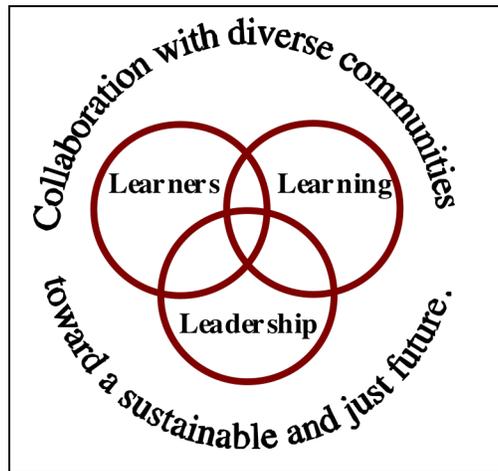


COLLEGE OF EDUCATION



**MASTER IN TEACHING ELEMENTARY
STUDENT HANDBOOK**

A Reference Guide for:

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

Prepared by WSU Vancouver Teaching & Learning Faculty and Field Supervisors
Washington State University Vancouver
14204 NE Salmon Creek Ave
Vancouver WA 98686
360-546-9673

2017-2018 Edition

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PROGRAM DESCRIPTION

Conceptual Framework

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

Overview

The Master in Teaching-Elementary (MIT-Elementary) program at Washington State University Vancouver (WSU Vancouver) is an intensive, integrated 15-month course of study of 53 credits, including field experiences, which provides all coursework to meet the State of Washington K-8 certification requirements. This program is for individuals who hold baccalaureate degrees in any field. Students (hereafter called “interns”) admitted each year are selected through a careful screening process, which seeks to identify those who are both academically capable and have demonstrated a commitment to the education of children.

Interns begin coursework in mid-May in the first summer semester of the program, then continue classes and add pre-internship experiences at school sites during the fall semester. In the spring semester, interns begin their internship (fulltime student teaching) in the first week of January and continue five days per week through early March. Coursework resumes in early March for two days per week while the internship continues for the other three days per week. Coursework is completed in the second summer of the program. A series of program requirements that complement and extend coursework are also undertaken throughout this course of study. Included in these experiences are a diversity field experience, the creation of an interdisciplinary unit plan, and the final master’s degree project and presentation.

Program Learning Outcomes

The Department of Teaching and Learning has developed learning outcomes derived from the conceptual framework, state and national standards for teacher education, and research on effective teacher education. These outcomes are aligned with the course work and field experiences in the Master in Teaching program. Interns experience different aspects of these learning outcomes throughout the program.

At the completion of the certification portion of the Master in Teaching program, all WSU teacher candidates will be able to:

1. Use enduring content and pedagogical knowledge to inform their teaching.
2. Develop relevant, rigorous, and developmentally appropriate curricula.
3. Modify curriculum and instruction based on the individual needs of their students.
4. Use assessment of their students’ learning and their own teaching to inform future planning and teaching.
5. Attend to the social and civic development of their students.

6. Work respectfully and collaboratively with colleagues and community members to ensure quality instruction programs and stewardship of public schools.

Part-Time Option

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

The PT schedules for the pre-internship and internship (described more fully in the next section), are as follows: PT students spend the equivalent of one full day or two half-days per week in their field placements during the entire initial year of coursework. During the fall of Year 2, PT students are also required to spend the equivalent of one full day or two half-days per week in their field placements, although program modification may require up to two full days. PT students do their internships in the spring semester of Year 2. They are expected to change placements at the end of Year 1, although a student may remain in the same field placement during Year 2 if both the MIT-Elementary student and the Mentor Teacher initiate the request.

Awards

J. Kenneth Miller Outstanding MIT-E Student Award

Each year, the WSU Vancouver College of Education faculty and student teacher field supervisors select one intern who has demonstrated excellence in both WSU Vancouver coursework and the field experience to be honored as the recipient of the J. Kenneth Miller Outstanding MIT-E Student Award. The winner is announced at Commencement in May and presented with the award at a celebration ceremony.

2017-2018 PROGRAM SCHEDULE

Summer 1: May 8 – June 16 / June 19 – July 28
 Fall: August 21 – December 15
 Spring: January 9 – May 6
 Summer 2: May 8 – June 16

Summer Sessions I & II (2017)

Course #	Course Title	Credits
EdAd 506	Social Context of Education	2
EdAd 510	Improvement of Instruction	3
T&L 521	Advanced Educational Psychology	2
T&L 552	Literacy Development I	3
N/A	Diversity Field Experience	N/A
		Total 10

Fall Semester (2017)

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

- * The pre-internship requires students to be at their placement schools two full school days a week, Mondays and Tuesdays, plus attend seminar once a week.

