



COLLEGE OF EDUCATION



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

Prepared by WSU Vancouver Teaching & Learning Faculty and Field Supervisors
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2014-2016 Edition

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SECTION 1: GENERAL INFORMATION

Making a Difference -- The Starfish Story *Adapted from Loren Eisley*

One day a man was walking along the beach when he noticed a boy picking something up and gently throwing it into the ocean.
Approaching the boy, he asked, "What are you doing?"
The youth replied, "Throwing starfish back into the ocean. The surf is up and the tide is going out. If I don't throw them back, they'll die."
"Son," the man said, "don't you realize there are miles and miles of beach and hundreds of starfish? You can't make a difference!"
After listening politely, the boy bent down, picked up another starfish, and threw it back into the surf.
Then, smiling at the man, he said, "I made a difference for that one."

Program Description and Requirements

The Bachelor of Arts (BA) in Education program is designed for students interested in obtaining a Washington state K-8 Elementary Education certificate in conjunction with a bachelor's degree.

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

Faculty in the program believe in the importance of providing students with an on-going field experience in diverse settings. To support this important goal, students engage in substantial fieldwork. In addition to the programs courses, students are in the public schools one to two days each week until full-time student teaching.

To be eligible for admission, students must meet the WSU lower division University Common Requirements (UCORE), pass the WEST B exam, and complete prerequisite courses. Program coursework begins in the summer. The program requires completion of coursework as described in the Coursework section. Full-time students complete the program in six consecutive semesters including two summers. Part-time enrollment is an option.

SECTION 2: PROGRAM PHILOSOPHIES

Conceptual Framework for Washington State University Teacher Education Programs

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

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

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

SECTION 3: COURSEWORK
Undergraduate Program Courses
 (with ELL endorsement)

Summer Semester I

Course #	Course Title (Learning about Populations)	Credits
T & L 301	Learning and Development	3
T & L 307	Survey of Children's Literature	2
T & L 330	Diversity in Schools and Society	3
Total		8

Fall Semester I

Course #	Course Title (Foundational Education Learning)	Credits
EdPsy 401	Classroom Assessment, Elementary	2
SpEd 420	Teaching in Inclusive Classrooms	2
T & L 305	Fundamentals of Instruction	2
T & L 333	Intro to English as a Second Language	3
T & L 402	Instructional Practicum I	1
T & L 445	Methods of Educational Technology	2
Total		12

Spring Semester I*

Course #	Course Title (Learning How to Teach)	Credits
T & L 306	Survey of Elementary Reading and Language Arts	3
T & L 352	Teaching Elementary Mathematics	3
T & L 371	Teaching Elementary Science	3
T & L 401	Practicum in Bilingual/ESL Education	3
T & L 414	Methods and Materials for Bilingual/ESL	3
Total		15

Summer Semester II

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

Fall Semester II

Course #	Course Title (Refining Learning How to Teach)	Credits
T & L 310	Classroom Management	2
T & L 320	Elementary Reading Methods	3
T & L 339	Communicating in Diverse Classrooms	3
T & L 385	Teaching Elementary Social Studies	3
T & L 490	Advanced Practicum	3
Total		14

Spring Semester II *

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

Total Program Credits: 74

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

Course Descriptions (with ELL endorsement)

A minimum of 120 credits are required for the BA in Elementary Education degree. These credits include completion of UCORE, course prerequisites, Writing Portfolio, Capstone/Tier III course, and the courses listed below. The program is designed to take two years to complete. If additional time is needed to complete courses as outlined, the teacher candidate should contact the program chair and academic coordinator to request a modification of course sequencing. After admittance to the program, a teacher candidate has five (5) academic years to complete all coursework.

EdPsy 401: Classroom Assessment - 2 credits

Principles and practice of high quality classroom assessment in the elementary schools.

SpEd 420: Teaching in Inclusive Classrooms - 2 credits

Designed for teachers to learn how to teach students with disabilities.

T&L 301: Learning and Development - 3 credits

Reflective inquiry about human learning, development, diversity, and individual differences, examination of implications for teaching and education reform.

T&L 305 Fundamentals of Instruction – 2 credits

Introduction to lesson and unit plans, state standards, instructional models, and basic strategies for using and integrating technology.

T&L 306: Survey of Reading and Language Arts - 3 credits

Attitudes, knowledge and skills needed for successful teaching of reading and language arts.

T&L 307: Survey of Children’s Literature - 2 credits

Types, values, selection of children’s literature; role of teacher in facilitating children’s experiences with books.

T&L 310: Classroom Management - 2 credits

Strategies for developing positive and supportive classroom learning environments.

T&L 320: Elementary Reading Methods - 3 credits

Teaching methods, materials, and content in elementary school reading.

T&L 330: Diversity in Schools and Society - 3 credits

Gender, linguistic, cultural and learning diversity; concepts, issues, and approaches to educating students in a diverse society.

T&L 333 Intro to English as a Second Language – 3 credits

Foundations of ESL with attention to basic concepts of second language processing in educational settings.

T&L 339: Communicating in Diverse Classrooms - 3 credits

Selected topics dealing with linguistic diversity, cross-cultural communication, language development and language use.

T&L 352: Teaching Elementary Mathematics - 3 credits

Teaching methods, materials, and content in elementary and middle school mathematics.

