



COLLEGE OF EDUCATION



MASTER IN TEACHING ELEMENTARY STUDENT HANDBOOK

A Reference Guide for:

Graduate Students
Lead Teachers and Mentor Teachers
School Administrators
Teaching & Learning Faculty and Field Supervisors

Prepared by WSU Vancouver Teaching & Learning Faculty and Field Supervisors

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2016 -2017 Edition

*A hundred years from now
It will not matter
The sort of house
I lived in,
What my bank account was
Or what kind of car I drove,
But the world may be
Different because
I was important
In the life of a child.*

--- Forest E. Witcraft

INTRODUCTION

This handbook has been prepared to serve as a resource guide for students enrolled in the Master in Teaching Elementary Certification Program (MIT-Elementary) at Washington State University Vancouver (WSU Vancouver) and the partners involved in the education of these future educators: faculty members, WSU Vancouver field supervisors, mentor teachers, and school site administrators.

The purposes of this handbook are to:

- Describe the MIT-Elementary program*
- Provide programmatic information*
- Describe the roles and responsibilities of students in their coursework, during their experiences in their site placements, and in other program experiences*
- Describe the qualifications and responsibilities of mentor teachers*
- Provide student internship guidelines*
- Describe the qualifications and responsibilities of WSU Vancouver field supervisors*
- Describe the responsibilities of site administrators*
- Provide Washington State policies, procedures, and criteria for successful completion of the internship and program*

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Because all roles impact the education of the MIT-Elementary students, it is recommended that all participants read carefully through all the descriptions in order to enhance their understanding of the program in its entirety.

Please Note: The information in the MIT-Elementary Handbook is valid for the year in which it is published; however, the State of Washington and/or WSU Vancouver may require changes within that academic year.

WSU VANCOUVER MASTER IN TEACHING ELEMENTARY PROGRAM DESCRIPTION

Overview of Program

The Master in Teaching – Elementary (MIT-Elementary) program at Washington State University Vancouver (WSU Vancouver) is an intensive, integrated 15-month course of study of 53 credits, including field experiences, which provide all coursework to meet the State of Washington K-8 certification requirements. This program is for individuals who hold baccalaureate degrees in any field. 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.

Students begin their coursework in mid-May, then continue classes and add pre-internship experiences at school sites during the fall semester. In the spring semester, students continue course work one day a week and do full-time student teaching four days a week. Coursework is completed the following summer. A series of program requirements that compliment and extend on coursework are also undertaken throughout this course of study. Included in these experiences are a diversity field experience, the creation of a unit plan, and the final Master's 702 project/presentation.

PROGRAM THEMES

1. Developing generative knowledge about teaching and learning

- Knowledge of pedagogy and pedagogic content knowledge
- Knowledge of how children develop intellectually, socially, and emotionally
- Knowledge of how children think about content
- Knowledge of how children act and interact in school and non-school environments
- Knowledge of existing curricula
- Knowledge of how to create a supportive learning environment for all students
- Knowledge of instructional planning and organization
- Disposition of teacher as a professional
- Disposition of teacher as a life-long learner
- Disposition of teacher as a collaborator
- Ability to reflect on, demonstrate, and extend the above kinds of knowledge and dispositions

2. Reaching all learners

- Knowledge of various learning styles and accompanying strategies to support student development
- Knowledge of various cultural, ethnic, and linguistic backgrounds and accompanying strategies to support student development
- Knowledge of specific challenges some learners face and accompanying strategies to support student development
- Disposition to treat all students as individuals
- Disposition to know learners as multi-faceted people
- Disposition to assume all children can succeed and significantly develop
- Ability to identify student motivations and points of view
- Ability to reflect on, demonstrate, and extend the above kinds of knowledge and dispositions

3. Decision making through data-based reflective inquiry

- Knowledge of methods of inquiry
- Knowledge of methods of assessment
- Disposition to think systematically about one's own practice
- Disposition to use data to inform one's own practice
- Disposition to critically examine and incorporate instructional methods of others
- Disposition to research information related to learners and promising practices
- Ability to reflect on, demonstrate, and extend the above kinds of knowledge and dispositions

4. Awareness of the symbiotic relationship among teachers, schools, and multiple social structures

- Knowledge of the political and structural aspects of schools and school systems
- Knowledge of various cultural, ethnic, and linguistic backgrounds and accompanying strategies to support student development
- Ability to reflect on, demonstrate, and extend the above kinds of knowledge

PROGRAM GOALS

Growing out of the program themes are the five program goals.

1. Teaching to a Diverse Population of Learners
2. Building a Community of Learners
3. Professionalism
4. Inquiry
5. Positive Impact on Student Learning

MIT ELEMENTARY TEACHER CERTIFICATION PROGRAM AND COURSEWORK

EdAd 506: Social Context of Education - 2 credits

Social Context of Education is intended to present students with core issues in the social factors affecting ideology and policy in education. The course focuses on the contexts of education, i.e., the historical, legal, economic, and cultural background, which shapes the practice of education. Students are encouraged to articulate their own views of education policy and practice as these are informed by an understanding of social values, conflicts and dilemmas that are the substance of ongoing debate in the field and to critically analyze these views in terms of current research and knowledge.

EdAd 510: Improvement of Instruction - 3 credits

This course will feature analysis and evaluation of the improvement of education, with a focus on classroom instruction set within the context of school reform. Together, the class will explore the meanings, possibilities, and limitations of curriculum as a foundation to explore forms of active instruction, within the context of our growth as teachers. There will be an emphasis on student learning for understanding and teachers uses of reflection for personal improvement of practice.

Ed Psych 504: Classroom-Focused Research Methods - 2 credits

This course introduces methods of research and assessment relevant to the role of the classroom teacher as a reflective decision-maker. Knowledge and comprehension of research design, data collection and analysis and research review are developed as they apply to research in the classroom.

KIN 586: Methods of Health & Physical Education - 2 credits

This course encompasses the current theory, research, and practice appropriate to a classroom teacher's understanding of positive health behaviors, movement skills, and physical fitness in order to allow them to provide appropriate health and physical education experiences for students. In addition to reading primary and secondary sources, students will practice application of knowledge by teaching/reflecting upon health or physical education lessons to their peers, developing units of study for healthful living, and participating in/leading of movement skills and physical fitness activities.

SpEd 520: Teaching in Inclusive Classrooms - 2 Credits

Issues, research, and strategies for designing inclusive classrooms, including strategies for teaching students with disabilities.

T&L 505: ESL Education for General Educators K-8 – 2 credits

Issues, research, and strategies for working with English language learner students in learning situations.

