refer to the Washington State University Vancouver guidelines.

### **Procedure for Program Modification**

<b>Step 1:</b>	Communication between Secondary Education student and faculty person or university supervisor with whom the issue originated. The faculty person or university supervisor informs the student's advisor and the program coordinator of the issue.
<b>Step 2:</b>	The advisor calls for a conference with the Secondary Education student and the faculty person or university supervisor with whom the issue originated. The advisor will serve as advocate.
<b>Step 3:</b>	Inform other faculty and university supervisors that the process has begun and provide other information as appropriate. Identify appropriate people for Step 4 at this point.
<b>Step 4:</b>	Formulation of a plan for the student by the advisor, the Secondary Education student and the faculty person or university supervisor with whom the issue originated, and other faculty and university supervisors as appropriate.
<b>Step 5:</b>	Submission of the plan to the program coordinator in writing.
<b>Step 6:</b>	Coordinator calls a meeting with the Secondary Education, the advisor, the faculty person or university supervisor with whom the issue originated and others as appropriate. Plan is presented in a faculty meeting by coordinator and a vote to accept or deny is taken.
<b>Step 7:</b>	Modifications are made if necessary and the plan is kept on file by the program coordinator, the advisor, the person with whom the issue originated, and other as necessary.

Students are responsible for monitoring any certification changes that may result from program modifications they make.

## **GOALS AND DESCRIPTIONS OF FIELD PLACEMENTS AND STUDENT TEACHING EXPERIENCES**

### **The Field Placement Procedure**

The university and the school districts make the placements for student teaching in accordance with WSU-school district contracts and district processes. In making internship placements, the MIT Secondary Program follows guidelines the districts provide to WSU. For this reason, students should not seek out placements on their own. In the spring semester preceding their per-internship, students will choose the placement areas they wish: middle school, high school or both, as well as endorsement areas. After consulting with the school district placement coordinators, the university places students among the districts. Great care is given to place candidates in districts or schools they, their relatives or friends did not attend or work in.

The districts, using a variety of methods, select the mentors and assign the tentative placement. Many principals choose to interview interns or read a short letter of introduction written by the intern before confirming their placement. In some districts, the principals do the final placement; in others the district coordinator does the placement. After the placement is confirmed, the university notifies the intern and s/he is responsible for making the first contact with the principal and mentor.

### **Policy on Using Student Teachers as Substitute Teachers (December 5, 2000)**

In the following, the terms "student teaching" and "student teacher" are meant to include "internship" and "intern" respectively.

Some districts experience a shortage of substitute teachers. Washington State University (WSU) understands that the need for substitutes places school districts in a difficult position. However, student teaching is the most valuable pre-service experience and is designed to assure that prospective teachers enter the profession successfully. Therefore, WSU discourages the use of student teachers as substitutes.

Similarly, WSU discourages the use of mentor teachers as substitutes in other classrooms. This practice limits the mentor teacher's availability to mentor a student teacher and, in effect, violates the school district's contracted responsibility to provide a student teacher with a mentor teacher on an ongoing basis. Furthermore, this practice may discourage prospective mentor teachers from becoming mentors.

However, to be responsible to school district needs for substitute teachers while maintaining the quality of the student teaching experience, WSU will use the following policy for (a) awarding an Intern Substitute Teacher Certificate, and (b) allowing substitute teaching by student teachers that possess an Emergency Substitute Teacher Certificate:

- The university supervisor will make determination of readiness for an Intern Substitute Teacher Certificate or for substitute teaching by student teachers that possess Emergency Substitute Teacher Certificates, with input from the student teacher and mentor teacher.

- The student teacher must have progressed in his or her assignment to the point where he or she has demonstrated the ability to effectively teach and learn from teaching solo. Determination of readiness for an Intern Student Teacher Certificate or for substitute teaching by student teachers who possess an Emergency Substitute Teacher Certificate shall not be made prior to observation by the university supervisor and no earlier than the mid-point of the student teaching experience.
- The student teacher shall notify in writing the university supervisor of each substitute teaching assignment. Notification shall occur at the first meeting with the university supervisor subsequent to the substitute teaching assignment.