T&L 371: Teaching Elementary Science - 3 credits

Teaching methods, materials, and content in elementary and middle school science.

T&L 385: Teaching Elementary Social Studies - 3 credits

Teaching methods and materials in elementary and middle school social studies.

T&L 390: Integrating Fine Arts into K-8 Curriculum - 3 credits

Integrating the range of fine arts (art, music, dance, drama) into K-8 curriculum; designed for pre-service and in-service general K-8 teachers.

T&L 401 Practicum in Bilingual/ESL Education – 3 credits

Work with students from diverse cultural and linguistic backgrounds in an educational setting implementing theoretical foundations, skills, and strategies acquired from ESL coursework.

T&L 402: Instructional Practicum I - 2 credits

Application of educational theories and approaches learned in coursework.

T&L 409 Curriculum and Assessment for Bilingual/ESL Education - 3 credits

Research in curriculum development for and assessment of language minority students. (This course may be substituted for a different 3 credit endorsement course.)

T&L 414: Methods and Materials for Bilingual/ESL Education - 3credits

Research and instructional methods related to English language acquisition across content areas.

T&L 415: Student Teaching - 16 credits

Semester of supervised teaching in K-8 schools; seminars reflecting on effective teaching.

T&L 445: Methods of Education Technology - 2 credits

Consideration of all technologies in schools, applications for their use, some production techniques and instructional methodologies.

T&L 483: Integrating Health and Fitness into K-8 Curriculum - 3 credits

Teaching methods and materials in elementary and middle school physical education and health.

T&L 490: Advanced Practicum - 3 credits

Provides students with an intensive practicum in which they integrate educational theory with teaching and in classroom contexts.

**Undergraduate Program Courses
(with Middle Level Mathematics endorsement)**

Summer Semester I		
Course #	Course Title (Learning about Populations)	Credits
T & L 301	Learning and Development	3
T & L 307	Survey of Children's Literature	2
T & L 330	Diversity in Schools and Society	3
	Total	8
Fall Semester I		
Course #	Course Title (Foundational Education Learning)	Credits
EdPsy 401	Classroom Assessment, Elementary	2
SpEd 420	Teaching in Inclusive Classrooms	2
T & L 305	Fundamentals of Instruction	2
T & L 333	Intro to English as a Second Language	3
T & L 402	Instructional Practicum I	1
T & L 445	Methods of Educational Technology	2
Math 303	Higher Geometry	3
or		
T & L 427	Proportional Reasoning	3
	Total	15
Spring Semester I*		
Course #	Course Title (Learning How to Teach)	Credits
T & L 306	Survey of Elementary Reading and Language Arts	3
T & L 352	Teaching Elementary Math	3
T & L 371	Teaching Elementary Science	3
T & L 401	Practicum in Bilingual/ESL Education	3
T & L 414	Methods and Materials for Bilingual/ESL	3
T&L 351	Algebra for Middle School Teachers	3
Or		
T&L 426	Middle Level Mathematics Methods	3
	Total	18
Summer Semester II		
Course #	Course Title (Learning How to Teach)	Credits
T & L 390	Integrating Fine Arts into K-8 Curriculum	3
T & L 483	Integrating Health and Fitness	3
Math 151	Calculus for Middle School Teachers	3
	Total	9
Fall Semester II		
Course #	Course Title (Refining Learning How to Teach)	Credits
T & L 310	Classroom Management	2
T & L 320	Elementary Reading Methods	3
T & L 385	Teaching Elementary Social Studies	3
T & L 490	Advanced Practicum	3
T & L 427	Proportional Reasoning	3
	Total	14
Spring Semester II *		
Course #	Course Title	Credits
T & L 415	Student Teaching	16

Summer Semester III		
Math 303	Higher Geometry	3
Or		
351	Algebra for Middle School Teachers	3

Total Program Credits: 83

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

Course Descriptions (with Middle Level Math Endorsement)

A minimum of 120 credits are required for the BA in Elementary Education degree. These credits include completion of UCORE, course prerequisites, Writing Portfolio, Capstone Tier III course, and the courses listed below. The program is designed to take two years to complete. If additional time is needed to complete courses as outlined, the teacher candidate should contact the program chair and academic coordinator to request a modification of course sequencing. After admittance to the program, a teacher candidate has five (5) academic years to complete all coursework.

EdPsy 401: Classroom Assessment - 2 credits

Principles and practice of high quality classroom assessment in the elementary schools.

Math 151: Calculus for Middle School Teachers- 3 credits

Prerequisite: MATH 106 with a C or better, or ALEKS math placement score of 50%. Differential and integral calculus in relation to middle school mathematics and real world problems through visualization, hands-on activities and technology.

Math 303: Geometry for the Middle School Teacher - 3 credits

Prerequisite: MATH 220 with a C or better or MATH 230 with a C or better. Topics in 2D and 3D geometry including technology-based reasoning and exploration, deductive arguments, transformational and proportional reasoning, and non-Euclidean geometries.

Math 351: - Algebraic Thinking for the Middle School Teacher - 3 credits

Course Prerequisite: MATH 252 with a C or better. Algebraic reasoning, classes of functions, translation among models, analytical rule, tables of data, context and coordinate graphs.

SpEd 420: Teaching in Inclusive Classrooms - 2 credits

Designed for teachers to learn how to teach students with disabilities.

