



COLLEGE OF EDUCATION



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

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

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## **SECTION 1: GENERAL INFORMATION**

### *Making a Difference -- The Starfish Story* *Adapted from Loren Eiseley*

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

### **Program Description and Requirements**

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

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

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

To be eligible for admission, students must meet the WSU lower division University Common Requirements (UCORE) or have an earned AA-DTA degree from a community college, pass a basic skills exam (WEST-B, SAT, or ACT), and complete prerequisite courses. Program coursework begins in the summer (second six-week session, late June). The program requires completion of coursework as described in the coursework section. Full-time students complete the program in six consecutive terms which include two summers. Part-time enrollment is also an option.

## **SECTION 2: PROGRAM PHILOSOPHIES**

### **Conceptual Framework for Washington State University Teacher Education Programs**

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

In order to raise academic standards for K-12 students in Washington State, a focus has been placed on Washington State's four learning goals and common core learning standards. The learning goals and common core learning standards are available online at:  
<http://www.k12.wa.us/CurriculumInstruct/learningstandards.aspx>

## SECTION 3: COURSEWORK

### Program Courses with ELL Endorsement

#### Summer Semester I

Course #	Course Title (Learning about Populations)	Credits
T&L 301	Learning and Development	3
T&L 330	Diversity in Education	3
SpEd 420	Teaching in Inclusive Classrooms	2
<b>Total</b>		<b>8</b>

#### Fall Semester I

Course #	Course Title (Foundational Education Learning)	Credits
EdPsy 401	Classroom Assessment, Elementary	2
T&L 305	Fundamentals of Instruction	2
T&L 307	Survey of Children's Literature	3
T&L 333	Intro to English as a Second Language (ESL)	3
T&L 402	Instructional Practicum I/Seminar	1
T&L 497	Topics in In-Service Education: Lesson Planning Lab	1
<b>Total</b>		<b>12</b>

#### Spring Semester I\*

Course #	Course Title (Learning How to Teach)	Credits
T&L 321	Early Literacy	3
T&L 352	Teaching Elementary Mathematics	3
T&L 371	Teaching Elementary Science	3
T&L 401	Practicum in Bilingual/ESL Education	3
T&L 414	Methods and Materials for Bilingual/ESL Education	3
<b>Total</b>		<b>15</b>

#### Summer Semester II

Course #	Course Title (Learning How to Teach)	Credits
T&L 390	Integrating Fine Arts into K-8 Curriculum	3
T&L 483	Integrating Health and Fitness into K-8 Curriculum	3
T&L 409	Fundamentals of Curriculum and Assessment for Teaching	3
<b>Total</b>		<b>9</b>

#### Fall Semester II

Course #	Course Title (Refining Learning How to Teach)	Credits
T&L 310	Classroom Management	2
T&L 322	Reading and Writing in Grades 4-8	3
T&L 339	Communicating in Diverse Classrooms	3
T&L 385	Teaching Elementary Social Studies	3
T&L 490	Advanced Practicum for Elementary Teachers	3
<b>Total</b>		<b>14</b>

#### Spring Semester II \*

Course #	Course Title	Credits
T&L 415	Student Teaching	16
<b>Total Program Credits:</b>		<b>74</b>

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

## Program Courses with Middle Level Mathematics Endorsement

### Summer Semester I

Course #	Course Title (Learning about Populations)	Credits
T&L 301	Learning and Development	3
T&L 330	Diversity in Education	3
SpEd 420	Teaching in Inclusive Classrooms	2
<b>T&amp;L 463</b>	<b>Teaching Concepts of Probability &amp; Statistics</b>	<b>3</b>
<b>Total</b>		<b>11</b>

### Fall Semester I

Course #	Course Title (Foundational Education Learning)	Credits
EdPsy 401	Classroom Assessment, Elementary	2
T&L 305	Fundamentals of Instruction	2
T&L 307	Survey of Children's Literature	3
T&L 333	Intro to English as a Second Language (ESL)	3
T&L 402	Instructional Practicum I/Seminar	1
T&L 497	Topics in In-Service Education: Lesson Planning Lab	1
<b>T&amp;L 434</b>	<b>Conceptualization of Proportional Reasoning</b>	<b>3</b>
<b>Total</b>		<b>15</b>