Spring Semester (2018)

Course #	Course Title	Credits
SpEd 520	Teaching in inclusive Classrooms	2
T&L 505	ESL Methods for General Educators K-8	2
T&L 521	Educational Technology	2
T&L 595	Internship & Seminar *	10
		Total 16

- * Students begin the spring term and take spring break according to their placement school calendars, not the WSU calendar. They attend seminar at WSU Vancouver one day per week throughout the semester.

Summer Session I & II (2018)

Course #	Course Title	Credits
KIN 586	Elementary Methods of Health & Fitness	2
T&L 594	Integrating Fine Arts into K-8 Curriculum	2
T&L 702	Master's Examination	3
		Total 7

Complete Final Exam Schedule Form for date/time of T&L702 presentation.

Residency Teaching Certificate issued after summer grades post in August 2018.

MIT degree awarded August 2018.

MIT ELEMENTARY COURSE DESCRIPTIONS**EdAd 506: Social Context of Education - 2 credits**

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

EdAd 510: Improvement of Instruction - 3 credits

This course will feature analysis and evaluation of the improvement of education, with a focus on classroom instruction and assessment set within the context of school reform. Together, the class will explore the meanings, possibilities, and limitations of curriculum as a foundation to better understand instruction and assessment. There will be an emphasis on student learning for understanding and teachers' use of reflection and collaborative inquiry for professional learning.

KIN 586: Elementary Methods of Health & Fitness - 2 credits

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

SpEd 520: Teaching in Inclusive Classrooms - 2 Credits

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

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

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

T&L 521: Advanced Educational Psychology - 2 credits

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

T&L 521: Educational Technology - 2 credits

This course serves to provide basic technology curriculum integration theory and practice for pre-service K-8 teachers. Core topics are in alignment with the national Educational Technology Standards and include teaching and learning with technology, ethical use of technology, educational uses of the Internet, storing and accessing files on remote servers, web page creation and design, and educational uses of PowerPoint, Excel, and Word.

T&L 525: Classroom Management - 3 credits

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

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

Elementary School Social Studies will focus on the practices, issues, and trends associated with effective teaching in the social studies area. Specifically, the course will address such topics as the goals and content of existing social studies curricula; the techniques and strategies used by K-8 classroom teachers in model social studies programs; topics being currently emphasized in the professional literature; and procedures which may be used to plan, implement, and evaluate classroom instruction.

T&L 552: Literacy Development I - 3 credits

Recent research in reading and writing has changed the focus of inquiry from strictly one of product to include the study of literacy processes. This course is designed to provide a basic understanding of literacy development and processes for learners. Students will address theoretical models of literacy, classroom practices associated with positive literacy development including assessment of literacy, and survey the literature appropriate for young children. Emphases will be placed on the integration of the language arts and their relationship with subject matter learning, upon the individual needs of students including those of cultural and linguistic minorities, and upon the social contexts of learning. Students are expected to read and write weekly on topics to be addressed in class and to participate in varied learning experiences, which will represent both inductive and deductive constructions of knowledge.

T&L 556: Literacy Development II - 3 credits

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

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

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

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

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

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

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

T&L 594: Integrating Fine Arts into K-8 Curriculum - 2 credits

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

T&L 595: Internship & Seminar - 10 credits

A successful experience in a professional internship is essential to the development of an effective teacher. During their internships, students will be expected to develop decision-making skills and implement a repertoire of teaching strategies. They will also be given the experience of addressing the challenges and opportunities associated with teaching developmentally and culturally diverse student populations. The purpose of this seminar is to address issues such as classroom management, planning, motivation, student diversity, instructional strategies, and to provide students with job search capabilities. State and program requirements, including the edTPA, will be reviewed and supported.

T&L 600: Math Practicum - 1 credit

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

T&L 702: Master's Examination - 3 credits

This course is a required culminating experience in all master's degree programs at WSU. For MIT-Elementary students, the 702 will be coordinated with aspects of coursework and fieldwork. Students will each have a faculty chairperson and a committee of two faculty members appointed to guide the students in completing their projects. The 702 is a credited course in the final semester of master's study and cannot be completed earlier than the final semester.