T&L 301: Learning and Development - 3 credits

Reflective inquiry about human learning, development, diversity, and individual differences, examination of implications for teaching and education reform.

T&L 305 Fundamentals of Instruction – 2 credits

Introduction to lesson and unit plans, state standards, instructional models, and basic strategies for using and integrating technology.

T&L 306: Survey of Reading and Language Arts - 3 credits

Attitudes, knowledge and skills needed for successful teaching of reading and language arts.

T&L 307: Survey of Children's Literature - 2 credits

Types, values, selection of children's literature; role of teacher in facilitating children's experiences with books.

T&L 310: Classroom Management - 2 credits

Strategies for developing positive and supportive classroom learning environments.

T&L 320: Elementary Reading Methods - 3 credits

Teaching methods, materials, and content in elementary school reading.

T&L 330: Diversity in Schools and Society - 3 credits

Gender, linguistic, cultural and learning diversity; concepts, issues, and approaches to educating students in a diverse society.

T&L 333 Intro to English as a Second Language – 3 credits

Foundations of ESL with attention to basic concepts of second language processing in educational settings.

T&L 352: Teaching Elementary Mathematics - 3 credits

Teaching methods, materials, and content in elementary and middle school mathematics.

T&L 371: Teaching Elementary Science - 3 credits

Teaching methods, materials, and content in elementary and middle school science.

T&L 385: Teaching Elementary Social Studies - 3 credits

Teaching methods and materials in elementary and middle school social studies.

T&L 390: Integrating Fine Arts into K-8 Curriculum - 3 credits

Integrating the range of fine arts (art, music, dance, drama) into K-8 curriculum; designed for pre-service and in-service general K-8 teachers.

T&L 401 Practicum in Bilingual/ESL Education – 3 credits

Work with students from diverse cultural and linguistic backgrounds in an educational setting implementing theoretical foundations, skills, and strategies acquired from ESL coursework.

T&L 402: Instructional Practicum I - 2 credits

Application of educational theories and approaches learned in coursework.

T&L 409 Curriculum and Assessment for Bilingual/ESL Ed. – 3 credits

Research in curriculum development for and assessment of language minority students. (This course may be substituted for a different 3 credit endorsement course.)

T&L 414: Methods and Materials for Bilingual/ESL Education – 3 credits

Research and instructional methods related to English language acquisition across content areas.

T&L 415: Student Teaching - 16 credits

Semester of supervised teaching in K-8 schools; seminars reflecting on effective teaching.

T&L 426: Middle Level Mathematics Methods - 3 credits

Research-based and standards-aligned methods for teaching mathematics in the middle grades.

T&L 427: Propositional Reasoning - 3 credits

Examination of work samples; identifying student's incomplete understanding of fundamental concepts; design instruction to develop a deeper understanding of rational numbers.

T&L 445: Methods of Education Technology - 2 credits

Consideration of all technologies in schools, applications for their use, some production techniques and instructional methodologies.

T&L 483: Integrating Health and Fitness into K-8 Curriculum - 3 credits

Teaching methods and materials in elementary and middle school physical education and health.

T&L 490: Advanced Practicum - 3 credits

Provides students with an intensive practicum in which they integrate educational theory with teaching and in classroom contexts.

Washington State University Vancouver
Bachelor of Arts in Elementary Education
(with Special Education waiver endorsement)

Summer Semester I (second summer session)

Course #	Course Title (Learning about Populations)	Credits
T & L 301	Learning and Development	3
T & L 307	Survey of Children's Literature	2
T & L 330	Diversity in Schools and Society	3
SpEd 301	Education of Exceptional Children	3
Total		11

Fall Semester I

Course #	Course Title (Foundational Education Learning)	Credits
EdPsy 401	Classroom Assessment, Elementary	2
T & L 305	Fundamentals of Instruction	2
T & L 333	Intro to English as a Second Language	3
SpEd 401	Teaching Students with Disabilities	3
T & L 402	Instructional Practicum I	1
SpEd 404	Professional Skills in Special Education (Law)	3
T & L 445	Methods of Educational Technology	2
Total		16

Spring Semester I*

Course #	Course Title (Learning How to Teach)	Credits
T & L 306	Survey of Elementary Reading and Language Arts	3
T & L 352	Teaching Elementary Mathematics	3
T & L 371	Teaching Elementary Science	3
SpEd 490	Practicum in Special Education (1 of the 2 required credits)	1
T & L 414	Methods and Materials for Bilingual/ESL	3
SpEd 402	Assessment & Curriculum for Students with Disabilities	3
Total		16

Summer Semester II (first six week session)

Course #	Course Title (Learning How to Teach)	Credits
T & L 390	Integrating Fine Arts into K-8 Curriculum	3
T & L 483	Integrating Health and Fitness	3
SpEd 440	Methods in Intensive Educational Supports	3
SpEd 470	Reading Disabilities	3
Total		12

Fall Semester II

Course #	Course Title (Refining Learning How to Teach)	Credits
T & L 310	Classroom Management	2
T & L 320	Elementary Reading Methods	3
T & L 339	Communicating in Diverse Classrooms	3
T & L 385	Teaching Elementary Social Studies	3
T & L 490	Advanced Practicum	3
SpEd 490	Practicum in Special Education (1 of the 2 required credits)	1
SpEd 421	Strategies for Special Education Teachers	3
***** Special Education Waiver now complete (301, 404, 401, 402, 421, 490's all credits)*****		
Total		18

Spring Semester II *

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

Total Program Credits: 89

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

Remaining endorsement courses are: SpEd 403: Secondary Education for Students with Disabilities (all endorsements are K-12) (3 cr.) and SpEd 409: Early Childhood Special Education (3 cr.), which students could do during summer or fall after graduation.

