



**Field Handbook
for
Teacher Certification
Programs**

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Prepared by WSU Vancouver Field Supervisors

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GENERAL INFORMATION

Introduction to Advanced Practicum/Pre-Internship and Student Teaching/Internship Field Experiences

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

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

The success or failure of the field experience depends on the quality of relationships developed among the teacher candidate, mentor teacher, and WSUV Field Supervisor. Each plays an important role that contributes to the total professional development of the prospective teacher. Three-way continual communication is the key.

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

Key Definitions

Teacher candidate: A person enrolled in a WSUV College of Education program to pursue a teaching certificate and degree. Note: The term *teacher candidate* is synonymous with the term *student teacher* or *intern*.

Intern: Master in Teaching (MIT) teacher candidate.

Student Teacher: BA in Education teacher candidate.

Student: K-12 public school student.

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

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

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

OVERVIEW OF WSUV CERTIFICATION PROGRAMS

Bachelor of Arts Degree in Elementary Education (BA:K8)

BA juniors complete T&L 402 in fall semester and T&L 401 in spring semester, practicum experiences that familiarize them with school cultures and the role of the teacher.

During their senior year, BA teacher candidates complete a full year of supervised placement in public K-12 schools. Teacher candidates finish coursework including the advanced practicum seminar, which develops familiarity with the edTPA and concentrates on classroom management, portfolio development, and field experiences. They also develop an integrated or thematic unit to use during student teaching. Depending on individual circumstances, teacher candidates may be able to use the unit as the learning segment for Task 1 of the edTPA.

BA senior teacher candidates follow the university calendar from August through December. A practicum of at least nine hours per week is scheduled on Tuesdays and Thursdays. During spring semester, fulltime student teaching occurs from January until the last week of April. Teacher candidates follow the school district calendars of their placements during spring semester. During the semester of student teaching, seminar is the only required university class. Seminar assists teacher candidates in processing field experiences, discussing certification, supporting the edTPA tasks, developing job-seeking skills, and completing and presenting their portfolios.

The program handbook is available online at <https://education.vancouver.wsu.edu/handbooks>.

Master in Teaching with Elementary Certification (MIT-E:K-8)

Post-baccalaureate students in the Master in Teaching Program with Elementary Certification experience an intense 15-month certification and master's degree program. Program coursework begins in summer session.

Fall semester classes include classroom management and methods courses in math, literacy, social studies, and science. The pre-internship begins in fall semester as well. All of the field experiences articulate with seminar, which helps the teacher candidates process the field experience, create and present a summative project or portfolio, and support understanding of edTPA tasks.

In January, teacher candidates begin student teaching fulltime. Seminar continues with the same foci and adds edTPA support, employment search strategies, and certification requirements.

Courses and field experiences for fall and spring semester are scheduled as follows:

Dates	Field Schedules	Course Schedules
August 21-December 8	Monday & Tuesday	Wednesday, Thursday, Friday
January 2-March 9	Monday through Friday	Wednesday (Seminar only)
March 12-May 4	Tuesday, Wednesday, Thursday	Monday & Friday + Seminar on Wednesday

The program handbook is available online at <https://education.vancouver.wsu.edu/handbooks>.

Master in Teaching with Secondary Certification (MIT-S:5-12)

Teacher candidates in this program have baccalaureate degrees in English, biology, physical education, social studies, or math. The certification portion includes four consecutive semesters of study and two field experiences. Many teacher candidates begin working on their Master in Teaching degree during this time period, culminating with their master's degree research project. Courses begin spring semester and continue through summer session. Fall semester includes courses in assessment, classroom management, and action research and the pre-internship with seminar. The foci of the pre-internship are observation and relationship-building within the school placement. Seminar allows teacher candidates to process the field experiences, create practice lessons for implementation with students, begin the first task of the edTPA, and develop peer supports.

Fall semester includes courses on action research, assessment, and classroom management. The pre-internship begins in fall semester as well. All of the field experiences articulate with seminar, which helps the teacher candidates process the field experience, create and present a summative project or portfolio, and support understanding of edTPA tasks.

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

The program handbook is available online at <https://education.vancouver.wsu.edu/handbooks>.

Bachelor of Arts Degree in Elementary Education, K-8 (Pullman prepared)

Teacher candidates in the elementary program complete a five-week advanced practicum during the semester before student teaching. Teacher candidates return to the same classroom the following semester to complete a full semester of student teaching and attend seminar sessions on the WSUV campus. Pullman teacher candidates follow the Vancouver Bachelor of Arts in Education Program calendar. For more information, go to <http://education.wsu.edu/field/studentteaching/handbook/>

Bachelor of Arts Degree in [Specific Subject] 5-12 (Pullman prepared)

Pullman secondary teacher candidates are fulltime student teachers for one semester. They follow the school district calendar for this experience. They are familiar with the cultures of schools and the role of the teacher, as they have had several prior field experiences. Seminar assists them in processing their field experiences, supporting work related to the edTPA, discussing certification, developing job-seeking skills, and creating and presenting a professional growth plan. The transition timeline is outlined online at <https://education.wsu.edu/documents/2015/08/student-teaching-handbook.pdf>

KEY POLICIES FOR FIELD EXPERIENCES

- **Supervision:** The advanced practicum or pre-internship and student teaching internship must be supervised. Consequently, a certificated mentor teacher or administrator should be readily available to the teacher candidate, as specified by WAC Chapter 180-44. Moreover, the WSUV Field Supervisor will maintain the supervision of the teacher candidate on behalf of the university.
- **Placement and Calendar:** The practicum (BA Program) and pre-internship (MIT-E and MIT-S Programs) follow the university calendar during fall semester. When the student teaching internship begins, teacher candidates follow the public schools calendar. The university's Co-Directors of Field Experiences and the cooperating school district assign a mentor teacher for each teacher candidate. Through a contractual agreement, the teacher candidate is under direct supervision by a WSUV Field Supervisor and district-appointed mentor teacher in the public school system.
- **Time Line for the Field Experiences:** The traditional progression toward increasing responsibilities for the teacher candidate is described in the Field Experiences Schedule section below. Appendix 5 describes the approaches and anticipated schedule for co-teaching in which both the mentor teacher and teacher candidate plan and teach together throughout the field experience. Co-teaching is a feature of instruction in some schools, though not all. Both traditional and co-teaching field placements provide necessary experience for teacher candidates. Adaptations are expected as the teacher candidate, mentor teacher, and WSUV Field Supervisor personalize the candidate's schedule.
- **Attendance:** If a teacher candidate is going to be absent, they are responsible for notifying their WSUV Field Supervisor, mentor teacher and other designated school personnel in advance of the absence. When lead teaching fulltime, the teacher candidate is also responsible for providing the mentor teacher with appropriate plans for the day(s), just as they would in planning for a substitute teacher. Absences must be made up to the satisfaction of all involved. Teacher candidates are required to attend scheduled student teaching or intern seminars during the school day or after school hours as scheduled by the university's seminar instructor.
- **Work Stoppage:** If a mentor teacher participates in a work stoppage, the teacher candidate will notify the WSUV Field Supervisor until such time as deemed appropriate by the university and public school for the teacher candidate to return to the mentor teacher's classroom. Under university policy, teacher candidates are not allowed in district buildings during work stoppages.
- **Code of Professional Conduct:** It is the responsibility of each teacher candidate to be familiar with the entirety of WAC 181-87, which details the Code of Professional Conduct for Education Practitioners.