In addition to this policy, WSU encourages school districts to adhere to the following practices:

- A certified teacher shall be legally responsible for the classroom(s) where the student teacher is teaching solo as a substitute teacher.
- Teaching as a substitute should be limited to no more than three (3) consecutive days and ten percent (10%) of the entire student teaching experience. This does not apply to the period of student teaching when the individual is assigned to teach solo, during which time the mentor teacher is available to mentor the student teacher.
- The student teacher shall not be penalized in any way, including performance evaluations, for refusing to accept an assignment as a substitute teacher.

### **Quality of Field Experiences**

In addition to the procedures previously described, the quality of field experiences is maintained through the following:

- Whenever possible, a field placement is finalized after the student has completed an in-school interview with his/her designated mentor teacher so they have had an opportunity to discuss the possibility of working together.
- Mentor teachers are invited to an orientation early in the Pre-Internship semester during which field experience procedures and expectations are discussed.
- University supervisors meet with mentor teachers on a regular basis for the purposes of informing them about the Secondary Program and its Constructivist Model and collaborating with them in assisting interns in the study of learners and the teaching/learning process.
- Mentor teachers and principals are invited to provide comments and suggestions regarding the program.
- University supervisors provide ongoing observation and conferencing to each secondary student at their field site, approximately once every two weeks. Interns are provided written feedback following all observations, and mentor teachers are provided copies. Mentor teachers are encouraged to provide interns with feedback on an on-going basis.
- Midterm and final conferences are conducted during both Pre-Internship and Internship semesters. These three-way conferences (student, teacher, and university supervisor) focus

on reflection and goal setting by the student and assessment of progress toward previously set goals.

- All mentor teachers are provided online access to the Secondary Certification Program Handbook, which describes the program and its field placements and gives the teachers suggestions on how they can assist their interns.
- Weekly seminars are scheduled during both the Pre-Internship and Internship experiences. The seminar activities center on students' field placement experiences (including those related to their inquiries about learners and the teaching/learning process), the processes involved in collaborative activity, and other aspects of the Constructivist Model.

## **GUIDELINES FOR MENTOR TEACHERS, STUDENT INTERNS, BUILDING ADMINISTRATORS AND UNIVERSITY SUPERVISORS**

### **School Personnel**

The public schools in the community play an important part in the education of pre-service teachers. It is in the school that students observe diverse teaching styles, interact with professional educators, come into contact with diverse learners including exceptional students, interact with individuals of various cultural, ethnic, and socioeconomic backgrounds, and essentially determine if they want to be teachers. School personnel play a vital role in the guidance and education of pre-service teachers.

### **The Mentor Teacher**

It takes a special person to be an effective mentor teacher. Maturity, self-assurance, patience and confidence are prerequisites for this important undertaking. More specifically, a successful mentor teacher:

- Builds learning community, impacts student learning and is a reflective practitioner
- Understands learners, learning and practice
- Uses effective teaching strategies
- Has a thorough command of the curriculum being taught
- Practices effective listening
- Communicates openly with the intern
- Is sensitive to the needs of the intern
- Understands that teachers may be effective using a variety of styles and is careful not to be overly judgmental
- Willingly shares teaching responsibilities and leadership in the classroom
- Provides a positive and supportive environment for the intern
- Supports and guides the intern through modeling and team planning

- Fosters a positive attitude toward teaching and students
- Provides appropriate feedback

*The university supervisor is the resource person to contact when you have questions and concerns at any time during the pre-internship and the internship.*

**The Pre-internship can be viewed as a preparation phase, when the Secondary Education program emphases are:**

- Establishing communication with the mentor teacher and the university supervisor
- Becoming familiar with the school, classroom routines, classroom management and discipline policies, and the curriculum
- Completing course assignments from university methods courses
- Observing in other classrooms in the building
- Observing in classrooms in other buildings and districts
- Preparatory teaching experiences with individuals, small groups, and whole classes

### **Pre-Internship Suggestions for the Mentor Teacher**

The intern will probably be very anxious to begin teaching. The mentor teacher, university supervisor, and the intern mutually agree on the best timeline for taking over teaching responsibilities. It is necessary to provide time for observing students, teacher routines, and some teaching methods as well as providing experiences with individuals or small groups of students before allowing the intern to take responsibility for spot solo teaching. By blending observation and actual teaching, the intern is afforded important background knowledge and experience necessary for the smooth transition from student observer to classroom teacher.