SECTION 4: PROGRAM POLICIES

Early Warning System for Pre-Service Teachers

Intent and Rationale

This system 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 faculty sees these standards 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 teacher candidate'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 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 candidates accountable for the Professional Disposition Standards. Candidates enrolled in teacher education programs must also adhere to the *Washington State University Standards of Conduct for Students*. These standards detail laws and regulations about academic dishonesty, harassment, alcohol and drugs, firearms and dangerous weapons.

Note: This process would be waived in the case of inappropriate behaviors, including harassment, assault/battery, or use/abuse of drugs or under the influence in a learning environment. These behaviors, if the investigation provides confirmation, 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.

Early Warning System 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 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 conference individually with candidates before referring the issue to the director. The faculty understands that there may be additional information or alternative interpretations regarding what they may have observed in a candidate's behavior.
- The Director will treat the matter as confidential and insist that other instructors do the same.
- Should the candidate be dissatisfied with the findings of a meeting or the Early Warning System process, s/he may appeal to the Director. Candidates 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 the issue was very serious.

- The instructor talks with the candidate to share the Early Warning System (EWS) form. The candidate 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 candidate's other instructor(s) that semester to see if candidate 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 candidate, and an advocate for the candidate (if desired by the candidate) to discuss the situation, hear both sides, and decide on a plan to remediate the problem. The candidate may bring witnesses if s/he and the program coordinator agree that it would be helpful if facts or interpretations were 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 candidate's professor(s).

- If a second EWS form was received for the same candidate 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 candidate should continue in the program and under what conditions.

Attendance Requirements

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

Study Hour Expectations

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

Procedures for Program Modification

Program modification may be needed if an individual student is not performing well academically.

When the Early Warning System is activated, the candidate meets with the instructor and the program chair to work out a plan for improvement or a sequence modification.

Use of Social Media

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

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

Professional Dispositions

Since teacher candidates and students in the P-12 classrooms come from widely different backgrounds; have varied opinions, interests, personalities, and learning styles, it is important

that one purposefully acts in caring, fair, professional, respectful and responsible ways. Therefore, this program expects that teacher candidates are professional in the program courses, the field classrooms and the community.

To identify and assess professionalism, the Department of Teaching and Learning use a set of professional dispositions, as identified on the Professional Dispositions Evaluation for Field Experiences (PDEFE) form. <http://education.wsu.edu/PDEFE%20Fall%202011.pdf>. Professional dispositions are the principles or standards that underpin a teacher's success in the classroom. They are the foundation of professional ethics that govern how a teacher acts with students, families, colleagues, and communities. Certain observable dispositions are common to successful teachers. These professional standards guide our preparation of new teachers.

Professional dispositions can be identified through observation of behaviors and actions. The teacher candidate will:

- Participate in discussions in a respectful manner
- Express themselves clearly, effectively and responsibly
- Interact effectively, respectfully and empathetically across a wide range of situations and with people
- Demonstrate promptness, courtesy, and attention to detail
- Be sensitive to confidential circumstances and information
- Dress appropriately and professionally
- Show professional standards when using social media
- Engage in lifelong learning aided by reflections and assessment of new information and ideas
- Be a responsible colleague, learner and citizen

Procedures for Dealing with Field Deficiencies Practica and Student Teaching

Step 1

Communications will be originated between a teacher candidate and a WSU supervisor or lead/mentor teacher. At this time, the candidate will be informed of concerns regarding his or her field experience.

Step 2

A three-way conference is held involving the candidate, lead/mentor teacher, and WSU supervisor or the instructor. At this conference, the candidate will be given a copy of his or her field experience evaluation, pointing out deficiencies. During the meeting (or as a result of the meeting), the candidate will be assisted in developing a plan to address stated deficiencies.

Step 3

A conference involving the candidate, supervisor, the placement coordinator, director of field experiences, and program chair will be set up to discuss the candidate's deficiencies, a plan of action, and future options. The candidate will be informed by mail of any contemplated administrative action.

Step 4

The program chair will evaluate the candidate's deficiencies, decide the course of corrective action and inform all concerned parties, make a decision regarding deficiencies and inform all concerned parties. Following are the steps for the teacher candidate's appeal process.

Appeal Procedure:

- A. WSU Vancouver Chancellor or designee
- B. WSU Teaching & Learning Department Chair or designee
- C. WSU College of Education Dean or designee

Note: It is important that the candidate be kept informed through all steps of the process and that documentation is available to support decisions regarding student performance.

Procedure for Re-Admittance to the Program

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

SECTION 5: FIELD EXPERIENCES

Field Experience Descriptions

Junior Year Practica, Senior Year Advanced Practicum, and Student Teaching

Overview

The program provides an on-going field experience component (practica and student teaching) as part of the constructivist teacher preparation model. In general, the field experience is characterized by a developmental process and philosophy. It is understood that candidates come into the program at various stages of readiness to assume the role of a classroom teacher.