See Appendix 6 for The Code of Professional Conduct for Education Practitioners (also available online at <http://www.k12.wa.us/ProfPractices/pubdocs/codeofconduct.pdf>).

- **Legal Responsibilities:** The mentor teacher is responsible for the health, safety, and general well-being of the students (Chapter 180-44 WAC) Therefore, when the mentor teacher leaves the teacher candidate in charge of the class, the mentor teacher may still be held responsible for the students. However, should harm come to any student through a teacher candidate's malice, negligence, or poor judgment, both the teacher candidate and the mentor teacher could be held responsible. For this reason, teacher candidates are required to secure professional liability insurance before beginning field experiences.
- **Confidentiality:** All students and their families have the right to privacy and confidentiality of all records, both verbal and written. Teacher candidates must abide by all confidentiality requirements under local, state, and federal laws, such as FERPA and HIPAA. They must not remove from the classroom or school any hard or electronic copies of official documents pertaining to a student, for example grade reports, IEPs, cumulative files, or locator cards. Identifiable student information should be shared sparingly and only if it will likely aid the student. Teacher candidates should consider e-mail, Twitter, Facebook, or other social media to be publicly available and thus unsuitable for sharing information about or with students. Sharing confidential communication about students, their families, teachers and other staff members is a severe professional violation, which can result in career-changing consequences. As a result, teacher candidates must use discretion at all times.

ROLES AND RESPONSIBILITIES OF THE MENTOR TEACHER, SCHOOL ADMINISTRATOR, AND WSUV FIELD SUPERVISOR

Mentor Teacher

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

- Make the teacher candidate welcome and a part of the learning community.
- Keep lines of communication open with the teacher candidate and the 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! Communicate!**
- Collaborate with the teacher candidate in daily and long-range lesson planning and assessment of teaching performance and student learning. Refer to *Co-Teaching Strategies* in Appendix 5.
- Establish a daily/weekly routine for consultation, collaboration and team planning. Schedules are busy, but try not to let a day go by without some acknowledgment of the efforts of the teacher candidate.
- Engage in meaningful, systematic observation and feedback so that a teacher candidate deeply examines the concepts of teaching and learning. The use of observation and feedback will also allow the teacher candidate to strengthen his/her confidence and competence in

teaching. The following link contains suggestions for using observation and feedback in the field experience: <http://education.wsu.edu/field/studentteaching/handbook/>.

- Provide the teacher candidate with both formal and informal feedback. Meaningful, systematic observations will enable the teacher candidate to study deeply the concepts of teaching and learning.
- Introduce the teacher candidate to the TPEP framework and practices used for teaching evaluation in the district.
- Assist the teacher candidate in leading the planning for an agreed upon duration of instruction, especially 4-5 weeks during fulltime student teaching. Assume the role of observer, collaborator, and provider of feedback.
- Allow the teacher candidate to have the opportunity to be the lead teacher and to be aware of how they are performing in that role.
- Assist the teacher candidate in reflecting on their teaching and analyze strengths and areas for growth. Current teacher education literature describes the advantages of teacher candidates engaging in reflection, and WSUV expects candidates to begin developing and deepening this practice.
- Continue to develop the teacher candidate's awareness of the professional community.
- Assist the teacher candidate in exploring the benefits of belonging to professional organizations once the candidate is certificated.
- Expect that the teacher candidates will request a written recommendation from the building administrator, WSU Field Supervisor, and mentor teacher.
- The university recognizes the crucial role mentor teachers play in the preparation of teacher candidates. Mentor teachers are therefore eligible to receive 10 clock hours after advanced practicum/pre-internship and 20 clock hours after student teaching/internship. The clock hour form is distributed by the university with the payment voucher paperwork or by the WSU Field Supervisor in the exit interview.

School Administrator

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

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

- Assists in the selection of a qualified mentor teacher for the teacher candidate. An effective mentor teacher is a competent instructor who is willing to share students, classroom

responsibilities, and professional expertise with a teacher candidate. An ideal mentor teacher is enthusiastic about teaching and is willing to allow their teacher candidate to develop a “personal model of teaching.” Many districts require teacher candidate interviews with potential mentor teachers before determining the final placement. The university welcomes this practice.

- Welcomes and introduces the teacher candidate to school staff members. Teacher candidates tend to be nervous the first several days of the field experience. Taking time for introductions and a brief tour of the building helps the intern feel connected with the school and aids the important transition from coursework to teaching. Include the teacher candidate on the staff mailing list and in staff workshops and social functions. If possible, provide a mailbox and an identification badge for them. Teacher candidates view these actions as symbols of belonging on the school staff.
- Orients the teacher candidate to school policies. An overview of the staff and student handbooks, safety plans, building goals, and staff member expectations help the teacher candidate become familiar with policies and procedures. It also helps the teacher candidate better understand their role in the school. The university encourages administrators to include the teacher candidate, insofar as it is appropriate, in new teacher orientations or trainings.
- Conducts at least one formal observation and conference and several informal visits during the student teaching portion of the experience. Observations enable teacher candidates to gain feedback and also become familiar with the school’s TPEP evaluation system.
- Maintains communication with the WSUV Field Supervisor to monitor the teacher candidate’s progress. Open communication enables all participants to have input throughout the experience. If a problem should develop, everyone is informed and better able to assist the teacher candidate. Communication also is necessary to assess fairly the teacher candidate’s performance when time comes for final evaluation.
- Participates in the teacher candidate’s exit process. If asked, complete a recommendation for the teacher candidate.

WSUV Field Supervisor

Overview

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

As part of the university graduation requirements and the Washington State Certification System, the WSUV Field Supervisor is also required to provide ongoing and final evaluations of the teacher candidate’s strengths and weaknesses. These requirements ask the WSUV Field Supervisor to evaluate the teacher candidate on certain, predetermined behaviors and characteristics specified on the Professional Disposition Evaluation for Field Experiences

(PDEFE). The WSU Field Supervisor will provide guidance and support as the candidate completes the Teacher Performance Assessment (edTPA) tasks. Observation and feedback are ongoing. As an evaluator, the WSUV Field Supervisor monitors the feedback received from the mentor teacher, confirms the completion of the PDEFE, and facilitates three-way conferences among the teacher candidate, mentor teacher, and WSU Field Supervisor. (See Appendix 4.)

WSU Field Supervisor as Mentor and Consultant

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

- Observes and confers with the teacher candidate for a minimum of 12 hours during the academic year. The goal of the observations is to provide description and data about what is happening in the classroom, especially what the students are doing. The goal of the conference is to engage the teacher candidate in a “collegial discussion” (Sullivan & Glanz, 2000, p. 76) about the observational data through the steps of the constructivist supervision model (see Appendix 4). Observation and conference sessions guide teacher candidates to reflect on their own practice and make plans for moving forward in a systematic, developmental way.
- Facilitates the developmental and sequential progression of focus areas through communication with the teacher candidate and mentor teacher.
- Facilitates ongoing communication and feedback regarding the teacher candidate's progress by completing the Observation/Conference Report, a copy of which is given to the teacher candidate and the mentor teacher.
- Discusses classroom and school climate during conferences, helping the teacher candidate problem-solve management and behavior issues which may arise in the classroom
- Schedules no fewer than three Three-Way Conferences so that the teacher candidate, the mentor teacher, and the WSUV field Supervisor can agree on formative assessment, planning, and problem solving.
- Assists with completion of program assignments and requirements.