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

FIELD EXPERIENCE DESCRIPTIONS

Diversity Field Experience

An understanding of diversity within the school context is essential to interns' effectiveness. For this reason, WSU Vancouver commits to training culturally competent teachers. In order to do so, interns begin their program's first summer semester with an immersive diversity experience. This experience, integrated with summer coursework, helps interns fulfill the MIT-Elementary Diversity Field Inquiry Experience requirement. Interns will create a diversity experience plan, which is (a) reviewed and approved by the Diversity Field Experience Coordinator, (b) encompasses at least 25 hours of field experience, and (c) completes an inquiry process and/or product addressing the Diversity Field Experience.

T&L 593 Pre-Internship

During fall semester, interns will observe and participate in actual K-8 classroom activities during Monday and Tuesday of each week. Interns will begin to integrate their course work and knowledge with the content and operation of classrooms serving K-8 students. During the weekly campus seminar, interns will discuss and develop strong connections among planning, instruction, and assessment, which they will have to opportunity to describe, analyze and evaluate in the state-mandated, spring semester edTPA assessment. Interns will also consider effective ways to create productive and respectful classroom learning environments which are responsive to the diverse needs of students in the class.

T&L 595 Internship and Seminar

Interns will be based at their placement schools for full school days, Monday – Friday, beginning January 3rd through March 9th. For the balance of the spring semester, interns will be at their placement schools for full days, Tuesday – Thursday. During weekly campus seminars, interns will continue to strengthen their instructional decision-making, expand their repertoire of instructional and assessment skills and strategies, and address the challenges and opportunities presented by teaching developmentally and culturally diverse students. They will also complete the edTPA, prepare employment documents, develop job search strategies and skills, and demonstrate the standards of professionalism.

edTPA DESCRIPTION

To obtain teacher licensure, each student must pass the edTPA portfolio assessment (WA Version) during the internship. The WA Teacher Performance Assessment (edTPA) is focused on candidate impact on student learning (WAC 181-78A-010 (8-9). ... Successful teaching is based on knowledge of subject matter and subject-specific pedagogy, knowledge of one’s students, involving students in monitoring their own learning process, reflecting and acting on candidate-based and student-based evidence of the effects of instruction on student learning, and considering research/theory about how student learn.”

It is important to pay close attention to submission dates and be very proactive in getting your edTPA submitted earlier rather than later. You can find 2017-18 submission and reporting dates here: <http://www.edtpa.com/Content/Docs/edTPAScoreReportDates2017.pdf>

THE ROLE OF THE WSU FIELD SUPERVISOR

Field supervisors are responsible for coordinating the MIT-Elementary field experiences. They work with partner districts to identify appropriate school sites and mentor teachers, and orient cooperating teachers so they can become effective mentors. Supervisors also work with mentor teachers and MIT-Elementary interns to implement a constructivist teaching preparation model to ensure the intern’s successful growth experiences and monitor and evaluate intern performances in emerging professional teaching roles.

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

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

Field supervisors are the front-line representatives of the teacher preparation program who act as facilitators, guides, liaisons, and troubleshooters. Their effectiveness is based on their visibility, availability to MIT-Elementary interns and public school colleagues, and their ability to represent the MIT-Elementary program and its constructivist model components. They visit every school site on a regular basis.

RESPONSIBILITIES OF THE MIT-ELEMENTARY INTERN

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

From the very beginning, establish a positive working relationship with your mentor teacher. Invite constructive suggestions, take the initiative to ask questions and share your ideas, and genuinely show your desire to be the best you can be as a new teacher. COMMUNICATE!

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

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

- Assume the attitude, the bearing, and the responsibility of a person who can be entrusted with the role of a professional educator. This requires the best possible use of good common sense in making decisions during your field experience.
- Demonstrate a professional attitude in all contacts with the school and community, being aware of the instances in which matters of confidence and loyalty are to be respected. Be careful during parent conferences that you do not give parents information about any student

other than their own son or daughter. You will often be aware of privileged information and have a professional responsibility to keep such information in strict confidence. Let your mentor teacher guide you in this kind of situation.