#### **Prepare your students for the arrival of the intern.**

From the beginning, introduce the intern as another teacher who has the same authority and responsibilities as all teachers in the school. Plan a workspace for the intern. Provide school handbooks, map, etc. Display the intern's name as a teacher in the room.

#### **Include the intern in both daily and long-range lesson planning.**

Build an awareness of the importance of planning by providing regularly scheduled planning time with the intern and other colleagues.

#### **Provide time for the intern to visit and confer with other staff members and specialists, as well as classroom teachers.**

Assist intern in arranging observation in a variety of classes with as many diverse and/or special needs learners as possible.

#### **Establish open lines of communication with the intern and the university supervisor.**

It cannot be stressed enough that this is one of the key factors in the success of the experience for all involved.

### **Model and Demonstrate.**

A demonstration occurs when an experienced teacher shows a beginning teacher the proper use of a strategy, technique, or skill by incorporating it into an actual classroom lesson. One of the more important functions that mentor teachers can perform is to prepare and teach demonstration lessons so that the intern can observe specific techniques or materials being used. Keep in mind that you know clearly what you are doing, but the intern may not. Therefore, taking time on a regular basis to explain your strategies and thinking helps make vital connections between theory and practice for the intern.

### **Assess daily teaching performance and activities.**

Formal and informal feedback will contribute to the student's ability to recognize strengths and overcome weaknesses. Schedules are busy, but try not to let a day go by without some acknowledgement of the efforts of the intern. Use of an "open journal" may be appropriate.

### **Gradually allow the intern to experience teaching/classroom responsibilities.**

Assist the intern to teach parts of lessons, take roll, etc. and to work with individual students, small groups, and the whole class.

### **Promote intern's awareness of professional organizations.**

Assist the intern in becoming aware of the benefits of belonging to professional organizations such as WORD, NCTE, ASCD, NCSS, etc.

## **Internship Suggestions for the Mentor Teacher**

### **Provide the intern with both formal and informal feedback.**

Meaningful, systematic observations will enable the intern to study more in-depth the concepts of teaching and learning. A trusting and supportive relationship will enable observation to help you and the intern achieve your goals.

### **Assist the intern in both daily and long-range lesson planning.**

Establish a regular schedule for consultation and team planning.

### **Keep lines of communication open with the intern and the university 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!

### **Assist in assessing daily teaching performance.**

Formal and informal feedback will contribute to the intern's ability to recognize strengths and overcome weaknesses. Schedules are busy, but try not to let a day go by without some acknowledgment of the efforts of the intern.

### **Gradually transfer teaching responsibilities and leadership to the intern.**

Assume the role of observer, collaborator and provider of feedback. During this time it is crucial that the intern have the opportunity to be the teacher and to be aware of how s/he is performing in that role.



**Assist the intern to reflect on his/her teaching and analyze strengths and weaknesses.**

Current teacher education literature describes the advantages of pre-service teachers engaging in reflection.

**Continue to develop intern's awareness of professional organizations.**

Assist the intern in becoming aware of the benefits of belonging to professional organizations such as WORD, NCTE, ASCD, NCSS, etc.

### **Observation and Feedback**

Providing the intern with positive, frequent feedback is a necessary component of the field experience. Meaningful, systematic observation and feedback will enable him/her to examine more in-depth the concepts of teaching and learning. The use of observation and feedback will also allow the intern to strengthen his/her confidence and competence in teaching. The following are suggestions for using observation and feedback in the field experience.

#### **When observing and giving feedback . . .**

- Let the intern decide what the focus of the observation should be.
- Pay attention to observable behaviors, avoiding inference and judgment.
- Emphasize the positive.
- Suggest ideas for the intern to consider.
- **Ask questions that allow the intern to reflect about his/her teaching – “whys,” “hows,” and “what ifs.”**
- Temper constructive feedback with kindness and tact.
- Be sure the feedback you give is specific, concrete and welcome.