WSU Field Supervisor as Evaluator

As part of the university graduation requirements and the Washington State Certification System, the WSUV field Supervisor is also required to provide on-going and final evaluations of the teacher candidate's strengths and growth opportunities compared to predetermined standards established by those organizations. Ongoing evaluation is secondary to the mentoring role but is still necessary and important. Specifically, WSUV field Supervisors evaluate the teacher candidate by:

- Monitoring the feedback received from the mentor teacher during informal conversations and through the more formal feedback provided during the Three-Way Conferences.
- Consulting with and contributing to the mentor teacher's evaluation of the teacher candidate using the Professional Dispositions Evaluation for Field Experiences (PDEFE) form.
- Recording the dates and length of time of the observations and conferences on the Student Teaching Internship Evaluation Form, indicating that the teacher candidate was supervised by WSUV Field Supervisors for a minimum of 12 hours during student teaching or internship as required by OSPI, and approximately 6 hours for the advanced practicum or pre-internship.
- Collecting and submitting forms and attestations signed by a candidate as required by the WSUV College of Education, *e.g.* Professional Teacher Certificate Affidavit, Professional Growth Plan, Teacher Performance Assessment Professional Responsibilities Form, Candidate Use of edTPA Videos Form, Exit Slips, etc.
- Working with the WSUV Seminar Instructor, contributes to assigning a grade for student teaching on a satisfactory (S) or unsatisfactory (F) basis. The grade is determined by the seminar instructor's assessments, the WSU Field Supervisor's observations, recommendations from the mentor teacher, and performance in the edTPA and the Professional Disposition Evaluation for Field Experiences (PDEFE). The WSUV Seminar Instructor assigns the grade for the practicum and student teaching or pre-internship and internship. The grade is based upon the recommendations of the mentor teacher and WSUV Field Supervisor, meeting the PDEFE standards, and maintaining quality of seminar assignments, and successful performance on the edTPA.

WSUV Field Supervisor as Liaison

As a liaison, the WSUV Field Supervisor works actively to promote a partnering relationship with building administrators and teachers. Through ongoing, long-term relationships with schools, the WSUV Field Supervisor is able to identify appropriate mentor teachers, and schools for candidate placements. As a liaison, the WSUV Field Supervisor:

- Assists with initial placement.
- Provides introductions.
- Explains and/or answers questions about the program and assignments.
- Shares program and teacher candidate information with the mentor teacher and the building administrator (as necessary).
- Assists candidates and mentors as needed with solving problems.

WSUV Field Supervisors collaborate with university faculty and practicing teachers to facilitate mentor orientation and follow-up meetings to share ideas, philosophy, and program information

with the mentor teachers. Mentor teachers have opportunities during these meetings to talk and work together and with teacher candidates.

For more information about the WSUV Field Supervisor's roles, please see Appendix 4.

TEACHER CANDIDATE RESPONSIBILITIES

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

1. Complete daily lesson plans for any content over which teacher candidates have responsibility.
2. Attend and satisfactorily participate in all scheduled seminars.
3. Achieve "MET" on all PDEFE criteria required of competent teachers. These criteria are described in Appendix 1.
4. Submit all affidavits, attestations, surveys, and other documentation required by the university.
5. Request letters of recommendation.
6. Successfully complete, submit the edTPA, and score a minimum total of 40 points of rubrics 1-15 as described in Appendix 2.
7. Draft an initial Professional Growth Plan (RPG). (See Appendix 3.)
8. If a teacher candidate has concerns about their placement, the school climate, or the responsibilities expected of them during field experiences, the candidate shall take the following steps to address the concerns:
 - Confer with her or his mentor.
 - Confer with their WSUV Field Supervisor.
 - If the concern remains, the candidate shall contact the Co-Directors of Field Experiences. A meeting will be arranged to discuss the issue and come to a resolution.
 - If concerns continue, the candidate shall request that the program chair convene a meeting of the Co-Directors of Field Experiences, WSUV Field Supervisor, teacher candidate, and program chair for purpose of resolving the concerns.
 - If the concerns are not resolved, the candidate shall contact the Academic Director.

FIELD EXPERIENCE SCHEDULES

The field schedules for the advanced practicum/pre-internship and teacher candidate teaching/internship are subject to modifications to meet individual teacher candidate needs.

Program	Fall	Schedule	Spring	Schedule	Seminar
BA	Practicum	2 days Tues/Thurs	Student Teaching	5 days Mon-Fri	Mon 4:15-5:30
MIT-E	Pre-Internship	2 days Mon/Tues	Internship	Jan-Mar: 5 days Mon-Fri Mar-May: 3 days, Tues/Wed/Thurs	Fall: Thurs 4:15-5:30 Spring: Wed 5:45-7:15
MIT-S	Pre-Internship	2 days/TBD	Internship	5 days/Mon-Fri	Wed 4:15-5:30
Pullman AP	Advanced Practicum	5 days x 5 weeks	Student Teaching	5 days/Mon-Fri	Mon 4:15-5:30
Pullman/Vancouver Fall Semester ST	Student Teaching	5 days Mon-Fri	N/A	N/A	Mon 4:15-5:30
Pullman Spring Semester ST	N/A	N/A	Student Teaching	5 days Mon-Fri	K:8 Mon 4:15-5:30 Secondary Wed 4:15-5:30

Throughout the entire field experience, the WSUV field Supervisor visits the classroom on a regular basis to observe the teacher candidate and to support both the teacher candidate and the mentor teacher. For this reason, the WSUV field Supervisor is the **first** resource person to contact when questions and concerns arise at any time during the advanced practicum, pre-internship and student teaching/internship.

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

The practicum or pre-internship emphasizes the following:

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

Suggested Guidelines for Advanced Practicum/Pre-Internship:

Weeks 1-2

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

Weeks 3-4

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

Weeks 5-7

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

Weeks 8-10

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

Weeks 11-15

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

Spring Term BA Student Teaching or MIT Internship

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

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

Suggested Guidelines for Student Teaching/Internship:

Weeks 1-2

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

Weeks 3-5

The teacher candidate is responsible for taking on additional teaching responsibilities by assuming lead teaching in additional subject areas as the mentor teacher transitions out of the lead role. The mentor more often assumes the role of observer, idea sharer, and provider of feedback. As the candidate works with all professionals, including the field Supervisor, mentor, and seminar instructor, the candidate takes the lead in working towards successful completion of the edTPA.

Weeks 6-8

The teacher candidate begins to take the lead role, if ready, or otherwise continues to assume additional responsibilities. During this time, the mentor begins to reverse roles with the teacher candidate and becomes the support teacher. The mentor should provide at least weekly formal feedback and share with the WSU Field Supervisor during the supervisory visits.

Weeks 9-16

The teacher candidate becomes the lead teacher in charge of orchestrating the classroom while the mentor becomes the support teacher. During this part of the experience, the mentor also conducts at least two formal observations and conferences while continuing to confer informally and communicate progress to the teacher candidate. The teacher candidate and mentor also video record a lesson to review together so that the teacher candidate can gain insight into their developing teaching style.