- Be sensitive to what is appropriate attire in your field placement site. Although there is no prescribed dress code for internships, a clean and well-groomed appearance will contribute to your success.
- Address your mentor teacher by the proper name (Miss, Ms., Mrs., or Mr.) in front of students and parents. Students should not be allowed to call you by your first name.
- Be punctual at all times. Check with your mentor teacher for building expectations regarding times to begin and end the day. In the event of illness or other emergency that makes it impossible for you to report to school, report by telephone as soon as possible to both the mentor teacher and WSU Vancouver field supervisor. In the event of your absence from school, you are responsible for giving your mentor teacher your plans for the day, just as you would a substitute teacher.
- Notify the mentor teacher and the field supervisor if you must be absent. Absences will be made up to the satisfaction of all involved.
- Attend the required pre-internship/internship seminar sessions. If it is impossible for you to attend a session, contact your seminar instructor (and your field supervisor) prior to the meeting.
- Complete field-based assignments given in your university coursework. These provide you with a greater understanding of the interactions between teachers and students.
- Learn to evaluate students' growth through daily observations, learning experiences, conferences, and other activities.
- Be well prepared in subject matter.
- Complete appropriate short- and long-range planning as required by the mentor teacher and field supervisor.
- Make certain that you understand the management procedures established in your classroom.
- Develop proactive standards of classroom management and control.
- Make yourself available for conferences with your mentor teacher in order to discuss your progress in terms of your own ability and readiness for assuming the full role of a teacher. Initiate a regular schedule for consultation and team planning with your mentor teacher. Open and frequent communication is a key to the success of your experience.
- Communicate to your field supervisor any changes in schedule or other aspects of your teaching, which might affect his/her arrangement of visits with you in your classroom.

- Assume, under the guidance of the mentor teacher, extra duties such as study hall, playground, lunchroom, and hall supervision. Be sure you understand the assignment before you attempt the task!
- Whenever possible, attend faculty meetings and all other professional meetings conducted by the cooperating school system or other professional groups.
- Attend school functions such as club meetings, plays, concerts, dances, athletic events, PTA meetings, and open house programs. You should participate in the planning and supervision of these activities whenever possible.

IMPORTANT POLICIES FOR THE MIT-ELEMENTARY INTERN

Testing

Washington Educator Skills Test requirements

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

Fingerprinting Requirements

In addition to successful completion of all MIT-Elementary coursework, interns are required to obtain Pre-Residency Clearance from the Washington State Patrol and the FBI before being awarded an initial teaching certificate. This clearance is obtained by means of a fingerprint check and completion of the Pre-Residency Clearance form. Upon admission to the program, you will receive all of the necessary paperwork and fingerprinting information for clearance.

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

Liability Insurance

Students must show proof of professional liability coverage (\$1,000,000 minimum) before starting any practicum experience in K-12 classrooms. Three options are available:

1. Provide proof of your own coverage from your local insurance provider. This may be an additional rider on your current policy.

2. Join the Student National Education Association (fee is \$22.50 per year) program; this fee entitles you to receive selected professional journals and job opportunities/postings. You can enroll online after July 1st at the following website: <http://www.nea.org/JoinNea/>.
3. Purchase coverage through Washington State University's Experiential Learning Intern Policy for approximately \$7.50 per year. You may obtain the form from the College of Education office.

Proof of the coverage must be submitted by June 15th to the Academic Coordinator in the Undergraduate Classroom Building office 307, before beginning your practicum experience. This proof can be a copy of any of the three options listed above. Failure to provide proof of your insurance coverage will cause the university to pull you from your practicum/student teaching placement.

Automatic Denials

Listed below you will find all of the conditions which would automatically prevent you from being awarded a teaching certificate in the state of Washington.

Conviction, including guilty pleas, involving any of the following:

1. Physical neglect of a child under chapter 9A.42 RCW.
2. Physical injury or death of a child under chapter 9A.32 or 9A.36 RCW (except motor vehicle violations under chapter 46.61 RCW).
3. Sexual exploitation of a child under chapter 9.68A RCW.
4. Sexual offenses under chapter 9A.44 RCW where a minor is the victim.
5. Promoting prostitution of a minor child under chapter 9A.88 RCW.
6. Sale or purchase of a minor child under chapter 9A.64.030 RCW.
7. Violations of similar laws to the above in another jurisdiction.

Academic Standards

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

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

Incomplete Grades

An Incomplete ("I") is the term indicating that a grade has been deferred. It is given to an intern who, for reasons beyond the student's control, is unable to complete the assigned work on time.