T&L521 : Advanced Educational Psychology - 2 credits

This course is intended to provide students with an introduction to graduate-level analysis of the basic problems and issues in the field of educational psychology. The course focuses on the psychological concepts and theories, which have dominated the traditional and contemporary educational thinking and practice. Graduate students are strongly encouraged to articulate their own views of appropriate educational practice (drawn in many cases from “hands-on” experience as teachers and other human service professionals) in terms of underlying theoretical assumptions about the nature of human learning and development.

T&L 521: Topics in Education: Introduction to Educational Technology - 2 credits

This course serves to provide basic technology curriculum integration theory and practice for pre-service K-8 pre-service 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, storing and accessing files on remote servers, web page creation and design, and educational uses of PowerPoint, Excel, and Word.

T&L 525: Classroom Management Seminar - 3 credits

Classroom Management is intended to provide experienced administrators and teachers with the resources necessary to make appropriate management decisions while interacting with students. This course focuses on a variety of models and strategies, which reinforce contemporary thinking and practice in classroom management. Students will clarify their own belief regarding management and participate in simulations designed to provide them with “hands-on” experience and to reinforce appropriate classroom behavior.

T&L 540: Elementary School Social Studies - 3 credits

Elementary School Social Studies will focus on the practices, issues, and trends associated with effective teaching in the social studies area. Specifically, the course will treat such topics as the goals and content of existing social studies curricula; the techniques and strategies used by K-8 classroom teachers in model social studies programs; topics being currently emphasized in the professional literature; and procedures which may be used to plan, implement, and evaluate classroom instruction. (Note: T&L 540 and T&L 556 will be combined for the purpose of providing students with experience in building thematic, integrated units of instruction.)

T&L 552: Literacy Development I - 3 credits

Recent research in reading and writing has changed the focus of inquiry from strictly one of product to include the study of literacy processes. This course is designed to provide a basic understanding of literacy development and processes for learners. Students will address theoretical models of literacy,

classroom practices associated with positive literacy development including assessment of literacy, and survey the literature appropriate for young children. Emphases will be placed on the integration of the language arts and their relationship with subject matter learning, upon the individual needs of students including those of cultural and linguistic minorities and upon the social contexts of learning. Students are expected to read and write weekly on topics to be addressed in class and to participate in varied learning experiences, which will represent both inductive and deductive constructions of knowledge.

T&L 556: Literacy Development II - 3 credits

Continuing the investigation begun in T&L 552 Literacy Development I, this class is designed to further the basic understandings of literacy development and processes for learners. Emphases will be placed on the integration of the language arts and the relationship to subject matter learning, reading and writing in the content areas, text structures, and the construction of thematic multicultural units of study. Students will also explore the needs of special populations of students, their needs as individuals, and the social contexts of learning. Students are expected to read and write weekly on topics to be addressed in class and to participate in varied learning experiences, which will represent both inductive and deductive constructions of knowledge. (Note: T&L 556 and T&L 540 will be combined for the purpose of providing students with experience in building thematic, integrated units of instruction.)

T&L 564: Elementary School Mathematics Methods - 3 credits

This course combines the study of theory and research in elementary mathematics education with practical work in pedagogy (planning, teaching, and reflecting) and hands-on work with math manipulatives and math activities. Each student will develop skills and concepts, which will both prepare her or him for the first year of teaching elementary mathematics and provide a foundation for continued professional development in this area. While mathematics is the area of concentration, attention is also given to integrating mathematics with other areas of learning in the classroom.

T&L 572: Elementary School Science Methods - 3 credits

This course combines the study of theory and research in K-8 science education with the practical work of instructional planning, teaching, and assessment. The course focuses on how children learn science, the Washington State 2013 K-12 Science Learning Standards, appropriate strategies for creating opportunities for all children to engage in and learn science, and resources for continued professional learning.

T&L 593: Pre-internship & Seminar - 2 credits

The purpose of the MIT-Elementary Pre-internship is to provide students with an opportunity for an initial view of elementary and middle school classrooms. It is a first chance to observe and participate in actual classroom activities as well as an opportunity to transfer coursework and knowledge into practical classroom skills. The seminar is to provide an opportunity for the students to practice interpersonal skills as they expand their understanding of initial classroom exposure through interaction with their peers, WSUV field supervisors and resource persons. State and program requirements, **including an introduction to the edTPA Portfolio Assessment**, will be introduced.

T&L 594: Art & Music Education - 2 credits

This course offers basic elements of art and music as applicable to integration into elementary and middle school classrooms with an emphasis on the visual and performing arts within historical and multicultural contexts. In addition to reading primary and secondary sources, students will practice application of knowledge by teaching/reflecting upon a music or art lesson to their peers, write a position paper, and develop integrated lesson plans within cultural contexts.

T&L 595: Internship & Seminar - 10 credits

A successful experience in a professional Internship is essential to the development of an effective teacher. During their internships, students will be expected to develop decision-making skills and

implement a repertoire of teaching strategies. They will also be given the experience of addressing the challenges and opportunities associated with teaching developmentally and culturally diverse student populations. The purpose of this seminar is to address issues such as classroom management, planning, motivation, student diversity, instructional strategies, and to provide the student with job search capabilities. State and program requirements, including the edTPA, will be reviewed and supported.

T&L 600: Math Practicum - 1 credit

The purpose of this course is to discuss concepts of elementary mathematics in a problem-solving environment. These concepts will be immediately applied to issues of children’s mathematical thinking and elementary mathematics teaching. Specific topics include aspects of mathematical problem solving in the context of elementary numbers and operations, geometric and algebraic reasoning; teaching children how to problem solve in mathematics; uses of manipulatives; and group work. The course will normally be taken in conjunction with T&L 564.

T&L 702: Special Problems (Master's Examination) - 3 credits

The 702 course is a required culminating experience in all master’s programs at WSU. For MIT-Elementary students, the 702 will be coordinated with aspects of coursework and field work. Each student will have a faculty chairperson and a committee of two faculty appointed to guide the student in completing his or her project. The 702 is a credited course in the final semester of master’s study and cannot be completed earlier than the final semester.

Course requirements are subject to change and will be announced prior to each semester. A calendar of courses with field experiences included will be issued by the program each semester. This calendar supersedes the university calendar and includes field experience requirements and aligns spring break with local school district vacation dates.