Practica offer opportunities in public schools for teacher candidates to experience working with children from diverse cultural, linguistic, and socio-economic backgrounds, a variety of age groups, and children with diverse learning needs. Practica assist candidates in moving closer to the role of a professional teacher. Emphasis during the practicum is to establish communication between teacher candidates, lead/mentor teachers in public school settings and WSUV instructors.

Aspects of Practica and Student Teaching include:

- Constructivism
- Developmental Progression
- Field Placement
- Observation
- Connection of Practice to Theory
- Active Participation

All practica and student teaching experiences are highly collaborative processes among various WSU Vancouver faculty, WSU field supervisors, lead/mentor teachers, and other site personnel with the goal of educating highly capable and caring elementary and middle school teachers.

Junior Year Practicum – Fall Semester (1 credit)

During the fall semester, groups of three to five practicum teacher candidates are assigned to a building in which one on-site teacher is designated as the lead teacher. The lead teacher, working in collaboration with a designated coordinator from WSU, plans a wide variety of experiences in the school designed to acquaint the teacher candidate with the functions of the school.

Practicum teacher candidates observe in a variety of classrooms at several grade levels. For example, a teacher candidate may shadow a child or teacher for a day, spend time with specialists, attend in-service events and faculty meetings, and interview building administrators.

The fall field practicum experience is directly connected to the T&L 402 course. De-briefing and discussion of the practicum is an integral part of the course. Instructors of other concurrent courses may ask teacher candidates to focus on relevant topics by completing assignments in the field.

Lead teachers monitor teacher candidates' attendance and meet each week to share information and plan. A component of this course is to initiate a field-based learning log.

Fall junior year practica teacher candidates spend one full day once a week in the school. The practicum is a weekly obligation that lasts throughout the entire semester.

Teacher candidates who are employed in a public school must seek an exception from the program chair in order to complete junior year practicum experiences on the job. (No exception will be granted for T&L 490 Advanced Practicum.)

Junior Year Practicum – Spring Semester (3 credits)

Aspects of Practicum include:

- Individual Placement
- Continuation of Observations
- Course Assignments
- Teaching Individuals or Small Groups

During the spring semester, practicum teacher candidates will move to a new public school in another district. The first few weeks of the practicum are spent becoming acquainted with the school. Teacher candidates are then placed in a classroom with one teacher for the remainder of the semester. With the integration of an ELL focus in the program, the goal will be to assign classroom placements that include a minimum of five ELL students. Teacher candidates attend their spring practicum one full day each week for the entire semester.

The focus of the practicum shifts from the school to the classroom with special emphasis to knowing the teacher, the children, the curriculum, and the classroom routines. Teacher candidates will become involved in working with individual children, leading small group work, reading aloud, and assisting the teacher.

The WSUV instructors may require field assignments to be carried out in the placement classroom. These may include teaching a lesson to a small group or the whole class.

(Note that WSUV teacher candidates take spring break following the local school district's schedule.)

Senior Year Advanced Practicum (3 credits)

Aspects of Practicum include:

- Individual Placement
- Continuation of Observations
- Increased Teaching Responsibilities
- Completion of Field-Based Course Assignments
- Supervised Observation and Conferences
- Three-Way Conferences
- Seminars

During the senior year, teacher candidates enroll in a three-credit advanced practicum and seminar. Advanced practicum teacher candidates are placed in a classroom for the fall semester with the expectation that full-time student teaching in the spring will take place in the same classroom. However occasionally, some teacher candidates may change sites in order to maximize learning in other grade levels or to work with children from various ethnic and linguistic backgrounds.

The advanced practicum requires two days in the classroom per week in addition to a weekly seminar. A classroom field day is defined as the public school student's day in addition to time for teacher candidate and mentor discussion. In order to accommodate coursework load, on occasion the mentor and teacher candidate may need to adjust the time in the field. Each practicum teacher candidate is assigned a WSU supervisor who observes and confers with the teacher candidate and mentor teacher. Some state-required activities are coordinated with the other T&L programs.

During the advanced practicum and student teaching, WSU field supervisors provide observation and conferencing with teacher candidates at their field site. Teacher candidates and mentor teachers are provided with feedback from the supervisor. Mentor teachers are also encouraged to regularly provide teacher candidates with feedback.

Mid-term and final conferences are conducted during both the senior year advanced practicum and student teaching. These three-way conferences between the teacher candidate, mentor teacher, and WSU field supervisor focus on goal-setting by the teacher candidate and assessment of progress toward these goals. The Professional Dispositions Evaluation for Field Experiences (PDEFE) is the form used to document a candidate's dispositions during practicum/field experiences. Areas needing improvement are addressed.

Senior Year Student Teaching Internship – Spring Semester (16 credits)

Aspects of Student Teaching include:

- Individual Placement
- Supervised Observation and Conferences
- Student Teaching Seminar
- Completion of Teacher Performance Assessment (edTPA)
- Three-Way Conference
- Completion of Professional Portfolio
- Completion of Professional Growth Plan
- Completed and signed PDEFE indicating all ten standards met

Sixteen weeks of full-time student teaching occurs in the spring semester of the senior year and includes a weekly seminar. Student teaching commences when public schools begin in January and continues through the 15th week of the term of the student teaching semester. Usually the full-time student teaching experience occurs in the same classroom in which the student experienced the senior year advanced practicum. (Note that WSUV teacher candidates take spring break following the local school district's schedule.)