Incomplete grades are granted on the sole discretion of the course instructor. Students will have up to one year (unless a shorter time is specified by the instructor) to complete work for which they received an “I” grade; after one year the “I” grade for the course will become an F. Students will not be permitted to begin student teaching until all Incompletes have been removed from their transcripts. Students admitted conditionally or on academic probation may not be allowed an incomplete grade option.

Class Attendance

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

Fall Semester Field Week

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

Spring Break

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

EARLY WARNING SYSTEM FOR PRE-SERVICE TEACHERS

Intent and Rationale

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

The Early Warning System standards for classroom performance and behavior listed below are adapted from the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC). They parallel the standards and expectations for student teachers working toward certification in Washington. These dispositions reflect the WSU expectations about the manner in which those who teach children comport themselves as well as the expectations of faculty, prospective employers, future colleagues, and the public.

The faculty sees these standards as an important component of learning to be an effective teacher. Faculty believe that, in addition to what an intern knows and can do, his/her professional disposition in the classroom indicates a student’s readiness to perform at a professional level as a teacher. Identifying current and potential problems is part of WSU Vancouver’s responsibility through its faculty and staff. The expectation is that instructors will most often observe these

behaviors. However, warnings may be submitted by anyone in the WSU Vancouver professional community, as defined by the National Council for the Accreditation of Teacher Education (NCATE). NCATE defines this community as including all faculty, staff, students, and administrative personnel on the university campus and in the local educational community who interact with teacher candidates and have an opportunity to observe their development of professional skills and knowledge.

We will hold interns accountable for the Professional Disposition Standards. Students enrolled in teacher education programs must also adhere to the *Washington State University Standards of Conduct for Students* <http://handbook.wsu.edu/university-policies-and-resources/>. These standards detail laws and regulations about academic dishonesty, harassment, alcohol and drugs, firearms and dangerous weapons.

Note: This process would be waived in the case of inappropriate behaviors, including harassment, assault/battery, or use/abuse of drugs or under the influence in a learning environment. These behaviors, if the investigation provides confirmation, shall result in a range of consequences from warning and a personal contract to immediate removal from the program, depending on the severity of the instance.

Orientation

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

Safeguards

Because potential consequences to teacher candidates are so high, the faculty has built in procedural safeguards and due process. Specifically,

- Interns will not be counseled out of Teacher Education programs solely because of problems that arise in one class or with one teacher (unless University regulations or state laws have been broken).
- Instructors will talk individually with the intern before completing a PDA form. The faculty understands that there may be additional information or alternative interpretations regarding what they may have observed in an intern's behavior.
- The Director will treat the matter as confidential and insist that other instructors do the same.
- Should the intern be dissatisfied with the findings of a meeting or the Early Warning System process, s/he may appeal to the Director. As per the Student Handbook and Calendar (most recent edition), students are entitled to further appeal through University channels.

During the instructional program

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

- The instructor talks with the intern to share the Early Warning System (EWS) form. The intern signs the form after having the opportunity to write his/her version of the events.
- The instructor submits a copy of the EWS form to the Director and that person contacts the intern's other instructor(s) that semester to see if the student is having any difficulties in any other classes. The Director uses discretion about possible further investigation related to the issue.
- The Director then contacts the program coordinator to schedule a conference with the professor, the intern, and an advocate for the intern (if desired by the intern) to discuss the situation, hear both sides, and decide on a plan for remediation of the problem. The intern may bring witnesses if s/he and the program coordinator agree it would be helpful if facts or interpretations are disputed. A follow-up conference is scheduled as part of the plan. The plan might need to extend into the next semester and would be handled in a confidential way with the intern's professor(s).
- If a second EWS form was received for the same intern or if the initial behavior was deemed as very serious or illegal behavior, another conference is scheduled (same participants as above plus the Director) to discuss whether the intern should continue in the program and under what conditions.

PROCESS FOR REMOVAL FROM PROGRAM

The Department of Teaching and Learning reserves the right to remove or replace any teacher candidate from any practicum/student teaching situation at their discretion.

If the teacher candidate has concerns about his/her placement, the school climate, or the responsibilities expected of them during their field experiences, the following steps should be followed:

1. Confer with university supervisor.
2. If no resolution, contact should be made with the Co-Directors of Field Experiences
3. If concerns continue, the next level of resolution should be made to the Program Chair.
4. Final contact should be the College of Education Academic Director.