OVERVIEW OF 2016-2017 PROGRAM (subject to change)

Summer 1: May 9 – June 17 / June 20 – July 29

Fall: August 22 – December 9

Spring: January 9 – May 6

Summer 2: May 8 – June 16

Summer term I&II (2016)

Course #	Course Title	Credits
EdAd506	Social Context of Education	2
T&L521	Topics: Advanced Educational Psychology	2
T&L552	Literacy Development I	3
EdPsy504	Research Methods	2
EdAd510	Improvement of Instruction	3
	Total	12

Fall Semester (2016)

Course #	Course Title	Credits
T&L 525	Classroom Management Seminar	3
T&L 540	Elementary Social Studies Methods	3
T&L 556	Literacy Development II	3
T&L 564	Elementary School Mathematics Methods	3
T&L 572	Elementary School Science Methods	3
T&L 593	Pre-internship & Seminar*	2
T&L 600	Math Practicum	1
Total		18

*The pre-internship requires you to be at your placement school two full school days a week, Tuesday and Thursday, plus once a week seminar.

Spring Semester (2017)

Course #	Course Title	Credits
T&L 505	ESL Methods for General Educators K-8	2
SpEd520	Teaching in inclusive Classrooms	2
T&L 521	Topics in Education: Intro. to Educ Technology	2
T&L 595	Internship & Seminar (January-April, 4 days per week, M-Th)*	10
Total		16

* students start term & take spring break according to placement school's calendar not WSU Vancouver, in placement school 4 full school days a week plus once a week seminar

Summer Term (2017)

Course #	Course Title	Credits
KIN 586	Methods of Health & Physical Education	2
T&L 594	Art & Music Education	2
T&L 702	Master's Examination	3
Total		7

Forms/Processes: complete Final Exam Schedule Form for date/time of T&L702 presentation, Residency Teaching Certificate issued after summer grades post in August 2017, MIT degree awarded August 2017.

ACADEMIC STANDARDS

The following represent Graduate School minimum requirements for the award of a graduate degree: A student must have a 3.0 cumulative GPA and a 3.0 program GPA. Grades of C or greater will be figured into the GPA and cannot be repeated for a higher grade. Students earning a grade of C- or lower must repeat the course and not on a pass/fail 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 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 incomplete grade option.

PART-TIME MIT-Elementary STUDENTS

The purpose of the part-time (PT) option is to allow students to complete the program on a half-time basis. Part-time students must design their academic programs in coordination with the MIT-Elementary Program Coordinator and the Academic Coordinator prior to enrolling in their first semester of course work. It is expected that PT students will complete their Master’s degree within 27 months of enrolling in the program. The program of study of PT students is identical to that of full-time students, with a few minor exceptions due to field demands. It is highly recommended that PT students follow the course sequence designed for completing the program in 27 months.

In regard to the pre-internship and internship (described more fully in the next section), the PT schedule is as follows: PT students are to spend the equivalent of one full day or two half-days per week in the field during the entire initial year of coursework. During the fall of Year 2, PT students are also required to spend the equivalent of one full day or two half-days per week in the field, although program modification could require that up to two full days are required at this time. The internship will occur during the spring semester of Year 2. PT students are expected to change placements at the end of Year 1, although the student can remain in the placement during Year 2 if the request is initiated by BOTH the MIT-Elementary and Mentor Teacher.

FIELD EXPERIENCE

At Home At School

During the first summer of enrollment in the MIT-E program, a diversity-oriented field experience occurs at the At Home At School (AHAS) laboratory school. The AHAS summer teaching experience fulfills the MIT-Elementary Diversity Field Inquiry Experience that is coordinated with summer courses. Experience with and an understanding of diversity are critical for classroom teachers. To complete the diversity field experience students must have (a) their diversity experience plan evaluated and accepted by diversity field experience coordinator Susan Finley, (b) complete 50 hours field experience at AHAS in fulfillment of courses, and (c) produce an inquiry product that defines the diversity field experience. Several courses are integrated with the AHAS lab school experience, in whole or in part. Specifically, in summer 2016, MIT-E students will work with K-8 students as part of the AHAS teaching team.

AHAS has three primary goals:

1. To provide community-based teacher education provided in fulfillment of WSU Vancouver's charge of preparing new teachers to work in an increasingly diverse society.
2. To assist K-12 students who are homeless or otherwise "low status" and underserved succeed in school, e.g. students who live in transitional and other subsidized low-income housing, qualify for free and reduced lunch, or are in foster care, chronically ill, English language learners, have an incarcerated parent, or low school attendance.
3. To develop ongoing research about teaching and learning in both primary populations: K-12 and teacher education students.

Pre-Internship and Internship

The MIT-Elementary program provides an on-going field experience component (pre-internship and internship) as part of the constructivist teacher preparation mode. The part-time pre-internship begins when public schools open in the fall and continues until winter break. The full-time internship begins in the first week of January and ends the first week in May. Classroom placements in the field experience are made, whenever possible, so MIT-Elementary students are provided with opportunities for experiences with diverse public school populations including those from diverse cultural and linguistic backgrounds, socioeconomic and age groups, and those with exceptionalities. Whenever possible, the field assignment is finalized after a prospective MIT-Elementary student has completed an in-school interview with the designated mentor teacher. Should additional time be needed in the internship (to address any deficiencies, or the remediate the edTPA), the second week of May through the end of the school year may be used.

The university is solely responsible for field placements. Students are not to make contact or pre-arrangements for the field assignments. To do so jeopardizes the university's relationship with school districts and the student's relationship with the teacher education program. Districts have policies regarding placements in schools, which program can be in a school and the number of students they will allow. We believe that the best pedagogical arrangement for a student teaching experience is in a placement where the student has not had previous contact, i.e., as a parent, employee, paraprofessional, coach, or as a relative of a student or employee in the building.

In general, the experience can be characterized as developmental. Its purpose is to assist students to move closer to the professional teacher role as they progress through the field experience component of the program. MIT-Elementary students come into the program at various stages of readiness to assume the role of classroom teacher. The pre-internship is designed to accommodate these student differences through flexible and individualized program planning.

Seminars are scheduled during both the pre-internship and internship experiences. Seminars are collaboratively planned by MIT-Elementary teaching faculty and WSU Vancouver field supervisors with input gathered from the students. Seminar activities center on students' field placement experiences, concerns, and questions about learners and the teaching/learning process; collegial collaboration, and the integration of scholarly research and theory with field experiences..

Mentor teachers are invited to participate in an orientation early in the fall semester. Mentor teachers and principals are invited to provide comments and suggestions regarding the program verbally throughout the year as well as in writing at the end of the school year. Many program modifications have occurred as a result of input from principals and mentor teachers.