#### **Feedback can be as informal as . . .**

- Smiling
- Highlighting strengths
- Identifying and/or discussing effective teaching techniques, strategies, etc. employed by the intern
- Writing notes, comments, journal entries
- Offering suggestions or alternatives for consideration
- Verbalizing thought processes
- Offering support and encouragement
- Debriefing

## **Providing Formal Observations and Feedback**

### **Part One: Pre-Observation**

- A time to clarify lesson objectives and determine the purpose of the observation and targets.
- Select pertinent Common Core State Standards (CCSS).
- Let the intern decide what the focus of the observation should be. Elicit possibilities as to how she/he may work on that area. Discuss and offer suggestions.

### **Part Two: Observation**

- A time when the mentor teacher gathers data based on decisions made during the pre-observation conference.
- Note strengths, improvements, and successes in the identified area of focus. Record what happened in the lesson.

### **Part Three: Post-Observation conference**

- A time when the data is shared and decisions are made regarding the intern's continuing growth.
- Meet with the intern as soon as possible after the lesson to debrief.
- Assist the intern in reflecting on his/her teaching experience. Begin by asking questions that allow the intern to feel positive about the experience: "What do you feel were the strengths of your lesson? What worked well? Why is it working well?" Focus on what is helping to bring about these successes.
- In situations where it is difficult for the intern to identify successes, point out observed examples of success.
- If the intern expresses a concern regarding the lesson, assist the intern in drawing connections between previous successes and possible alternatives/solutions to the concern.
- Focus the conference discussion on the positive elements of the lesson.
- At the end of the conference, encourage the intern to set goals and use his/her successes to move forward.
- Give a copy of the observation notes/summary to the intern and to the university supervisor.

## **Suggestions for the Building Administrator**

### **Assist in the selection of a qualified mentor teacher for the Intern.**

An effective mentor teacher is a competent instructor who is willing to share students, classroom responsibilities, and professional expertise with an intern. The mentor teacher is enthusiastic about teaching and is willing to allow the intern to develop a "personal model of teaching." Please review the qualities of a mentor teacher on page 19. Feel free to consult with the WSU placement coordinator in

making final placements with mentor teachers. Many districts require intern interviews before doing the final placement.

**Welcome and introduce the intern to school staff members.**

Interns 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 part of the school and aids the important transition from college student. Include the intern on the staff mailing list and in staff workshops and social functions. Issue and identification badge for the intern and, if possible, a mailbox and district email account. Interns tend to view these actions as symbols of belonging on the school staff.

**Orient the intern to school policies.**

An overview of the staff and student handbooks, building goals and staff member expectations helps the intern become familiar with policies and procedures. It also helps the intern better understand his/her role in the school. Administrators are encouraged to include interns in the new teacher orientation.

**Conduct at least one formal observation and conference and several informal visits.**

Observations enable interns to gain feedback and also become familiar with the professional evaluation system.

**Maintain communication with the university supervisor to monitor the intern'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 intern. Communication also is necessary to assess fairly the intern's performance when time comes for final evaluation.

**Participate in the intern's exit process.**

Please consider writing a recommendation for the intern. If time allows, arrange a simulated (or actual) job interview with the intern. After the interview, discuss the rationale for including specific questions and suggest interview strategies for the intern to consider.

**Suggestions for the Secondary Student Intern**

In your field placement, you are now on the other side of the desk. Be a teacher! Be a teacher at school, on the street, at meetings, and in your thinking. BE A PROFESSIONAL and be proud of it.

You are being screened for a possible position from the moment you enter district property. From the very beginning, establish a positive working relationship with your mentor teacher. Invite constructive suggestions, take the initiative to ask questions and share your ideas, and genuinely show your desire to be the best you can be as a new teacher...COMMUNICATE!

Free yourself from additional responsibilities, outside employment, and other activities that may deter you from devoting your energies to your internship. You've worked hard to get to this final stage of your teacher training so take advantage of the opportunity to prove to all involved that you are an OUTSTANDING teacher candidate.