If the mentor teacher, building administrator, or university supervisor has concerns regarding placement or performance during the field experience, the following steps will be implemented:

- Remediation: a clear, written plan (Plan of Improvement) upon which all parties agree (mentor teacher, teacher candidate, and university supervisor).
- Probation: a written contract explaining that the teacher candidate will be evaluated on a weekly basis to insure that s/he is meeting expectations; s/he is not allowed to continue teaching the following week unless expectations are met.

- Extension: used in cases where progress is being made but it is agreed that additional time is needed to demonstrate competency. This extends responsibilities for the mentor teacher and university supervisor; usually requires additional tuition.
- Removal: The Department of Teaching and Learning reserves the right to remove or replace any teacher candidate from any practicum/student teaching situation at their discretion or when one or more of the following occurs:
 1. The mentor teacher and/or the building principal request that the experience be terminated.
 2. The university supervisor indicates that after repeated feedback and observation, documented in writing, sufficient progress is not being achieved.
 3. The teacher candidate violates the student code of conduct and/or the Professional Dispositions of Teachers (see PDEFE).

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

1. Department personnel will gather information from school personnel, the university supervisor, and others as appropriate to document the reason for removal. The teacher candidate is required to work through department personnel and his/her university supervisor to resolve issues regarding his/her placement and may not directly contact school district personnel regarding the placement unless authorized by the department to do so.
2. A meeting is scheduled to discuss the situation and next steps. The attendees will include the teacher candidate and, if desired, a support person or other mutually agreeable third party and a Department committee consisting of at least three of the following:
3. Academic Director, Co-Director of Field Experiences, University Supervisor, Program Chair, Faculty Member, Academic Advisor.
4. At the meeting, the teacher candidate may present additional information as the situation is discussed and options are explored.
5. The Committee will make a final decision regarding removal and next steps, communicate the decision to the teacher candidate in writing, and copy the Department Chair. 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 internship may need to be extended to meet time requirements. If reassigned, every effort will be made to make the placement in a different district with a different field supervisor. A formal letter stipulating conditions for the continuation of the field experience is provided to the teacher candidate, who must indicate his or her agreement to the conditions in writing.
 - The teacher candidate is advised to withdraw from the field experience and must meet university criteria and the published university deadlines to withdraw from student teaching or cancel enrollment.
 - The teacher candidate receives a failing grade for the field experience and may be removed from the teacher preparation program. In the event the teacher candidate is removed from the program, he or she may be able to continue in/graduate from a departmental degree program, but without recommendation to the state for teacher licensure. The degree change may necessitate additional coursework.

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

PROCEDURES FOR A PROGRAM MODIFICATION

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

A change in the placement during the internship phase may be needed for a variety of reasons. The Director of Field Experiences enacts changes in placement. If issues arise in the placement, a field supervisor or a mentor teacher may initiate a three-way conference to discuss and problem-solve the situation. If it is decided in the conference that the problem cannot be resolved, the field supervisor informs the Program Coordinator. The Coordinator will convene and facilitate a meeting among the intern, field supervisor, and Director of Field Experiences. The intern may wish to have the Program Coordinator present at the meeting. From this meeting, modifications are made if necessary and a plan formulated. The Director of Field Experiences submits the written plan to the Academic Director.

Appeal Procedure:

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

FIELD PLACEMENT MODIFICATIONS

1. The Director of Field Experiences enacts changes in placement.
2. The field supervisor will inform the intern and/or Director of Field Experiences of concerns related to his/her field experience.
3. The field supervisor or a mentor teacher may initiate a three-way conference to discuss and problem-solve the situation.
4. If it is decided in the conference that the problem cannot be resolved, the field supervisor informs the MIT-Elementary Program Coordinator.
5. The Program Coordinator will convene and facilitate a meeting among the intern, field supervisor, Director of Field Placements, and the Academic Director.
6. From this meeting, modifications are made if necessary and a plan formulated.
7. The written plan is submitted to the Academic Director by the Director of Field Experiences, who also coordinates changes in plans with the field supervisor and the mentor teacher.

TECHNOLOGY REQUIREMENTS

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

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

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

LINKS TO FORMS

Certification Forms

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

Code Of Professional Conduct For Education Practitioners

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

Professional Dispositions

<https://education.wsu.edu/undergradprograms/teachered/professionaldisposition/>

Online Directory of Education Faculty And Staff

Contact information is available at <http://directory.vancouver.wsu.edu/education>