Pre-Internship

During the fall semester (mid-August through December) students are enrolled in university teacher preparation courses (18 credits) including the pre-internship that entails being assigned to a school classroom for two full school days per week.

The pre-internship should allow students opportunities to explore the school environment, study teacher and learner activities, and observe diverse teaching and learner situations. While the student is usually assigned directly to one mentor teacher, the university encourages the student to make observations outside the assigned classroom to add breadth **to their understanding of the school's structure, culture, and community.**

There are conceptual differences between the pre-internship and the internship. Although MIT-Elementary students are expected to gain teaching experience during the pre-internship, it is NOT a mini-version of the internship. In order to integrate theory and teaching practice, students will need to teach lessons during the pre-internship to individuals, small groups, and whole groups as required by the methods courses they are taking, and will be expected to have enough actual teaching experience during their pre-internship to prepare them for completion of the edTPA assessment and their full-time internship in the spring.

In some instances, students will be ready for teaching activities early in the pre-internship whereas others need to move into their teaching assignments at a more gradual pace. This process will be individualized, based on recognition of students' experiential backgrounds and readiness.

The WSU Vancouver field supervisor, who acts as a liaison between the university and the school, visits the MIT-Elementary student regularly. Written feedback is provided following all observations. The WSU Vancouver field supervisor is there to support and collaborate with both the MIT-Elementary student and the mentor teacher. At the end of November, the WSU Vancouver field supervisor schedules a three-way conference with the mentor teacher and the MIT-Elementary student. The school administrator may also be invited to attend. During this conference they discuss the student's progress, and set goals for the spring semester.

Towards the end of the Fall semester, the MIT-Elementary student continues to increase teaching responsibilities, to assume more responsibility for classroom and behavior management of the students, and begins to assume the role of lead teacher in preparation for the full-time internship. During this time, the MIT-Elementary student continues taking university teacher preparation courses.

Internship

During the spring semester, the MIT-Elementary student is in the public school full-time four days a week, Monday through Thursday.

As the intern is ready, s/he begins to assume the role of lead teacher with the support and guidance of the classroom teacher and the WSU Vancouver field supervisor. Although the internship must necessarily be individualized for each MIT-Elementary student, the university expects that interns will be planning, teaching, and evaluating during most of the full-time internship period.

Washington State Teacher Performance Assessment (edTPA)

To obtain teacher licensure, each student must pass the edTPA portfolio assessment (WA Version) during internship. 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.”

Quality of Field Experiences

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

- ◆ Mentor teachers are invited to an orientation early in the pre-internship semester during which the MIT-Elementary program and field experience procedures and expectations are discussed.

WSU Vancouver field supervisors meet with mentor teachers and MIT-Elementary students together, and separately as needed. They join with the teacher in creating a collegial atmosphere to foster the MIT-Elementary student’s growth and development.

- ◆ Mentor teachers and principals are invited to provide verbal comments and suggestions regarding the program throughout the year as well as in writing at the end of the school year. Throughout the MIT-Elementary program, several modifications have taken place as a result of public school colleagues’ input.
- ◆ Mentor teachers are encouraged to maintain a weekly reflective journal to support the development of the MIT-Elementary as well as the communication process during WSU Vancouver field supervisor observations and meetings. MIT-Elementary students are encouraged to do the same.
- ◆ WSU Vancouver field supervisors provide at least 12 hours of observation and conferencing to MIT-Elementary students at their field site. Students are provided written feedback following all observations, and mentor teachers are provided copies.
- ◆ Midterm and final three-way conferences are conducted with all MIT-Elementary students during both pre-internship and internship semesters. These three-way conferences (student, teacher, and WSU Vancouver field supervisor) focus on goal setting by the MIT-Elementary student and assessment of progress toward previously set goals.

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 generate classroom experiences that support their university course activity and provide a foundation for future teaching opportunities, including the internship. MIT-Elementary 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 is someone who:

- *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 MIT-Elementary student*
- *Is sensitive to the needs of the MIT-Elementary student*
- *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 MIT-Elementary student*
- *Supports and guides the MIT-Elementary student through modeling and team planning*
- *Fosters a positive attitude toward teaching and students*
- *Provides appropriate feedback*

Pre-Internship Guidelines for the Mentor Teacher

The pre-internship should allow MIT-Elementary students opportunities to explore the school environment, study teacher and learner concerns, observe diverse teaching and learner situations, and spend time at more than one grade level.

Although MIT-Elementary students are expected to gain teaching experience during this time, it is NOT a mini-version of the internship. In order to integrate theory and teaching practice, students need to teach lessons to individuals, small groups, and whole groups as required by the methods courses they are taking at the university.

In some instances, MIT-Elementary students are ready for teaching activities early in the pre-internship while others need to move into their teaching assignments at a more gradual pace. The intention is that the process be individualized, based on a recognition of students' experiential backgrounds and readiness.

The WSU Vancouver field 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 MIT-Elementary program emphases are:

- *Establishing communication with the mentor teacher and the WSUV field supervisor*
- *Establishing rapport with the learners in the placement classroom(s)*
- *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 school*
- *Observing in classrooms in other schools and districts*
- *Preparatory teaching experiences with individuals, small groups, and whole classes*

Pre-Internship Suggestions for the Mentor Teacher

The MIT-Elementary student will probably be very anxious to begin teaching. The mentor teacher, WSU Vancouver field supervisor, and the MIT-Elementary student mutually agree on the best timeline for taking over teaching responsibilities. It is necessary to provide time for observing students, teacher routines, and teaching methods as well as providing experiences with individuals or small groups of students before allowing the MIT-Elementary student to take responsibility for an entire class. By blending observation and actual teaching, the MIT-Elementary student is afforded important background knowledge and experience necessary for the smooth transition from student observer to classroom teacher. We are only pre-service teachers once, and this time should be honored and supported to allow for a maximum blend of observation, reflection, and interactions with learners.