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

Time Line Exceptions

- Health and Fitness endorsements require, at minimum, an extended unit taught in both health and physical education.
- Pullman secondary teacher candidates shall follow the suggested timeline for student teaching found at <http://education.wsu.edu/field/studentteaching/handbook>

EARLY WARNING SYSTEM AND TERMINATION OF STUDENT TEACHING

Consequences of Course and Practica Performance Deficiencies: Early Warning System

- This system, which is described in each program handbook, will be used to address teacher candidate deficiencies arising in the advanced practicum/pre-internship and student teaching/internship.
- A teacher candidate receiving a failing grade may, upon recommendation of the Department of Teaching and Learning, be given an opportunity to repeat a course. Failure to complete any of the course requirements will result in a failing course grade. A failing grade results in termination from the teacher education program.
- The advanced practicum or pre-internship experience is an essential component of certification programs. Since these field experiences are a university requirement, final grades are the responsibility of university personnel. A teacher candidate who fails to pass their coursework will not be allowed to proceed to the student teaching/internship. A teacher candidate earning an unsatisfactory PDEFE in their practicum experience will either be counseled out of the program or receive remediation to attain a satisfactory PDEFE.

Termination of Field Experience

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

1. Remediation: a clear, written plan of improvement to which the mentor teacher, teacher candidate, and WSUV Supervisor agree. It is understood that the PDEFE criteria are the foundation of the remediation plan.
2. Probation: a written contract explaining that the teacher candidate's progress will be evaluated on a weekly basis to ensure that they are meeting expectations. He or she is not allowed to continue teaching the following week unless expectations are met.

3. Extension: can be used in cases where progress is being made but it is agreed that additional time is needed to demonstrate competency. This usually requires additional tuition and extends responsibilities for the mentor teacher and WSUV Supervisor.
4. Reassignment: a determination made by WSUV Supervisor, mentor teacher, and Co-Directors of Field Experience regarding the possibility and conditions for teacher candidate to be successful in another placement. If reassigned, every effort will be made to place the teacher candidate in a different district with a different WSUV Supervisor.
5. Withdrawal: the teacher candidate must meet university criteria and the published university deadlines to use a regular or uncontested withdrawal from student teaching.
6. Termination: requires documentation that remediation and probation strategies have been offered, but the teacher candidate remains unable to demonstrate competency.

A school district, building administrator, or mentor teacher can request that a teacher candidate's experience be terminated for either of these reasons:

- *The WSUV Supervisor indicates that after repeated feedback and observation, documented in writing, sufficient progress is not being achieved.*
- *The teacher candidate violates the teacher candidate code of conduct, professional code of conduct, and/or the Professional Dispositions of Teachers (PDEFE).*

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

1. College of Education personnel will gather information from school district personnel, the WSUV Supervisor, and others connected to document the reason for removal. The teacher candidate is required to work with College of Education personnel and their WSUV Supervisor specifically to resolve issues regarding their placement and shall not directly contact school district personnel regarding the placement unless authorized by the college to do so.
2. College of Education personnel will schedule a meeting within one week of the teacher candidate's removal from the field experience to discuss the situation and next steps. The attendees will include the teacher candidate and, if desired, a support person or other mutually agreed upon third party (e.g., ombudsman) and a committee usually consisting of the following: Co-Directors of Field Experiences, WSUV Supervisor, Program Chair of the teacher candidate's program, the Academic Director, and the Academic Coordinator. At the meeting, the teacher candidate may present additional information as the situation is discussed and options are explored. The committee will make a final decision regarding removal and next steps, communicate to the teacher candidate in writing within one week of the decision, and copy the Department Chair.
3. Possible next steps include, but are not limited to, the following:

- A new placement is recommended and the teacher candidate begins again as soon as a placement can be arranged. The new placement may need to be extended to meet time requirements. A formal letter stipulating conditions for the continuation of the field experience is provided to the teacher candidate, who must indicate their agreement to the conditions in writing. If a recommended new placement must be delayed until the next semester or beyond, a signed contract stipulating such conditions is submitted to the Co-Directors of Field Experiences.
- The teacher candidate who receives a failing grade for the field experience and/or “not met” on one or more PDEFE criteria may be removed from the teacher preparation program. Assignment of a failing grade will reflect input from the mentor teacher, building administrator, WSUV Supervisor, and the teacher candidate’s cumulative record.
- In the event the teacher candidate is removed from the program, they may be able to graduate from a departmental degree program, but without recommendation to the state for teacher licensure. Changes in departmental degree program may necessitate additional coursework before graduation.
- The decision of the committee may be appealed to the Academic Director and if not resolved to the teacher candidate’s satisfaction, through the formal grievance procedure outlined in the WSU student policies.

CERTIFICATION

Intern Substitute Certification

WSUV understands school district needs for knowledgeable substitutes. However, student teaching, a teacher candidate’s most valuable pre-service experience, is designed to assure that prospective teachers enter the profession successfully. Therefore, WSUV strongly discourages the use of teacher candidates as substitutes except as noted in this section.

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

Nevertheless, WSUV will use the following policy for awarding an Intern Substitute Teacher Certificate and/or allowing substitute teaching by teacher candidates who possess an Emergency Substitute Teacher Certificate.

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

- Determination of readiness for an Intern Substitute Teacher Certificate, or for substitute teaching by teacher candidates who possess an Emergency Substitute Teacher Certificate, will be made after formal observations and explicit approval by the WSUV Supervisor, seminar instructor, and with input from the teacher candidate and the mentor teacher. The

teacher candidate bears the responsibility for confirming that their district supports the use of teacher candidates as intern substitutes.

- The teacher candidate must have progressed in their assignment to the point where they have demonstrated the ability to effectively teach and learn from teaching. In all circumstances, intern substitutes may not begin prior to the mid-point of the student teaching experience and after submission of the edTPA.
- Prior to accepting any substitute teaching assignment, the teacher candidate must receive their WSUV Field Supervisor's approval. The teacher candidate shall provide written notification to their WSUV Supervisor of each substitute teaching assignment. (Notification shall occur at the first meeting with the WSUV Field Supervisor subsequent to the substitute teaching assignment.)

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

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

Procedure

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

1. Approval by the district superintendent or district-designated human resources personnel.
2. WSUV Supervisor and mentor teacher approval prior to initiating the application.
3. Completion of at least 50% of the field experience prior to application.
4. Submission of application by teacher candidate through OSPI E-Certification system.

E-Certification User Guide for the College and University Candidate is available online at <http://www.k12.wa.us/Certification/e-Cert/E-CertificationCollegeCandidateUserGuide.pdf>.

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

Residency and Professional Teacher Certificates

The Washington endorsable teacher certificate has two levels. The first level is the Residency, and the second is the Professional Certificate. More comprehensive information can be found at the OSPI Certification website <http://www.k12.wa.us/certification/>. The endorsement system is

intended to align endorsement requirements with the state's learning goals and to provide school districts with teachers who are able to demonstrate a positive impact on student learning.

Residency Certificate

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

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

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

Professional Certificate

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

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

IMPORTANT WSUV CONTACT INFORMATION

Name	Position	Office	Phone	Email
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APPENDICES

Appendix 1: Professional Dispositions Evaluation for Field Experiences

Professional Dispositions Evaluation for Field Experiences (PDEFE) Advanced Practicum/Pre-Internship [DRAFT]

Teacher Candidate Name: _____ WSU ID#: _____

PURPOSE: As an institution that prepares teachers, we owe parents, citizens and our state's P-12 students our best professional judgement and keenest observations when making assessments that could have profound effects in the future. The identification and evaluation of professional dispositions is part of WSU's professional responsibility.