Student teaching is fully monitored by a WSUV supervisor. In the weekly seminar, teacher candidates apply theory to practice by making connections to teaching. The final culminating experience will include completion of a Professional Portfolio and presentation. Portfolios will be presented at the end of the program.

During student teaching, teacher candidates are required to follow state and district policies regarding the workday, and perform the professional duties of the classroom teacher. Supervisors will evaluate teacher candidates using the PDEFE. Conferences are held periodically to discuss progress toward meeting these dispositions.

Teacher candidates will be evaluated by using the state-mandated Teacher Performance Assessment. The Washington state Teacher Performance Assessment (edTPA) is focused on candidate impact on student learning (WAC 181-78A-264). “The Washington state Teaching Performance Assessment (edTPA) is the Washington version of a nationally available assessment of readiness to teach for novices. The assessment is focused on student learning and is designed around the principles that successful teachers apply knowledge of subject matter and subject-specific pedagogy, develop and apply knowledge of their students’ varied needs, consider research/theory about how students learn, and reflect and act on evidence of the effects of their instruction on student learning. The Washington state version adds a state emphasis of involving students in their own learning process and providing student voice evidence. As a performance-based assessment, the Washington state edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic, experiential ways.” Submission of the edTPA occurs toward the end of the student teaching experience.

Teacher candidates attend required seminars that address connections between course content and field experiences, and work towards the completion of the Professional Portfolio. Completion of this professional portfolio occurs during student teaching seminar T&L 415. As part of the professional portfolio, teacher candidates will complete and provide the university with a Professional Growth Plan as required by the State of Washington.

The Role of School Personnel in the Field Experience

Public schools play a vital part in the education of pre-service teachers. In schools, teacher candidates observe diverse teaching styles, interact with professional educators, and meet diverse learners, exceptional students, and individuals of various cultural, ethnic, and socioeconomic backgrounds. Through their personal experience, they begin to shape their personal philosophy of teaching and learning.

Lead Teachers: Junior Year Practica

In the junior year, a WSU Vancouver program coordinator works with a lead teacher to provide candidates with opportunities to observe several grade level and specialist classrooms.

Lead/mentor teachers open their classrooms to model their practice, and discuss teaching and learning with the practicum teacher candidates.

Practicum teacher candidates are required to complete specific university coursework assignments at the school and to spend one entire school day per week throughout the semester at the school.

Mentor Teachers: Senior Year Advanced Practicum and Student Teaching

The senior year Advanced Practicum allows the teacher candidate opportunities to explore the school environment, study teaching and learning, and observe diversity in classrooms.

Although teacher candidates are expected to gain teaching experience during this time, the Advanced Practicum is NOT a mini-version of student teaching. In order to integrate theory and practice, teacher candidates need to work with individuals, small groups, and whole groups as required by the methods courses. In some instances, teacher candidates are ready for teaching activities early in the Advanced Practicum while others need to move into their teaching assignments at a more gradual pace. The intent is for the process to be developmentally individualized, based on recognition of experiential backgrounds and readiness.

Note: The WSU Vancouver field supervisor is the resource person to contact when questions and concerns arise at any time during the Advanced Practicum and student teaching semesters.

Field Experience Supervision Model and Philosophy

Supervisors 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 university faculty and supervisors believe that adults, as well as children, learn by making meaning of their experiences. Therefore, the approach to the field experience is developmental, individualized, and democratic. It is assumed that the supervision model process should start with “where the teacher candidate is” and builds upon the abilities of the teacher candidate. The process is intended to create experiences that systematically build on that knowledge so that the teacher candidate will, through successful experiences, become confident, decisive, and skilled.

The model for observing and conferencing assumes that the teacher candidate is in the best position to determine goals according to their individual needs and interests. Conferences are designed to facilitate the teacher candidate’s ability to determine what is important to focus on in the unique and special classroom and 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 candidate is successful, gains confidence, and become an independent, self-monitoring professional (Pellett, Strayve & Pellett, 1999).

The goal of field supervision is to identify areas of growth in teaching practice through data collection, analysis, reflection and planning. Dialogue is intended to probe thinking beyond observed behaviors to gain an understanding of teaching and learning. It encourages the formulation of ideas about improving practice. The supervision process may entail the following steps:

- Observe: The teacher candidate and the WSUV field supervisor observe areas relevant to identifying successes or improvements. A sense of success promotes recognition of competence and control and is a step in gaining confidence and building self-efficacy (sense of competence) and is necessary for the teacher candidate to improve. Initially the field supervisor may identify observed successes. Ideas of improvement will then be generated to create a range of alternatives/options for taking next steps. (e.g. behavior management; motivating students; communication with cooperating teacher, etc.).
- Debrief: The teacher candidate and the WSUV field supervisor meet to debrief following observations with prompts such as, “What do you feel good about?” “What is working?” “What is helping to bring about the successes?” These questions initiate the search for evidence demonstrating accomplishments and areas of focus for continued growth. In this way, the field supervisor assists the teacher candidate to prompt conditions for success.
- Plan for Continued Growth: Finally, the questions that may be posed include implementing new teaching strategies and impact on student learning. This process ensures the involvement of the teacher candidate in decision-making and taking responsibility as an emerging reflective practitioner.