- Assume the attitude, the bearing, and the responsibility of a person who can be entrusted with the role of a professional educator. This requires the best possible use of good common sense in making decisions during your field experience.
- Demonstrate a professional attitude in **all** contacts with the school and community, being aware of the instances in which matters of confidence and loyalty are to be respected. Be careful during parent conferences that you do not give parents information about any student other than their own son or daughter. You will often be aware of privileged information and have a professional responsibility to keep such information in strict confidence. A breach of confidence comes with potentially severe consequences. Let your mentor teacher guide you in this kind of situation.
- Be sensitive to what is appropriate attire in your field placement site. Although there is no prescribed dress code for internships, a clean and well-groomed appearance will contribute to your success.
- Address your mentor teacher by the proper name (Miss, Ms., Mrs., or Mr. \_\_\_\_\_) in front of students and parents. Students should not be allowed to call you by your first name.
- Be punctual at all times. Check with your mentor teacher for building expectations regarding times to begin and end the day. In the event of illness or other emergency that makes it impossible for you to report to school, report by telephone as soon as possible to both the mentor teacher and university supervisor. In the event of your absence from school, you are responsible for giving your mentor teacher your plans for the day, just as you would a substitute teacher.
- Notify your mentor teacher and your university supervisor if you must be absent. Absences will be made up to the satisfaction of all involved.
- Attend the required Pre-internship/Internship Seminar sessions. If it is impossible for you to attend a session, contact your seminar instructor prior to the meeting.
- Complete observation assignments given in your university coursework. Classroom observations provide you with a greater understanding of the interactions between teachers and students.
- Learn to evaluate students' growth through daily observations, learning experiences, conferences, and other informal and formal assessments.
- Be well prepared in subject matter.
- Complete appropriate short- and long-range planning as required by the mentor teacher and university supervisor.
- Make certain that you understand the management procedures established in your classroom.
- Develop pro-active standards of classroom management and control.
- Make yourself available for conferences with your mentor teacher in order to discuss your progress in terms of your own ability and readiness for assuming the full role of a teacher. You must schedule consultations and team planning with your mentor teacher. Open and frequent communication is a key to the success of your experience.

- Communicate to your university supervisor any changes in schedule or other aspects of your teaching, which might affect his/her arrangement of visits with you in your classroom.
- Assume, under the guidance of the mentor teacher, such extra duties as study hall, playground, lunchroom, and hall supervision. Be sure you understand the assignment before you attempt the task!
- In addition to the weekly pre-internship/internship seminars, attend faculty meetings and all other professional meetings conducted by the cooperating school system or other professional groups. *You are not excused from university classes to attend in-service functions or professional meetings at your school.* Attend only when they coincide with the time you are assigned to be at the school and with the permission of your mentor teacher.
- Attend school functions such as club meetings, plays, concerts, dances, athletic events, PTA meetings, and open house programs. You should participate in the planning and supervision of these activities whenever possible.

## **Beginning Teacher Expectations for Southwest Washington School Districts**

### **Specific intent**

The purpose of this document is to clarify expectations for beginning teachers entering the districts of Southwest Washington State.

The five key categories listed below are based on the National Board for Professional Teaching Standards (NBPTS) whose primary intent is to establish common standards for what accomplished teachers should know and be able to do. These standards are reflected in the edTPA – the assessments by which all teacher candidates in Washington State are now evaluated.

While the headings have been maintained, the bullets are intended to reflect what a highly skilled or ideal beginning teacher should know and be able to do. This document was drafted by the Southwest Washington Educational Partnership (SWEP) for multiple purposes. These include a focus for pre-service training, the identification of mentor teacher skills, and a guide for prospective teacher candidates when applying to districts in Southwest Washington.

The success of our students is based upon teacher expertise in the following areas:

### **I. Teachers are committed to students and their learning:**

1. By establishing appropriate and professional relationships with students.
2. By building trusting and safe environments.
3. By demonstrating genuine caring and respect for students and their individual learning needs.
4. By seeking effective approaches for all students using an extensive repertoire of strategies.
5. By being sensitive to diversity issues and making instruction culturally relevant for all children.

## **II. Teachers know the subjects they teach and how to teach them:**

1. By effectively using instructional theories to plan, deliver, and assess instruction.
2. By applying research-based practices and strategies in core areas of reading, writing, and math across content areas.
3. By integrating reasoning skills into classroom instruction.
4. By planning curriculum, and delivering instruction around concepts and skills.
5. By possessing the ability to plan backwards from assessment targets.
6. By integrating technology into classroom instruction.
7. By seeking opportunities to hear, observe, and learn from experienced, current practitioners.