DISPOSITION STANDARD	EVIDENCE
1. The teacher candidate centers instruction on high expectations for student achievement through the understanding of individual differences and diverse cultures and communities.	Notes supporting rating: <input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard
2. The teacher candidate recognizes individual student learning needs and develops strategies for planning differentiated instruction that supports every student in meeting rigorous learning goals.	Notes supporting rating: <input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard
3. The teacher candidate demonstrates effective teaching practices and knowledge of content that use a variety of instructional strategies and technologies to engage learners in critical thinking, creativity and collaborative problem solving focused on the learning targets.	Notes supporting rating: <input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard
4. The teacher candidate understands and uses both formative and summative methods of assessment, as well as student voice, to engage learners in their own growth, to monitor learner progress and modify instruction to improve student learning.	Notes supporting rating: <input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard
5. The teacher candidate fosters and manages a safe and positive learning environment using a variety of classroom management strategies that takes into account the cultural, physical, emotional and intellectual well-being of students appropriate to their grade level.	Notes supporting rating: <input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard
6. The teacher candidate communicates and collaborates with colleagues, parents and the school community in an ethical and professional manner to promote student learning and growth.	Notes supporting rating: <input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard
7. The teacher candidate takes the initiative to participate and collaborate with learners, families, colleagues, other school professionals and community members to advance their own professional development and contributions to the broader profession.	Notes supporting rating: <input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard
8. The teacher candidate respectfully and openly requests, accepts and applies feedback for improvement.	Notes supporting rating: <input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard
9. The teacher candidate reflects on their own practice and progress to improve instruction for all learners.	Notes supporting rating: <input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard
10. The teacher candidate demonstrates professionalism by attending all field experiences; arriving on time and departing appropriately; preparing to participate and /or teach; dressing professionally; observing confidentiality; and adhering to school and state code of conduct.	Notes supporting rating: <input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard

Standards adapted from the Teacher Performance Evaluation Program (TPEP) and the Interstate New Teacher Assessment and Support Consortium (INTASC).

This teacher candidate is ready for student teaching

WSUV Field Supervisor Signature

Mentor Teacher Signature

Teacher Candidate Signature

Date

Professional Dispositions Evaluation for Field Experiences (PDEFE) Student Teaching/Internship [DRAFT]

Teacher Candidate Name: _____ WSU ID#: _____

PURPOSE: As an institution that prepares teachers, we owe parents, citizens and our state’s P-12 students our best professional judgement and keenest observations when making assessments that could have profound effects in the future. The identification and evaluation of professional dispositions is part of WSU’s professional responsibility.

DISPOSITION STANDARD	EVIDENCE
1. The teacher candidate centers instruction on high expectations for student achievement through the understanding of individual differences and diverse cultures and communities.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
2. The teacher candidate recognizes individual student learning needs and develops strategies for planning differentiated instruction that supports every student in meeting rigorous learning goals.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
3. The teacher candidate demonstrates effective teaching practices and knowledge of content that use a variety of instructional strategies and technologies to engage learners in critical thinking, creativity and collaborative problem solving focused on the learning targets.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
4. The teacher candidate understands and uses both formative and summative methods of assessment, as well as student voice, to engage learners in their own growth, to monitor learner progress and modify instruction to improve student learning.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
5. The teacher candidate fosters and manages a safe and positive learning environment using a variety of classroom management strategies that takes into account the cultural, physical, emotional and intellectual well-being of students appropriate to their grade level.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
6. The teacher candidate communicates and collaborates with colleagues, parents and the school community in an ethical and professional manner to promote student learning and growth.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
7. The teacher candidate takes the initiative to participate and collaborate with learners, families, colleagues, other school professionals and community members to advance their own professional development and contributions to the broader profession.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
8. The teacher candidate respectfully and openly requests , accepts and applies feedback for improvement.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
9. The teacher candidate reflects on their own practice and progress to improve instruction for all learners.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
10. The teacher candidate demonstrates professionalism by attending all field experiences; arriving on time and departing appropriately; preparing to participate and /or teach; dressing professionally; observing confidentiality; and adhering to school and state code of conduct.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Not Met

Standards adapted from the Teacher Performance Evaluation Program (TPEP) and the Interstate New Teacher Assessment and Support Consortium (INTASC).

WSUV Field Supervisor Signature

Mentor Teacher Signature

Teacher Candidate Signature

Date

Appendix 2: edTPA Assessment

edTPA Assessment

Assessment Framework

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

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

Submit Teaching Artifacts and Commentaries

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

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

Evaluation Criteria and Scoring

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

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

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

edTPA Assessment

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

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

edTPA 2017-2018 Submission and Reporting Dates

edTPA scores for initial submissions and for all retakes are reported on the timelines indicated below. Please note the following:

- Candidates should submit their portfolio based on due dates established by their preparation program or licensure requirement.
- Candidates should plan to review their files **at least 5 days** prior to their planned submission date.

To Receive Your edTPA Score Profile On:	Submit Your Portfolio by 11:59 pm Pacific Time On:
October 19, 2017	September 28, 2017
November 2, 2017	October 12, 2017
November 16, 2017	October 26, 2017
November 30, 2017	November 9, 2017
December 14, 2017	November 22, 2017
February 22, 2018	February 1, 2018
March 8, 2018	February 15, 2018
March 22, 2018	March 1, 2018 * Target date
April 5, 2018	March 15, 2018 *Deadline
April 19, 2018	March 29, 2018
May 3, 2018	April 12, 2018
May 17, 2018	April 26, 2018
May 31, 2018	May 10, 2018
June 14, 2018	May 24, 2018
June 28, 2018	June 7, 2018
August 9, 2018	July 19, 2018
August 23, 2018	August 2, 2018
September 6, 2018	August 16, 2018

Extensions must be approved in advance of March 15th deadline. The extension meeting will include the teacher candidate, Co-Directors of Field Experiences, WSUV Supervisor, Academic Coordinator, and other personnel as advised. During this meeting, a plan will be established for the successful completion of program.

Appendix 3: Professional Growth Plan (PGP)

Professional Growth Plan (PGP)

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

Teacher Candidates must complete all five boxes in the template for each of the three standards. The template is available on the WSU web site and includes macros and spaces to develop plan components. The finished document is expected to be 2-3 pages in length.

Guidelines for Completing the Form:

Step 1: Needs Assessment and Goal Selection

- Go to <http://program.pesb.wa.gov/review/standards>
- Select the following standards and criteria to develop plan components

Standard 5.A Effective Teaching (formerly Standard 1)—choose one criteria from the list

Standard 5.B Professional Development (formerly Standard 2)—choose Criterion #1

Standard 5.C Teaching as a Professions (formerly Standard 3)—choose Criterion #2

Step 2: Complete all five boxes (listed below) for each standard.

1. Areas of Focus
2. Rationale
3. Standards
4. Activities
5. Proposed Evidence

Appendix 4: Roles and Responsibilities of the WSUV Field Supervisor

Roles and Responsibilities of the WSUV Field Supervisor

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

- Emphasizing the constructivist teaching principles specified by the teacher candidate's program.
- Observing and conferring with interns to promote their growth as professionals (4-6 hours during the advanced practicum/pre-internship and a minimum of 12 hours during student teaching/internship).
- Negotiating program adjustments, as needed for interns whose progress is problematical.
- Evaluating and assigning grades for the internship.