- **Prepare your students for the arrival of the MIT-Elementary student**
From the beginning, introduce the MIT-Elementary student as another teacher who has the same authority and responsibilities as all teachers in the school. Plan a workspace for the MIT-Elementary student. Provide school handbooks, map, etc. Display the MIT-Elementary student's name as a teacher in the room.
- **Include the MIT-Elementary student in both daily and long-range lesson planning**
Build an awareness of the importance of planning.
- **Provide time for the MIT-Elementary student to visit and confer with other staff members and specialists, as well as classroom teachers**
Assist MIT-Elementary student 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 MIT-Elementary student and the WSUV field 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 MIT-Elementary student can observe specific techniques or materials being used. Keep in mind that you know clearly what you are doing, but the MIT-Elementary student may not. Therefore, taking time to explain your strategies helps make vital connections between theory and practice for the MIT-Elementary student.
- **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 MIT-Elementary student. Use of an "open journal" may be appropriate.
- **Gradually allow the MIT-Elementary student to experience teaching/classroom responsibilities**
Assist the MIT-Elementary student to teach parts of lessons, take roll, etc. and to work with individual students, small groups, and the whole class.
- **Promote MIT-Elementary student's awareness of professional organizations**
Assist the MIT-Elementary student in becoming aware of the benefits of belonging to professional organizations such as WORD, NCTE, ASCD, NCSS, etc.
- **Participate in in-building seminars**
WSUV field supervisors sometimes conduct monthly in-building seminars with MIT-Elementary students, mentor teachers, other interested teachers, and building administrators to discuss issues of theory and practice and/or feature the special expertise of the teachers in the school.

- **Be open to your own learning**

MIT-Elementary students come with their own experiences and ideas, and develop important insights in their university courses. Allow space for these ideas to surface in your interactions, and leave open the possibility of pursuing ideas your pre-service teacher might provide.

FIELD SCHEDULES *

**Use only as a guideline, all scheduling is subject to changes to assure coordination with school partners, instructor availability, and to allow for individual needs.*

The WA Teacher Performance Assessment (edTPA) is a requirement of the state accreditation agency. edTPA requirements are integrated with field work and courses, including seminar. The MIT-Elementary student will begin to collect, create, and organize materials in the fall semester, and complete all requirements of the edTPA during the spring semester.

Fall Field Schedule

Week 1-2

The MIT-Elementary student observes the mentor teacher, learns students' names, becomes familiar with the building and school personnel, and becomes aware of building, district, and classroom policies and procedures. If possible, the MIT-E student participates in the school's professional learning opportunities, open houses, and school set-up during the days before the school year begins. *The WSU Vancouver field supervisor visits the classroom on a regular basis to observe the MIT-Elementary student and to support both the MIT-Elementary student and the mentor teacher.*

Week 3-5

The MIT-Elementary student continues to observe mentor teacher, begins taking on tasks that demonstrate his/her role as a teacher. These tasks may include handing out materials, taking roll, escorting students to lunch, etc. MIT-E students are encouraged to begin taking on tasks as soon as possible, as this helps to establish confidence and competence. Mentor teacher shares long/short range curriculum objectives and acquaints MIT-Elementary student with available curriculum materials.

Week 6-7

Observations of mentor teacher continue. MIT-Elementary student incorporates university assignments that may include collection of data, preparation of case study, interviews with students or teachers, observations of other classroom (different grade levels). Mentor teacher may involve MIT-Elementary student in daily classroom activities that encourage the MIT-Elementary student to work with students in individual, small or whole group settings.

Weeks 8-10

Observations of mentor teacher continue. MIT-Elementary student continues to integrate his/her course assignments with his/her field experiences. MIT-Elementary student begins teaching lessons constructed for university courses and to practices of the edTPA assessment. Observations in classrooms of varying grade levels are encouraged.

Weeks 11-15

Observations of mentor teacher continue. MIT-Elementary student continues to gain teaching experience. University course assignments are completed. Three-way conference takes place with MIT-Elementary student, mentor teacher, and WSUV field supervisor (a school administrator may also be invited to

attend.) At this time the MIT-Elementary student's progress is discussed and goals are set for the early spring continuation of the internship.

Spring Field Schedule

Weeks 1-2

MIT-Elementary intern begins to phase into the lead teacher role. The Mentor teacher continues informal observations and provides feedback to the intern. MIT-Elementary student is encouraged to attend faculty meetings, planning sessions, staff get-togethers, and any professional gatherings within the building. WSU Vancouver field supervisor continues regular visits to the classroom to observe the student teacher as well as confer, coach, and offer support to the MIT-Elementary student and the mentor teacher.

Week 3-7

Internship begins and MIT-Elementary student begins to assume additional teaching responsibilities as mentor teacher transitions out of the lead role. The mentor teacher assumes the role of observer, idea sharer, and provider of feedback. The mentor teacher and supervisor confer and reflect on the MIT-E candidate's progress and help the candidate to anticipate next steps. MIT-Elementary student begins a more active role in the development of edTPA materials and schedules the instruction and filming of the edTPA Lesson Segment.

Week 8-16

MIT-Elementary student begins to take the lead role, if ready, otherwise continue to assume additional responsibilities. During this time the mentor teacher reverses roles with the MIT-Elementary student and becomes the support teacher. Mentor teacher may complete weekly reflection sheet on last day of each week, shares it with the MIT-Elementary student, and returns it to the WSU Vancouver field supervisor on the next visit.

MIT-Elementary student becomes the lead teacher in charge of orchestrating the classroom. During this experience the mentor teacher conducts at least two formal observations and conferences while continuing to informally conference and communicate progress to the MIT-Elementary student. Encourage the MIT-Elementary student to allow the mentor teacher to videotape a lesson that will give insights into the MIT-Elementary student's developing teaching style.

At this time the mentor teacher may be asked for information about the school district's interview process. In addition, the mentor teacher may be asked to write a letter of recommendation. Discuss with the MIT-Elementary student and the WSU Vancouver field supervisor the phase out period of transitioning the classroom back to the mentor teacher.

MIT-Elementary student completes and submits the edTPA. These efforts are supported by activities in the program seminar as well as the field supervisor.

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

INTERNSHIP SUGGESTIONS FOR THE MENTOR TEACHER

- **Provide the MIT-Elementary student with both formal and informal feedback**
Meaningful, systematic observations will enable the MIT-Elementary student to study more in-depth the concepts of teaching and learning. A trusting and supportive relationship will enable observation to help you and the MIT-Elementary student achieve your goals.
- **Assist the MIT-Elementary student in both daily and long-range lesson planning**
Establish a regular schedule for consultation and team planning.
- **Keep lines of communication open with the MIT-Elementary student and the WSUV field 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! Communicator!
- **Assist in assessing daily teaching performance as described in the TPA**
Formal and informal feedback will contribute to the MIT-Elementary student'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 MIT-Elementary student.
- **Gradually transfer teaching responsibilities and leadership to the MIT-Elementary student**
Assume the role of observer, collaborator and provider of feedback. During this time it is crucial that the MIT-Elementary student have the opportunity to be the teacher and to be aware of how s/he is performing in that role.
- **Assist the MIT-Elementary student to reflect on his/her teaching and analyze strengths and weaknesses**
Current teacher education literature describes the advantages of pre-service teachers engagement in reflection. Please model reflective practice for the intern.
- **Continue to develop MIT-Elementary student's awareness of professional organizations**
Assist the MIT-Elementary student in becoming aware of the benefits of belonging to professional organizations such as WORD, NCTE, NCTM, ASCD, NCSS, NSTA, etc.
- **Participate in WSU Vancouver Orientation**
Principals are invited to attend the fall orientation on campus for mentor teachers and MIT-Elementary students as conducted by the faculty and WSU Vancouver field supervisors of the teacher education program.