## **III. Teachers are responsible for managing and monitoring student learning:**

1. By possessing assessment literacy and using a variety of assessment strategies.
2. By assessing students and adjusting instruction to meet individual needs for continuous progress.
3. By promoting learning through active student involvement.
4. By using a variety of grouping strategies.
5. By demonstrating effective classroom management skills.

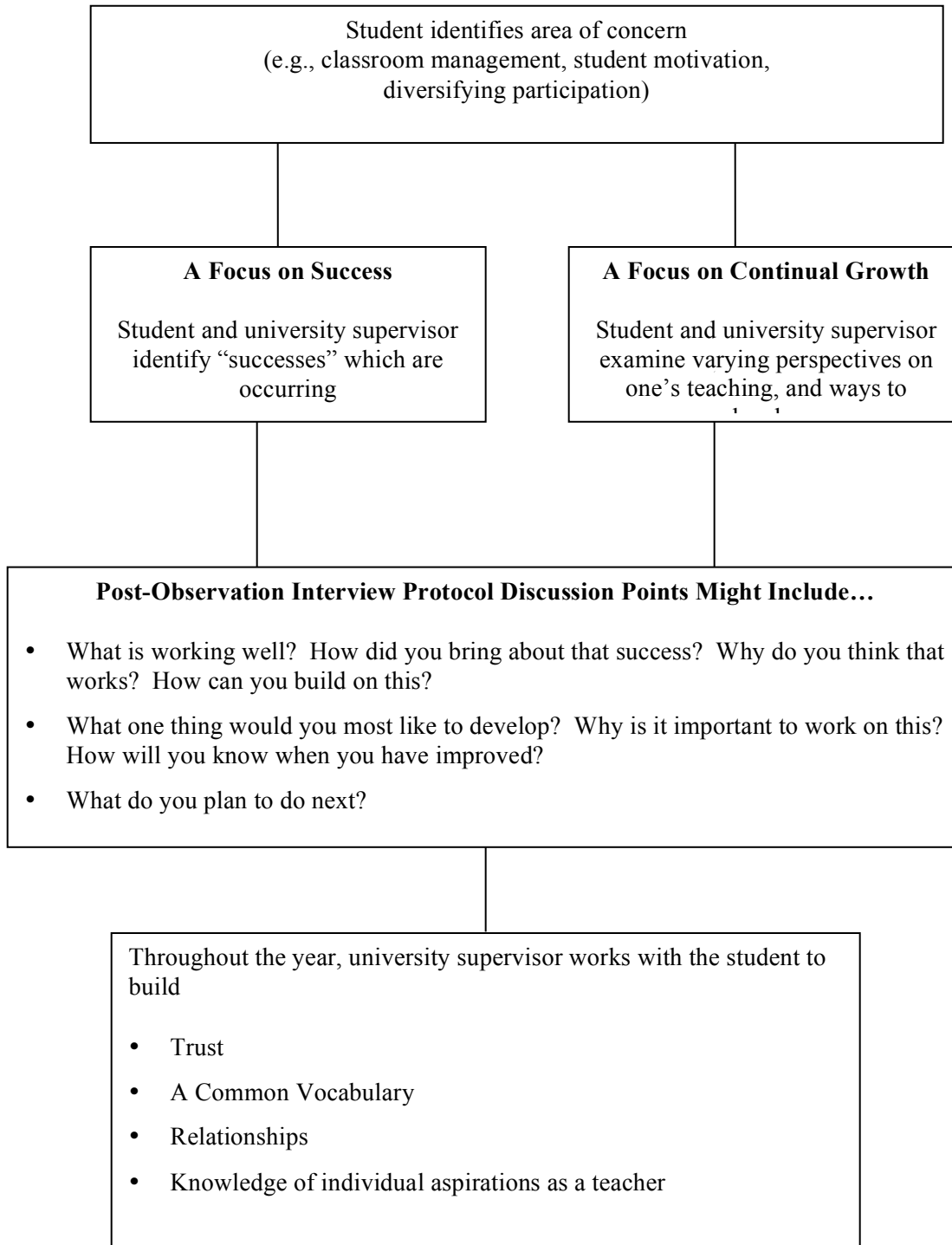
## **IV. Teachers think systematically about their practice and learn from experience:**

1. By self-assessing through feedback and reflection.
2. By establishing and implementing professional growth plans.
3. By remaining knowledgeable about state and national reform movements and applying this knowledge to planning, instruction, and assessments.
4. By identifying themselves as part of a larger integrated system designed to promote student learning.