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

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

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

Constructivist Supervision Model

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

The model for observing and conferring with teacher candidates assumes that they are in the best position to determine goals according to individual needs and interests. Conferences are designed

to help the teacher candidate determining what is important to focus on in their unique and special classroom. The teacher candidate is encouraged to identify what can be done, what needs to be done next, and how to move forward. In this way an individualized, progressive sequence of responsibilities and experiences help ensure that teacher candidates become successful, confident, independent, and self-monitoring professionals (Pellett, Strayve & Pellett, 1999). The goal of field supervision is to address issues of teaching practice through data collection, analysis, reflection, and planning. Dialogue encourages the teacher candidate to think beyond observed behaviors and move toward a deeper understanding of teaching and learning. It encourages the formulation of ideas about improving practice. The supervision process may entail the following steps:

Identify Area of Focus or Concern

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

Observe

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

Debrief

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

Plan for New Actions

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

Appendix 5: Co-Teaching Strategies and Examples

Co-Teaching Strategies: Definitions and Examples

Strategy Definition/Example

1. *One Teach, One Observe*

One teacher has primary responsibility while the other gathers specific observational information on students or the instructing teacher.

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

2. **One Teach, One Assist**

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

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

3. **Station Teaching**

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

Example: One teacher might lead a station where the students are engaged in a guided reading group while the other leads a word work station.

4. **Supplemental Teaching**

This strategy allows one teacher to work with students at their expected grade level, while the other works with those students who need extension or remediation.

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

5. **Alternative (Differentiated)**

This strategy provides for two different approaches to teaching the same learning target, however the approach is different.

Example: One instructor may lead a group in solving a math problem using an algorithm while the other instructor uses manipulatives.

6. Team Teaching

Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader—as both teachers share the instruction, are free to interject information, and are available to assist students.

Example: Both instructors lead a discussion on a given topic as students are active participants in the lesson.

7. Parallel Teaching

Each teacher instructs half the students, or the students are split into two groups of uneven numbers, the groups are strategic. This can be done in two ways:

- a. The teachers address the same learning target, using the same materials. The benefit to this is reduced student to teacher ratio.

Example: Both teachers lead a question and answer discussion on a current event.

- b. The two teachers address the same learning target, using differentiated materials. One group may use higher level materials or materials with embedded supports. The teacher may also provide scaffolding of the materials as needed.

Example: Both teachers are teaching inferencing. One teacher has above grade level reading materials, the other has grade level (or below) and provides scaffolding such as reading aloud to the students.

8. Solo Teaching

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

Example: The teacher candidate is being observed by the WSUV Supervisor, building administrator, mentor teacher or for their edTPA video submission.

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

Appendix 6: Code of Professional Conduct for Education Practitioners

CODE OF PROFESSIONAL CONDUCT

for

EDUCATION PRACTITIONERS

Teachers Educational Staff Associates
Administrators

STATE OF WASHINGTON

Chapter 181-87 WAC Professional Educator Standards Board
Administrative Rules

OFFICE OF PROFESSIONAL PRACTICES

The Office of Professional Practices, a division under the auspices of the Superintendent of Public Instruction, is charged with enforcement, including discipline of educational practitioners for violation of the Professional Code of Conduct. The office receives, investigates, and makes legal findings regarding complaints. A nine member professional advisory committee reviews appeals from proposed disciplinary actions. Educators who violate the code may be reprimanded or their license to practice may be suspended or revoked.

The Office of Professional Practices also reviews charges that an applicant for or the holder of professional certification lacks good moral character or personal fitness. These standards are set forth in WAC 181-86-013 and address commission of criminal acts and other behavior which endanger children. Commission of criminal acts may not be directly related to professional conduct but they do reflect upon the trustworthiness of serving as a professional educator.

Requests for additional information may be addressed to:

Office of Professional Practices

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
OLD CAPITOL BUILDING
PO BOX 47200
OLYMPIA WA 98504-7200

**CODE OF PROFESSIONAL CONDUCT
CHAPTER 181-87 WAC**

WAC 181-87-005 PURPOSE

The sole purpose of this chapter is to set forth policies and procedures related to reprimand, suspension, and revocation actions respecting certification of education practitioners in the state of Washington for acts of unprofessional conduct. It is recognized that grounds for the discharge, nonrenewal of contracts, or other adverse change in contract status affecting the employment contracts of education practitioners are broader than stated herein. The grounds set forth as unprofessional conduct in this chapter shall not limit discharge, nonrenewal of contracts, or other employment action by employers of education practitioners.

WAC 181-87-010 PUBLIC POLICY GOALS OF CHAPTER

The public policy goals of this chapter are as follows:

- (1) To protect the health, safety, and general welfare of students within the state of Washington.
- (2) To assure the citizens of the state of Washington that education practitioners are accountable for acts of unprofessional conduct.
- (3) To define and provide notice to education practitioners within the state of Washington of the acts of unprofessional conduct for which they are accountable pursuant to the provisions of chapter 181-86 WAC.

PROFESSIONAL ACCOUNTABILITY

WAC 181-87-015 ACCOUNTABILITY FOR ACTS OF UNPROFESSIONAL CONDUCT

Any educational practitioner who commits an act of unprofessional conduct proscribed within this chapter may be held accountable for such conduct pursuant to the provisions of chapter 181-86 WAC.

ADMINISTRATIVE PROVISIONS

WAC 181-87-020 APPLICABILITY OF CHAPTER TO PRIVATE CONDUCT

As a general rule, the provisions of this chapter shall not be applicable to the private conduct of an education practitioner except where the education practitioner's role as a private person is not clearly distinguishable from the role as an education practitioner and the fulfillment of professional obligations.

WAC 181-87-025 EXCLUSIVITY OF CHAPTER

No act, for the purpose of this chapter, shall be defined as an act of unprofessional conduct unless it is included in this chapter.

WAC 181-87-030 PROSPECTIVE APPLICATION OF CHAPTER AND AMENDMENTS

The provisions of this chapter shall take effect ninety calendar days after adoption and shall apply prospectively to acts of unprofessional conduct committed after such effective date. Unless provided to the contrary, any revision shall take effect six months after adoption and shall apply prospectively from such effective date.

WAC 181-87-035 EDUCATION PRACTITIONER DEFINITION

As used in this chapter, the term "education practitioner" means any certificate holder licensed under rules of the Professional Educator Standards Board to serve as a certified employee.

WAC 181-87-040 STUDENT-DEFINITION

As used in this chapter, the term "student" means the following:

- (1) Any student who is under the supervision, direction, or control of the education practitioner.
- (2) Any student enrolled in any school or school district served by the education practitioner.
- (3) Any student enrolled in any school or school district while attending a school related activity at which the education practitioner is performing professional duties.
- (4) Any former student who is under eighteen years of age and who has been under the supervision, direction, or control of the education practitioner. Former student, for the purpose of this section, includes but it not limited to drop outs, graduates, and students who transfer to other districts or schools.

WAC 181-87-045 COLLEAGUE-DEFINITION

As used in this chapter, the term "colleague" means any person with whom the education practitioner has established a professional relationship and includes fellow workers and employees regardless of their status as education practitioners.

ACTS OF UNPROFESSIONAL CONDUCT

WAC 181-87-050 MISREPRESENTATION OR FALSIFICATION IN THE COURSE OF PROFESSIONAL PRACTICE

Any falsification or deliberate misrepresentation, including omission, of a material fact by an education practitioner concerning any of the following is an act of unprofessional conduct:

- (1) Statement of professional qualifications.
- (2) Application or recommendation for professional employment, promotion, certification, or an endorsement.
- (3) Application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit.
- (4) Representation of completion of in-service or continuing education credit hours.
- (5) Evaluations or grading of students and/or personnel.
- (6) Financial or program compliance reports submitted to state, federal, or other governmental agencies.
- (7) Information submitted in the course of an official inquiry by the superintendent of public instruction related to the following:
 - (a) Good moral character or personal fitness.
 - (b) Acts of unprofessional conduct.
- (8) Information submitted in the course of an investigation by a law enforcement agency or by child protective services regarding school related criminal activity.
- (9) Assessments leading to certification.
- (10) An education practitioner who aids, encourages, and/or abets another educator in any falsification or deliberate misrepresentation, including omission, of a material fact in conjunction with the acts listed above commits misrepresentation in the course of professional practice.