References

- Darling-Hammond, L. & Sclan, E. (1992). Policy and supervision. In C. Glickman (Ed.) *Supervision in transition* (pp. 61-76). Alexandria, VA: ASCD.
- Pellett, T. L., Strayve, K., & Pellett, H. A. (1999). Planning for student teaching success. *Journal of Physical Education, Recreation, and Dance*, 70(5), 50-54.
- Schon, D. A. (1988). Coaching reflective teaching. In Peter P. Grimmett & Gaalen L. Erickson (Eds.), *Reflection in Teacher Education* (pp. 19-30). New York: Teachers College Press.
- Sullivan, S. & Glanz, H. (2000). *Supervision that improves teaching: Strategies and techniques*. Thousand Oaks, CA: Corwin Press, Inc.

Responsibilities of the Teacher Candidate

Overview

From the very beginning, establish a positive working relationship with your mentor teacher. Invite constructive suggestions, take the initiative to ask questions, and show a genuine desire to learn as much as you can. Free yourself from additional responsibilities such as outside employment, and extracurricular activities.

In addition, as a teacher candidate:

- Demonstrate a professional attitude in all contacts with the school and community. Be 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. You will often be aware of privileged information and have a professional responsibility to keep such information in strict confidence. Let your mentor teacher guide you in these situations.
- Dress professionally and appropriately.

- 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 school expectations regarding times to begin and end the school day.
- In the event of an absence or an emergency, communicate to the mentor teacher, field supervisor and school placement office. When you are absent from school, you are responsible for giving your mentor teacher your plans for the day, just as you were an employee of the school district. Absences will be made up to the satisfaction of all involved.
- Attend the required seminars. If it is impossible for you to attend a session, contact the seminar instructor prior to the class.
- 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 activities.
- Prepare lesson plans in advance.
- Make certain that you understand the management procedures established in your classroom.
- Develop pro-active standards and initiative of classroom management:
 - Seating arrangement for students
 - Beginning class day
 - Distributing and collecting materials
 - Reporting attendance (absent and/or tardy students)
 - Admitting students after absence or tardiness
 - Monitoring behavioral expectations and transitions throughout the day

Confer and Collaborate

Open and frequent communication is a key to the success of your experience. Make yourself available for conferences with your mentor teacher in order to discuss your progress. Initiate a regular schedule for consultation, protocol communication, and team planning with your mentor teacher.

Communicate to your field supervisor any changes in schedule or other aspects of your teaching.

Assume, under the guidance of the mentor teacher, extra duties such as, playground, lunchroom, and hall supervision. Be sure you understand the duties before you attempt the task!

Attend Extracurricular Activities When Appropriate

Attend school functions such as club meetings, plays, concerts, dances, athletic events, PTO meetings, and open house programs when appropriate. You may participate in the planning and supervision of these activities whenever possible; however, these extracurricular activities cannot supersede attendance to campus courses.

SECTION 6: FIELD REQUIREMENTS

Liability Insurance

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.

West-E Examination

All candidates seeking their initial Washington teacher certification must pass the WEST-E in their endorsement area. This program requires that you pass the WEST E for elementary education. The exam must be passed prior to student teaching. It is recommended to take this exam no later than fall of the junior year. This timeframe supports the possible need to retake the test for a passing score before the student teaching semester. It is recommended that students take this exam in the junior year.

All candidates interested in earning the optional English Language Learners, Middle Level Mathematics, and/or Special Education endorsement must also pass the WEST E for that area in addition to the WEST E for elementary education before they will be awarded an endorsement in ELL. It is recommended that students take this exam in their senior year.

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

State Fingerprinting Requirements

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

The fingerprinting process can take several weeks and the ENTIRE fingerprinting process must be completed and approved prior to placement in a public school. 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.

Policy on Using Teacher Candidates as Substitute Teachers

Because student teaching is the most valuable pre-service experience and is designed to assure that prospective teachers enter the profession successfully, WSU discourages the use of teacher candidate 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 teacher candidate and, in effect, violates the school district's contracted responsibility to provide a teacher candidate with a mentor teacher on an ongoing basis. Furthermore, this practice may discourage prospective mentor teachers from becoming mentors.

However, to be responsive 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 a teacher candidate who possess an Emergency Substitute Teacher Certificate:

- The WSU field supervisor will determine the readiness for an Intern Substitute Teacher Certificate or for substitute teaching by a teacher candidate that possesses an Emergency Substitute Teacher Certificate with input from the teacher candidate and mentor teacher.
- The teacher candidate must have progressed in his/her assignment to the point where he/she has demonstrated the ability to effectively teach and learn from teaching solo. Determination of readiness for an Intern Substitute Teacher Certificate or for substitute teaching by teacher candidates who possess an Emergency Substitute Teacher Certificate shall not be made prior to observation by the candidate's supervisor and no sooner than the mid-point of the student teaching experience.
- The teacher candidate shall notify in writing their WSU field supervisor of each substitute teaching assignment. Notification shall occur at the first meeting with the WSU field supervisor subsequent to the substitute teaching assignment.

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

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

SECTION 7: CERTIFICATION

Intern Substitute Certificate

Teacher Candidate as Paid Substitutes

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

Substitute service during the student teaching phase:

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

Issuance of the certificate is subject to the following conditions:

- District approval
- Completion of at least fifty percent of the field experience

- University field supervisor and mentor teacher approval
- Application and payment of a \$38 fee.