## **V. Teachers are members of learning communities:**

1. By believing in learning that extends beyond the school.
2. By contributing to the profession by participating as a member of the school, district, and larger educational community.
3. By dealing responsibly, professionally, and collaboratively with others including parents, volunteers, colleagues, and administrators.

## A “Constructivist” Model of Student Teacher Supervision



## University Supervisor's Responsibilities

In order to coordinate the field experiences for the interns, university supervisors assume three spheres of responsibility: (1) serving as a liaison between the university and the public school, (2) mentoring the secondary intern, and (3) providing for on-going and final evaluation of the Secondary Education student's performance.

### **University Supervisor as Liaison**

As a liaison, the university supervisor works actively to promote a partnering relationship with principals and teachers. Through on-going, long-term relationships with schools, the university supervisor is able to identify appropriate school sites and mentor teachers. As a liaison, the university supervisor

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

If secondary interns are clustered in a school, university supervisors may conduct in-school seminars where the university supervisor meets with the interns, mentor teachers, other interested teachers and building administrators in the school to discuss issues of theory and practice and/or features the special expertise of the teachers in the school. University supervisors also collaborate on facilitation of the orientation and follow-up meetings with the mentor teachers where program information and mentoring philosophy and ideas are shared. Opportunities for mentor teachers to talk and work together and with interns are provided.

### **University Supervisor as Mentor**

As a mentor, the WSU university supervisor oversees the intern's progress from an observing role to an active teaching role during the pre-internship and the internship. During the pre-internship and the internship, the university supervisor

- Provides ongoing observation and conferencing to students at their field sites approximately once every two weeks. A record of the observation/conference is provided to the intern and the cooperating teacher via the Observation/Conference Report. The goal of the observations is to provide description and data about what is happening in the classroom in the area of focus, especially what the children are doing and how they are expressing student voice. The goal of the conference is to engage the intern in a "collegial discussion" (Sullivan & Glanz, 2000, p. 76) about the data via the steps of the supervision model. Observation and conference sessions are intended to guide interns in reflecting on their own practice and making plans for moving forward in a systematic and developmental way.
- Facilitates developmental, sequential progression of areas of focus through communication with the intern and mentor teacher.



- Facilitate on-going communication and feedback regarding the interns' progress by completing the Observation/Conference Report, a copy of which is given to the intern and the teacher.
- Discusses classroom and school climate during conferences especially regarding coursework assignments to be completed in the classroom. The university supervisor helps the intern become familiar with the classroom environment.
- Schedules three-way conferences so that the intern, the mentor teacher and the university supervisor can agree on formative assessment, planning and problem solving.
- Assists with completion of program assignments and requirements.

### **University Supervisor as Evaluator**

As part of the university graduation requirements and the Washington State Certification System, the university supervisor is also required to provide ongoing and final evaluations of the intern's strengths and weaknesses compared to predetermined standards established by those organizations. These requirements ask the university supervisor to evaluate the intern on certain, predetermined behaviors and characteristics specified on a variety of forms, most notably, the PDEFE.

- On-going evaluation is secondary to the mentoring role but is still an important and necessary role. As an evaluator, the university supervisor monitors the feedback received from the mentor teacher in informal conversations and through the more formal feedback provided by the Weekly Reflections Form and the three-way conferences.
- Final Evaluation via the edTPA and other culminating assessments by the university supervisor are also required.
- The WSU College of Education requires a Department of Education Form as a final evaluation of the intern. The intern, the mentor teacher and the university supervisor sign it. In preparation for this final evaluation, the university supervisor will use this form as the basis for a three-way conference.

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### **Online Directory of Education Faculty/Staff**

<http://www.vancouver.wsu.edu/education/faculty-and-staff>