WAC 181-87-055 ALCOHOL OR CONTROLLED SUBSTANCE ABUSE

Unprofessional conduct includes:

- (1) Being under the influence of alcohol, marijuana or of a controlled substance, as defined in chapter 69.50 RCW, on school premises or at a school-sponsored activity involving students, following:
 - (a) Notification to the education practitioner by his or her employer of concern regarding alcohol or substance abuse affecting job performance;
 - (b) A recommendation by the employer that the education practitioner seek counseling or other appropriate and available assistance; and
 - (c) The education practitioner has had a reasonable opportunity to obtain such assistance.
- (2) The possession, use, or consumption on school premises or at a school sponsored activity of a Schedule 1 controlled substance, as defined by the state pharmacy quality assurance commission, or a Schedule 2 controlled substance, as defined by the state pharmacy quality assurance commission, without a prescription authorizing such use.
- (3) The consumption of an alcoholic beverage on school premises or at a school sponsored activity involving students if such consumption is contrary to written policy of the school district or school building.
- (4) The possession of marijuana or marijuana-infused product on school premises or at a school sponsored activity involving students if such possession violates

Washington law or is contrary to written policy of the school district or school building.

- (5) The use or consumption of marijuana or marijuana-infused product on school premises or at a school sponsored activity.

WAC 181-87-060 DISREGARD OR ABANDONMENT OF GENERALLY RECOGNIZED PROFESSIONAL STANDARDS

Any performance of professional practice in flagrant disregard or clear abandonment of generally recognized professional standards in the course of any of the following professional practices is an act of unprofessional conduct:

- (1) Assessment, treatment, instruction, or supervision of students.
- (2) Employment or evaluation of personnel.
- (3) Management of moneys or property.

WAC 181-87-065 ABANDONMENT OF CONTRACT FOR PROFESSIONAL SERVICES

Any permanent abandonment, constituting a substantial violation without good cause, of one of the following written contracts to perform professional services for a private school or a school or an educational service district is an act of unprofessional conduct:

- (1) An employment contract, excluding any extracurricular or other specific activity within such contract or any supplementary contract.
- (2) Professional service contract.

WAC 181-87-070 UNAUTHORIZED PROFESSIONAL PRACTICE

Any act performed without good cause that materially contributes to one of the following unauthorized professional practices is an act of unprofessional practice.

- (1) The intentional employment of a person to serve as an employee in a position for which certification is required by rules of the Professional Educator Standards Board when such person does not possess, at the time of commencement of such responsibility, a valid certificate to hold the position for which such person is employed.
- (2) The assignment or delegation in a school setting of any responsibility within the scope of the authorized practice of nursing, physical therapy, or occupational therapy to a person not licensed to practice such profession unless such assignment or delegation is otherwise authorized by law, including the rules of the appropriate licensing board.
- (3) The practice of education by a certificate holder during any period in which such certificate has been suspended.
- (4) The failure of a certificate holder to abide by the conditions within an agreement, executed pursuant to WAC 181-86-160, to not continue or to accept education employment.

- (5) The failure of a certificate holder to comply with any condition, limitation, or other order or decision entered pursuant to chapter 181-86 WAC.
- (6) Provided, that for the purpose of this section, good cause includes, but is not limited to, exigent circumstances where immediate action is necessary to protect the health, safety, or general welfare of a student, colleague, or other affected person.

WAC 181-87-080 SEXUAL MISCONDUCT WITH STUDENTS

Unprofessional conduct includes the commission by an education practitioner of any sexually exploitive act with or to a student including, but not limited to, the following:

- (1) Any sexual advance, verbal or physical;
- (2) Sexual intercourse as defined in RCW 9A.44.010;
- (3) Indecent exposure as defined in RCW 9A.88.010;
- (4) Sexual contact, i.e., the intentional touching of the sexual or other intimate parts of a student except to the extent necessary and appropriate to attend to the hygienic or health needs of the student;
- (5) Provided, That the provisions of this section shall not apply if at the time of the sexual conduct the participants are married to each other.

WAC 181-87-085 FURNISHING ALCOHOL OR CONTROLLED SUBSTANCE TO STUDENTS

Unprofessional conduct includes the illegal furnishing of alcohol or a controlled substance, as defined in chapter 69.50 RCW, to any student by an education practitioner.

WAC 181-87-090 IMPROPER REMUNERATIVE CONDUCT

Any deliberate act in the course of professional practice which requires or pressures students to purchase equipment, supplies, or services from the education practitioner in a private remunerative capacity is an act of unprofessional conduct.

WAC 181-87-093 FAILURE TO ASSURE THE TRANSFER OF STUDENT RECORD INFORMATION OR STUDENT RECORDS

The failure of a principal or other certificated chief administrator of a public school building to make a good faith effort to assure compliance with RCW 28A.225.330 by establishing, distributing, and monitoring compliance with written procedures that are reasonably designed to implement the statute shall constitute an act of unprofessional conduct.

WAC 181-87-095 FAILURE TO FILE A COMPLAINT

The intentional or knowing failure of an educational service district superintendent, a district superintendent, or a chief administrator of a private school to file a complaint pursuant to WAC 181-86-110 regarding the lack of good moral character or personal

fitness of an education practitioner or the commission of an act of unprofessional conduct by an education practitioner is an act of unprofessional conduct.

**GOOD MORAL CHARACTER AND
PERSONAL FITNESS**

***WAC 181-86-013 GOOD MORAL CHARACTER AND PERSONAL FITNESS-
DEFINITION***

As used in this chapter, the terms "good moral character and personal fitness" means character and personal fitness necessary to serve as a certificated employee in schools in the state of Washington, including character and personal fitness to have contact with, to teach, and to perform supervision of children. Good moral character and personal fitness includes, but is not limited to, the following:

- (1) No conviction of any felony crime involving:
 - (a) The physical neglect of a child under chapter 9A.42 RCW;
 - (b) The physical injury or death of a child under chapter 9A.32 or 9A.36 RCW, excepting motor vehicle violations under chapter 46.61 RCW;
 - (c) The sexual exploitation of a child under chapter 9.68A RCW;
 - (d) Sexual offenses where a child is the victim under chapter 9A.44 RCW;
 - (e) The promotion of prostitution of a child under chapter 9A.88 RCW;
 - (f) The sale or purchase of a child under RCW 9A.64.030;
 - (g) Provided, That the general classes of felony crimes referenced within this subsection shall include equivalent federal and crimes in other states committed against a child;
 - (h) Provided further, that for the purpose of this subsection "child" means a minor as defined by the applicable state or federal law;
 - (i) Provided further, that for the purpose of this subsection "conviction" shall include a guilty plea.
- (2) No conviction of any crime within the last ten years, including motor vehicle violations, which would materially and substantially impair the individual's worthiness and ability to serve as a professional within the public and private schools of the state. In determining whether a particular conviction would materially and substantially impair the individual's worthiness and ability to practice, the following and any other relevant considerations shall be weighed:
 - (a) Age and maturity at the time the criminal act was committed;
 - (b) The degree of culpability required for conviction of the crime and any mitigating factors, including motive for commission of the crime;
 - (c) The classification of the criminal act and the seriousness of the actual and potential harm to persons or property;
 - (d) Criminal history and the likelihood that criminal conduct will be repeated;
 - (e) The permissibility of service as a professional educator within the terms of any parole or probation;
 - (f) Proximity or remoteness in time of the criminal conviction;
 - (g) Any evidence offered which would support good moral character and personal