Observation and Feedback

Providing the MIT-Elementary student 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 MIT-Elementary student 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 MIT-Elementary student 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 honesty 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 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.
- Let the MIT-Elementary student decide what the focus of the observation should be. Elicit possibilities as to how s/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. Written notes that are specific and based on what was seen are highly encouraged.
- 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 MIT-Elementary student’s continuing growth.
- Meet with the MIT-Elementary student 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 MIT-Elementary student 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 MIT-Elementary student to identify successes, point out observed examples of success.
- If the MIT-Elementary student 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 MIT-Elementary student to set goals and use his/her successes to move forward.
- Give a copy of the observation notes/summary to the MIT-Elementary student and to the WSUV field 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. A mentor teacher should be enthusiastic about teaching and 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 Vancouver Director of Field Experiences 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 MIT-Elementary student feel part of the school. Include the intern on the staff mailing list and in staff workshops and social functions. If possible, provide a mailbox and an identification badge for the intern. 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. Some administrators include interns in the new teacher orientation.
- **Participate in fall orientation**
Administrators are invited to participate in the fall orientation for mentor teachers, MIT-Elementary students, and WSU Vancouver faculty and field supervisors.
- **Conduct at least one formal observation and conference and several informal visits during the Internship semester (usually spring)**
Observations enable interns to gain feedback and also become familiar with the professional evaluation system.
- **Maintain communication with the WSU Vancouver field 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**
If asked, complete a recommendation form for the intern’s placement file. 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.

WSU Vancouver Field Supervisors

WSU Vancouver field supervisors are responsible for coordinating the MIT-Elementary field experiences. They work with partner districts to identify appropriate school sites and mentor teachers, orient/inform teachers so they can become effective mentors, work with mentor teachers and MIT-Elementary students to implement the WSU Vancouver Constructivist Teaching Preparation Model to ensure successful growth experiences, and monitor and evaluate students' performances in emerging professional teaching roles.

The WSU Vancouver field supervisor's role during the pre-internship and internship is to work with mentor teachers and to assist MIT-Elementary students to become reflective professionals and classroom leaders. Their major responsibilities include:

- *Emphasizing constructivist teaching principles.*
- *Helping students gaining familiarity with school personnel and the school environment.*
- *Observing and conferencing with interns to promote their growth as professionals (12 hours is the minimum state requirement for observing and conferencing with each intern). Supervisors will also support students in working with a variety of teachers and grade levels, and in classrooms having diverse student populations.*
- *Support students in creating opportunities to carry out in-school assignments for their methods classes.*
- *Negotiating program adjustments as needed for interns whose progress is problematical.*

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

WSU Vancouver field supervisors also collaborate with assigned teaching faculty in designing and implementing seminar activities during both field experience semesters. A major seminar activity is to support WSU Vancouver field supervisors and their MIT-Elementary teacher candidates in sharing experiences and problem-solving concerns.

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

Constructivist Supervision Model

WSU Vancouver field supervisors in the MIT-Elementary program use a constructivist model of supervision. It is based on the belief that classrooms are very complex and fast-paced social environments that require context specific problem solving and child-oriented decision-making (Darling-Hammond, L. & Sclan, 1992; Schon, 1985). The MIT-Elementary faculty and WSU Vancouver field supervisors believe that adults, as well as children, learn by making meaning of their experiences. Therefore, we have created an approach to field supervision that is developmental, individualized, and democratic. We assume that the process should start with "where the student is" and build on what that

student can already do. The supervision process is intended to create experiences that systematically build on that knowledge so that the MIT-Elementary student will, through successful experiences, become confident and decisive.

The model for observing and conferencing with MIT-Elementary students assumes that the MIT-Elementary student is in the best position to determine goals according to individual needs and interests. Conferences are designed to facilitate the MIT-Elementary student determining 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 MIT-Elementary students are successful, gain confidence, and become independent, self-monitoring professionals (Pellett, Strayve & Pellett, 1999). The goal of field supervision is to problem solve issues of teaching practice through data collection, analysis, reflection and planning. Dialogue is intended to probe thinking beyond observed behaviors to an understanding of teaching and learning. It encourages the formulation of ideas about improving practice. The supervision process may entail the following steps:

Identify Area of Focus or Concern

The MIT-Elementary student identifies an area of interest or concern (e.g. behavior management, motivating students, communication with mentor teacher, etc.). This is asked in order to identify a problem area and direct attention to external and internal feedback from the environment.

Observe

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

Debrief

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

Plan for New Actions

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

WSU Vancouver Field Supervisor Responsibilities

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

WSU Vancouver Field Supervisor as Liaison

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

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

As part of clustering MIT-Elementary interns in a school, WSU Vancouver field supervisors may conduct in-school seminars where the WSU Vancouver field supervisor meets with the MIT-Elementary students, 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. Field 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 MIT-Elementary students are provided.

WSU Vancouver Field Supervisor as Mentor

As a mentor, the WSU Vancouver field supervisor oversees the MIT-Elementary student'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 WSUV field supervisor

- Observes and conferences with the MIT-Elementary student for a minimum of 12 hours during the academic year. A record of the observation/conference is provided to the MIT-Elementary student and the mentor teacher via the Observation/Conference Report. The goal of the observations is to provide description and data about what is happening in the classroom, especially what the children are doing. The goal of the conference is to engage the MIT-Elementary student in a "collegial discussion" (Sullivan & Glanz, 2000, p. 76) about the data via the steps of the supervision model. Observation and conference sessions guide MIT-Elementary students 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 MIT-Elementary student and mentor teacher.
- Facilitates on-going communication and feedback regarding the MIT-Elementary student's progress by completing the Observation/Conference Report, a copy of which is given to the MIT-Elementary student and the teacher.
- Discusses classroom and school ecology during conferences, especially regarding coursework assignments to be completed in the classroom. The "Classroom Ecology" form supports the WSU Vancouver field supervisor in helping the MIT-Elementary become familiar with the classroom environment.
- Schedules Three-Way Conferences so that the MIT-Elementary student, the mentor teacher and the WSU Vancouver field supervisor can agree on formative assessment, planning and problem solving.
- Assists with completion of program assignments and requirements.