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

Click the on the following link for the Intern Substitute Certificate form.

http://education.wsu.edu/student services/certpaperwork/intern_substitute_application.pdf

DO NOT apply through the Education Service District (ESD) or the Office of the Superintendent of Public Instruction (OSPI). If you currently hold a valid Emergency Substitute Certificate, you do not need to apply for the Intern Substitute Certificate.

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

Residency Certification

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

The following documents are available online at the following links.

- Guide for Developing Your Draft Professional Growth Plan
http://education.wsu.edu/field/studentteaching/growth_plan.doc
- Professional Teacher Certificate Affidavit
[http://education.wsu.edu/field/studentteaching/2011ProCertGuidelinesforSTHandbook\(1\).pdf](http://education.wsu.edu/field/studentteaching/2011ProCertGuidelinesforSTHandbook(1).pdf)

Responsibilities and Roles of a Certified Teacher

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

1) The field experiences prepare candidates to fulfill these roles and responsibilities that are consistent with a certified teacher:

- Teach
- Counsel
- Supervise
- Discipline
- Communicate
- Plan
- Reflect on practice
- Manage the classroom

- Self-improve
- 2) As professional staff members, all educators are expected to perform certain duties that contribute to the activity program, to the guidance program, and to the good climate and efficient operation of the school. In addition to the specific assignment of classroom instruction or other building duties, each teacher is expected to assume his or her equitable share of responsibility for the operation of the school, the guidance and counseling of students, and the sponsorship and support of the student activity program.
 - 3) The teacher assumes a shared responsibility with the total building staff for supervision and maintenance of order.
 - 4) The teacher is expected to participate in professional staff development activities to enhance competence in the use of educational materials, instructional programs, and other professional skills.
 - 5) The teacher is responsible for assigning and evaluating the work of students, and for returning such evaluations to students with responsible promptness.
 - 6) The teacher is expected to make daily preparations for teaching including attendance at staff meetings and other such professional work as assigned by the principal, superintendent, or board of directors.
 - 7) The teacher is expected to give careful attention to the maintenance of a safe and healthy environment in the classroom, reporting to the principal or his/her designee any shortcomings such as lighting, heating, or ventilating.
 - 8) In addition to these specific requirements, the responsibilities of the teacher shall be performed as required in Chapter 44, State Board of Education Code of Rules and Regulations.

Legal Reference:

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

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

Standard 5 - Residency Teacher – for all teachers

5.A Effective Teaching

5.A.1 Using multiple instructional strategies, including the principles of second language acquisition, to address student academic language ability levels and cultural and linguistic backgrounds.

5.A.2 Applying principles of differentiated instruction, including theories of language acquisition, stages of language, and academic language development, in the integration of subject matter across the content areas of reading, mathematical, scientific, and aesthetic reasoning.

5.A.3. Using standards-based assessment that is systematically analyzed using multiple formative, summative, and self-assessment strategies to monitor and improve instruction.

5.A.4 Implementing classroom/school centered instruction, including sheltered instruction that is connected to communities within the classroom and the school, and includes knowledge and skills for working with others.

5.A.5 Planning and/or adapting standards-based curricula that are personalized to the diverse needs of each student.

5.A.6 Aligning instruction to the learning standards and outcomes so all students know the learning targets and their progress toward meeting them.

5.A.7 Planning and/or adapting curricula that are standards driven so students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.

5.A.8 Preparing students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.

5.A.9 Planning and/or adapting learner centered curricula that engage students in a variety of culturally responsive, developmentally, and age appropriate strategies.

5.A.10 Using technology that is effectively integrated to create technologically proficient learners.

5.A.11 Informing, involving, and collaborating with families/neighborhoods, and communities in each student's educational process, including using information about student cultural identity, achievement and performance.

5.B Professional Development

5.B.1 Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of his/her teaching through feedback and reflection.

5.C Teaching as a Profession

5.C.1 Participating collaboratively and professionally in school activities and using appropriate and respectful verbal and written communication.

5.C.2 Demonstrating knowledge of professional, legal, and ethical responsibilities and policies.

5.D Performance Assessment

5.D.1 An approved preparation program for teachers shall require that each candidate engage in an assessment process approved by the professional educator standards board. The assessment will verify that the candidate for a residency teacher certificate can meet the teacher standards in (a), (b) and (c) of this subsection and understands teacher impact on student learning.

Code of Professional Conduct: <http://www.k12.wa.us/ProfPractices/CodeConduct.aspx>

SECTION 8: STUDENT FORMS

PDEFE Form: <http://education.wsu.edu/PDEFE%20Fall%2011.pdf>

TPA: <http://education.wsu.edu/field/tpa/>

Professional Growth Plan Guide:

http://education.wsu.edu/field/studentteaching/growth_plan.doc

Professional Teacher Certificate Affidavit:

[http://education.wsu.edu/field/studentteaching/2011ProCertGuidelinesforSTHandbook\(1\).pdf](http://education.wsu.edu/field/studentteaching/2011ProCertGuidelinesforSTHandbook(1).pdf)

Intern Substitute Certificate Form:

http://education.wsu.edu/studentervices/certpaperwork/intern_substitute_application.pdf

Directory of Education Faculty and Staff: <http://directory.vancouver.wsu.edu/education>