- fitness;
- (h) If this subsection is applied to a person certified under the laws of the state of Washington in a suspension or revocation action, the effect on the education profession, including any chilling effect, shall be weighed; and
 - (i) In order to establish good moral character and personal fitness despite the criminal conviction, the applicant or certificate holder has the duty to provide available evidence relative to the above considerations. The superintendent of public instruction has the right to gather and present additional evidence which may corroborate or negate that provided by the applicant or certificate holder.
- (3) No behavioral problem which endangers the educational welfare or personal safety of students, teachers, or other colleagues within the educational setting.
 - (4) No practice within the state of Washington within the previous five school years with an expired, lapsed, suspended, surrendered, or revoked certificate in a professional position for which certification is required under the rules of the professional educator standards board.

WAC 181-86-014 GOOD MORAL CHARACTER AND PERSONAL FITNESS-CONTINUING REQUIREMENT

The good moral character and personal fitness requirement of applicants for certification under the laws of the state of Washington is a continuing requirement for holding a professional educational certificate under regulations of the professional educator standards board.

**DISCIPLINARY ACTIONS - APPEAL
PROCESS - PUBLIC NOTICE**

WAC 181-86 ACTIONS BY THE OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION FOR ACTS OF UNPROFESSIONAL CONDUCT AND/OR LACK OF GOOD MORAL CHARACTER AND PERSONAL FITNESS

Order of Dismissal: The Office of Superintendent of Public Instruction will take no disciplinary actions; the case is dismissed without prejudice

Order of Reprimand: Orders the certificate holder not to continue or repeat the conduct or lack good moral character or personal fitness. The certificate remains valid unless expires/lapses.

Order of Suspension: Suspends the education practitioner from practicing for a stated period of time. Such order may contain a requirement that the certificate holder fulfill certain conditions precedent to resuming professional practice and certain conditions subsequent to resuming professional practice.

Order of Revocation: An order revoking the certificate(s) of the education practitioner.

Voluntary Surrender: A holder of a certificate who has not received a final order for revocation may voluntarily surrender their certificate to the Office of Superintendent of Public Instruction if the certificate holder believes they might be ineligible to hold a certificate for any reason which is or might constitute grounds for a revocation of the certificate other than a conviction of a felony crime states within WAC 181-86-013(1).

Denial Order: A conclusion of law that the applicant does not qualify for the certificate, including renewal and reinstatement, or endorsement request.

WAC 181-86-170 BURDEN AND STANDARD OF PROOF

The following burden and standard of proof shall be applicable:

- (1) If an application for certification or reinstatement has been denied for lack of good moral character or personal fitness, the evidence submitted by the applicant must prove by clear and convincing evidence that he or she is of good moral character and personal fitness or the application will be denied.
- (2) In a suspension or revocation proceeding, the superintendent of public instruction must prove by clear and convincing evidence that the certificate holder is not of good moral character or personal fitness or has committed an act of unprofessional conduct.
- (3) In all other proceedings, including reprimand, the standard of proof shall be a preponderance of evidence.

WAC 181-86-145 APPEAL PROCEDURE

Any person may appeal any of the above orders by filing written notice with the superintendent of public instruction within thirty calendar days following the date of receipt of such order.

WAC 181-86-185 PUBLIC NOTICE AND REPORT

The superintendent of public instruction shall notify all other states whenever an applicant has been denied a certificate for failure to

possess good moral character or personal fitness or whenever a certificate has been suspended, surrendered, or revoked and shall provide the full name and certificate number, if applicable, to the agency responsible for certification in each state. The superintendent of public instruction shall notify appropriate public or private school officials within the state the name and certification number of all certificate holders whose certificates have been suspended, surrendered, or revoked.

HOW TO FILE A COMPLAINT

HOW TO FILE A COMPLAINT AGAINST A SCHOOL EMPLOYEE

A written complaint must first be filed with the school district superintendent, educational service district superintendent, or the private school administrator, stating the grounds and factual basis for the complaint.

The Office of Superintendent of Public Instruction has authority to investigate certificated school district employees for acts of unprofessional conduct or lack of good moral character or personal fitness. When an educational service district superintendent, school district superintendent, or the chief administrator of an approved private school possess sufficient reliable information to believe a certificated employee within such educational service district, school district or private school is not of good moral character or personally fit or has committed an act of unprofessional conduct (WAC 181-87), such superintendent or chief administrator, within a reasonable period of time after making such determination, shall file a written complaint with the Office of Superintendent of Public Instruction.

COMPLAINTS ALLEGING PHYSICAL ABUSE OR SEXUAL MISCONDUCT RCW 28A.410.090 (2)

A parent or another person may file a written complaint with the superintendent of public instruction alleging physical abuse or sexual misconduct by a certificated school employee if:

- (1) The parent or other person has already filed a written complaint with the educational service district superintendent concerning that employee;
- (2) The educational service district superintendent has not caused an investigation of the allegations and has not forwarded the complaint to the superintendent of public instruction for investigation; and
- (3) The written complaint states the grounds and factual basis upon which the parent or other person believes an investigation should be conducted.

WAC 181-86-110 DUTY OF ESD SUPERINTENDENT, DISTRICT SUPERINTENDENT AND PRIVATE SCHOOL ADMINISTRATOR TO FILE COMPLAINTS

When an educational service district superintendent, a district superintendent, or the chief administrative officer of an approved private school possesses sufficient reliable information to believe that a certificated employee within such district or approved private school is not of good moral character or personally fit or has committed an act of unprofessional conduct, such superintendent or chief administrative officer, within a

reasonable period of time of making such determination, shall file a written complaint with the superintendent of public instruction: Provided, That if an educational service district or school district is considering action to discharge an employee of such district, the educational service district or school district superintendent need not file such complaint until ten calendar days after making the final decision to serve or not serve formal notice of discharge.

MANDATORY REPORTING

MANDATORY REPORTING (RCW 26.44.030)

When any professional school personnel has reasonable cause to believe that a child has suffered abuse or neglect, he or she SHALL report such incident or cause a report to be made to the proper law enforcement agency or to the Department of Social and Health Services within 48 hours.

DUTY TO REPORT PHYSICAL ABUSE OR SEXUAL MISCONDUCT BY SCHOOL EMPLOYEES (RCW28A.400.317)

A certificated or classified school employee who has knowledge or reasonable cause to believe that a student has been a victim of physical

abuse or sexual misconduct by another school employee, shall report such abuse or misconduct to the appropriate school administrator. The school administrator shall cause a report to be made to the proper law enforcement agency if he or she has reasonable cause to believe that the misconduct or abuse has occurred as required under RCW26.44.030. During the process of making a reasonable cause determination, the school administrator shall contact all parties involved in the complaint.



Office of Professional Practices
OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
OLD CAPITOL BUILDING
PO BOX 47200
OLYMPIA WA 98504-7200