WSU Vancouver Field Supervisor as Evaluator

As part of the university graduation requirements and the Washington State Certification System, the WSU Vancouver field supervisor is also required to provide on-going and final evaluations of the MIT-Elementary student's strengths and weaknesses compared to predetermined standards established by those organizations. These requirements ask the WSU Vancouver field supervisor to evaluate the MIT-Elementary student on certain predetermined behaviors and characteristics specified on a variety of forms (see the Appendix for examples of forms).

- On-going evaluation is secondary to the mentoring role but is still an important and necessary role. As an evaluator, the WSU Vancouver field 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 by the WSU Vancouver field supervisor is required, achieved by completing the Student Teaching Internship Evaluation form and the Department of Education Form.
- The Washington State Office of the Superintendent of Public Instruction (OSPI) requires a Student Teaching Internship Evaluation Form. On this form the WSU Vancouver field supervisor records the dates and length of time of the observations and conferences indicating that the MIT-Elementary student was seen for a minimum of 12 hours during the field experience.
- The WSU Vancouver College of Education requires certain forms for final evaluation of the MIT-Elementary student that the MIT-Elementary student, the mentor teacher, and the WSU Vancouver field supervisor sign. In preparation for this final evaluation, the WSU Vancouver field supervisor may use these forms as the basis for a three-way conference. These forms include the PDEFE, Professional Growth Plan (PGP), 12-hour documentation form, diversity experience form, copy of the edTPA score report, and an hourly exit slip. Students will work with their supervisors on the completion of each of these forms.

RESPONSIBILITIES OF THE MIT-Elementary STUDENT

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.

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.

You are not excused from university classes to attend in-service functions, parent conferences, or other professional meetings at your school. Attend only when they do not conflict with WSU courses and other events, and with the permission of your mentor teacher.

- 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. 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 WSU Vancouver field 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 the mentor teacher and the WSU Vancouver field 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 WSU Vancouver Seminar instructor (and your field supervisor) 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 activities.
- Be well prepared in subject matter.
- Complete appropriate short- and long-range planning as required by the mentor teacher and WSU Vancouver field 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. Initiate a regular schedule for consultation and team planning with your mentor teacher. Open and frequent communication is a key to the success of your experience.
- Communicate to your WSU Vancouver field 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!
- Whenever possible, attend faculty meetings and all other professional meetings conducted by the cooperating school system or other professional groups.
- 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.

IMPORTANT POLICIES FOR MIT-Elementary STUDENTS

1. Policies regarding MIT-Elementary students enrolling in other courses:

- (a) MIT-Elementary students will be considered for enrollment in a Master of Education (Ed.M.) course on a case-by-case basis.
- (b) MIT-Elementary students will give the courses and field experiences in their own program primary focus. If there is time and energy left to spare, MIT-Elementary students may petition for enrollment in an Ed.M. course.
- (c) MIT-Elementary students wishing to petition to take an Ed.M. course must write a letter to the Education Faculty stating their rationale for being allowed to enroll in the course. The letter of petition should include information about the MIT-Elementary student's special interest in the Ed.M. course content, their time and other resources to complete the course without sacrificing the quality of their work in the MIT-Elementary program, the day of the week and time of the Ed.M. course, and any other information the student believes may be relevant to the decision.
- (d) The student must first present the petition to her/his advisor and then to the student's WSUV field supervisor. Both must sign off indicating their approval. The student should then present the petition to the Program Coordinator who will facilitate the decision

2. All coursework from fall semester must be completed with a B- grade or above before the official student teaching begins.

3. Washington Educator Skills Test requirements

The WEST-B for Basic Skills must be passed before the program begins in mid-May and the NES for Elementary Education (both subtests) must be successfully passed before December 1st of the semester before student teaching internship begins. Students that are not able to successfully pass the NES tests will not be allowed to enter into student teaching in the spring semester.

4. Fingerprinting Requirements

In addition to successful completion of all MIT-Elementary coursework, students are required to obtain Pre-Residency Clearance from the Washington State Patrol and the FBI before being awarded an initial teaching certificate. This clearance is obtained by means of a fingerprint check and

completion of the Pre-Residency Clearance. Upon admission to the program, you will receive all of the necessary paperwork and fingerprinting information for clearance.

The fingerprinting process is mandated by the state government and is implemented to insure the safety of students. The fingerprinting process consists of providing a clear set of fingerprints at an approved location, and sending them out to the FBI and Washington State Patrol for clearance. The latter can take several weeks, and the ENTIRE fingerprinting process must be completed and approved prior to solo classroom teaching of any kind. Therefore, MIT-Elementary students must provide a set of fingerprints prior to the beginning of the first summer session (approximately mid-May).

5. Liability Insurance

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

- (a) Provide proof of your own coverage from your local insurance provider. This may be an additional rider on your current policy.
- (b) 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/>.
- (c) Purchase coverage through Washington State University's Experiential Learning Intern Policy for approximately \$7.50 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. This proof can be a copy of any of the three options listed above. Failure to provide proof of your insurance coverage will cause the university to pull you from your practicum/student teaching placement.

6. Automatic Denials

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

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 student's readiness to perform at a professional level as a teacher. Identifying current and potential problems is part of WSU Vancouver's responsibility through its faculty and staff. The expectation is that instructors will most often observe these behaviors. 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 173-177 of the Student Handbook and Calendar (most recent edition). These standards detail laws and regulations about academic dishonesty, harassment, alcohol and drugs, firearms and dangerous weapons.

Note: 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.

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 Unit Director. 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. 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 understands 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 (most recent 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 it 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 student's 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 remediation of the problem. The student may bring witnesses if s/he and the program coordinator agree 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.

PROCEDURES FOR A PROGRAM MODIFICATION

A program modification may be needed if additional time is needed to complete required coursework before the internship begins, or there is a change in the field placement in the pre-internship or student teaching assignment.

A change in the placement during the internship phase may be needed for a variety of reasons. Changes in placement are enacted by the Field Placement Coordinator. If issues arise in the placement, a WSUV field supervisor or a mentor teacher may initiate a three-way conference to discuss and problem-solve the situation. If it is decided in the conference that the problem cannot be resolved, the WSUV field supervisor informs the program chair. The chair will convene and facilitate a meeting among the intern, WSUV field supervisor, and Field Placement Coordinator. The student may wish to have the faculty advisor (master's project chair) present at the meeting. From this meeting, modifications are made if necessary and a plan formulated. The written plan is submitted to the director by the Field Placement Coordinator.

PROCEDURE FOR DEALING WITH INTERN DECIFIENCIES IN THE FIELD EXPERIENCES

1. Changes in placement are enacted by the **Director of Field Experiences**.
2. The intern will be informed by the WSU **Vancouver field supervisor and/or Director of Field Experiences of concerns** related to his/her field experience.
3. The WSU Vancouver field supervisor or a mentor teacher may initiate a three-way conference to discuss and problem-solve the situation.
4. If it is decided in the conference that the problem cannot be resolved, the WSU Vancouver field supervisor informs the MIT-Elementary Program Coordinator.
5. The Chair will convene and facilitate a meeting among the intern, WSU Vancouver field supervisor, and
6. . The student may wish to have the faculty advisor (master’s project chair) present at the meeting.
7. From this meeting, modifications are made if necessary and a plan formulated.
8. The written plan is submitted to the Academic Director by the Director of Field Experiences, who also coordinates changes in plans with the field supervisor and the mentor teacher.

Appeal Procedure:

1. Vice Chancellor of Academic Affairs or designee
2. Teaching & Learning Department Chair or designee
3. College of Education Dean or designee

GLOSSARY

- ***WSU Vancouver (or university) field supervisor:*** an individual from the university assigned to an MIT-Elementary student or cluster of students at a particular school site; is co-responsible for observing and guiding MIT-Elementary students in the process of their development as teachers; conducts debriefing sessions following observations and holds conferences with teachers and MIT-Elementary students; and determines when the MIT-Elementary student meets department and state requirements in order to be recommended for teacher certification.
- ***Community building:*** the process of creating positive relationships between and among students and teacher(s) in the classroom; is planned, modeled, and ongoing.
- ***Constructivism:*** the belief that learners “construct” their own knowledge and meaning through connections to previous information and experiences.
- ***Feedback:*** the process of providing positive comments and suggestions for improvement either verbally or in writing.

- **Formal observation:** holding a pre-conference prior to the teaching of a lesson in order to determine the focus of the lesson, observing and providing a written observation of the lesson, concluded with a face-to-face debriefing; the mentor teacher conducts one or two during the internship; the WSUV field supervisor conducts several throughout the pre-internship and internship.
- **Internship:** spring semester during which time the MIT-Elementary student assumes site classroom responsibilities including small and whole group lessons, community building, classroom and behavior management, classroom procedures, and co-planning with the mentor teacher.
- **Mentor teacher:** a classroom teacher who accepts the responsibility of guiding, observing, and nurturing the development of an MIT-Elementary student through regular feedback.
- **MIT-Elementary:** acronym for Master in Teaching Elementary. Can refer to the program, the degree, or the students in the program.
- **Open journal:** a notebook in which the MIT-Elementary student writes comments or questions and the mentor teacher responds on an as-needed basis, particularly helpful during the pre-internship phase.
- **Phasing-in/out:** the first and last weeks of the internship during which time the mentor teacher gradually hands over or takes back content areas to/from the MIT-Elementary student.
- **Pre-internship:** fall semester during which time the MIT-Elementary student (1) becomes familiar with a range of classroom procedures through observations in both their school site classroom(s) and a variety of other classrooms; (2) establishes positive relationships at the school site with their mentor teacher(s) and other school staff; (3) builds community with students; (4) becomes familiar with classroom-specific and school procedures; and (5) is introduced to teaching through tutoring, conducting small group lessons and/or presenting lessons to the whole group in their site classrooms.
- **School site:** the elementary, middle or junior high school at which an MIT-Elementary student is assigned to a mentor teacher(s).
- **Team teaching:** sharing the teaching responsibilities of a lesson/unit (co-planned, co-presented and assessed by all parties).
- **3-way conferences:** appointed times during which the MIT-Elementary student, mentor teacher, and the WSUV field supervisor meet and discuss the pre-teacher's strengths in the classroom and areas for further professional development; conducted towards the end of the first semester (December), towards the end of the pre-internship (March) and at the end of the internship (May).
- **Weekly reflection/feedback:** during the internship the mentor teacher gives written feedback (in triplicate) on the MIT-Elementary student's demonstrated strengths and areas for improvement for the previous week; the MIT-Elementary student and WSUV field supervisor each receive a copy.

COMPUTER RECOMMENDATIONS FOR MIT-Elementary STUDENTS

All official WSU communication requires use of university email accounts. Students must establish an official Washington State University email address and use it when conducting any program-related communication, including use with the MIT-E email listserv.

Throughout the MIT-Elementary program, typical computing tasks include digital communication via email, information access on the Internet, and assignments using word processing software, multimedia presentations, and spreadsheets. Specifically, an Office Suite and an Internet connection and browser are necessary to complete assignments in the technology course (T&L 521).

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

POLICY ON USING STUDENT TEACHERS AS SUBSTITUTE TEACHERS

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

The demand for teachers has resulted in a shortage of substitute teachers. Washington State University (WSU) understands that the growing 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 Vancouver discourages the use of student teachers as substitutes.

Similarly, WSU Vancouver 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 Vancouver 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 WSU Vancouver student teacher field 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 WSU Vancouver student teacher field supervisor and no earlier than the mid-point of the student teaching experience.
- ◆ The student teacher shall notify in writing the WSU Vancouver student teacher field supervisor of each substitute teaching assignment. Notification shall occur at the first meeting with the WSU Vancouver student teacher field supervisor subsequent to the substitute teaching assignment.

In addition to this policy, WSU Vancouver 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.

POLICY ON UNIVERSITY CLASS ATTENDANCE

It is a standing policy of the MIT-Elementary program that students will not be excused from university classes to attend school-based events, parent conferences, IEP meetings, or any other school event that conflicts with the student's course schedule.

POLICY ON FIELD WEEK

During Labor Day week, no university classes will meet. Students with placements should report to their field assignments during that week.

POLICY ON SPRING BREAK

WSU Vancouver College of Education takes Spring Break with Vancouver and Evergreen school districts, and does not observe WSU Spring Break.

FORMS FOR CERTIFICATION

All student teaching forms are available online at <https://education.wsu.edu/field>

CODE OF PROFESSIONAL CONDUCT FOR EDUCATION PRACTITIONERS

This document is available online at <http://www.k12.wa.us/ProfPractices/CodeConduct.aspx>

ONLINE DIRECTORY OF FACULTY AND STAFF:

<http://directory.vancouver.wsu.edu/education>