### Spring Semester I\*

Course #	Course Title (Learning How to Teach)	Credits
T&L 321	Early Literacy	3
T&L 352	Teaching Elementary Mathematics	3
T&L 371	Teaching Elementary Science	3
T&L 401	Practicum in Bilingual/ESL Education	3
T&L 414	Methods and Materials for Bilingual/ESL Education	3
<b>MATH 351</b>	<b>Algebraic Thinking for the Middle School Teacher</b>	<b>3</b>
<b>Total</b>		<b>18</b>

### Summer Semester II

Course #	Course Title (Learning How to Teach)	Credits
T&L 390	Integrating Fine Arts into K-8 Curriculum	3
T&L 483	Integrating Health and Fitness into K-8 Curriculum	3
<b>MATH 303</b>	<b>Algebraic Thinking for the Middle School Teacher</b>	<b>3</b>
<b>Total</b>		<b>9</b>

### Fall Semester II

Course #	Course Title (Refining Learning How to Teach)	Credits
T&L 310	Classroom Management	2
T&L 322	Reading and Writing in Grades 4-8	3
T&L 385	Teaching Elementary Social Studies	3
T&L 490	Advanced Practicum for Elementary Teachers	3
<b>T&amp;L 433</b>	<b>Middle Level Mathematics Methods</b>	<b>3</b>
<b>Total</b>		<b>14</b>

### Spring Semester II \*

Course #	Course Title	Credits
T&L 415	Student Teaching	16
<b>Total Program Credits:</b>		<b>83</b>

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

## Program Courses with Special Education Waiver Endorsement

### Summer Semester I

Course #	Course Title (Learning about Populations)	Credits
T&L 301	Learning and Development	3
T&L 330	Diversity in Education	3
<b>SpEd 301</b>	<b>Education of Exceptional Children</b>	<b>3</b>
<b>Total</b>		<b>9</b>

### Fall Semester I

Course #	Course Title (Foundational Education Learning)	Credits
EdPsy 401	Classroom Assessment, Elementary	2
T&L 305	Fundamentals of Instruction	2
T&L 307	Survey of Children's Literature	3
T&L 333	Intro to English as a Second Language (ESL)	3
<b>SpEd 401</b>	<b>Teaching Students with Disabilities</b>	<b>3</b>
T&L 402	Instructional Practicum I/Seminar	1
<b>SpEd 404</b>	<b>Professional Skills in Special Education (Law)</b>	<b>3</b>
T&L 497	Topics in In-Service Education: Lesson Planning Lab	1
<b>Total</b>		<b>18</b>

### Spring Semester I\*

Course #	Course Title (Learning How to Teach)	Credits
T&L 321	Early Literacy	3
T&L 352	Teaching Elementary Mathematics	3
T&L 371	Teaching Elementary Science	3
<b>SpEd 490</b>	<b>Practicum in Special Education</b>	<b>2-4</b>
T&L 414	Methods and Materials for Bilingual/ESL Education	3
<b>SpEd 402</b>	<b>Assessment &amp; Curriculum for Students with Disabilities</b>	<b>3</b>
<b>Total</b>		<b>17-19</b>

### Summer Semester II

Course #	Course Title (Learning How to Teach)	Credits
T&L 390	Integrating Fine Arts into K-8 Curriculum	3
T&L 483	Integrating Health and Fitness into K-8 Curriculum	3
<b>SpEd 440</b>	<b>Methods in Intensive Educational Supports</b>	<b>3</b>
<b>SpEd 470</b>	<b>Effective Assessment and Instruction in Reading for Diverse Learners</b>	<b>3</b>
<b>Total</b>		<b>12</b>

### Fall Semester II

Course #	Course Title (Refining Learning How to Teach)	Credits
T&L 310	Classroom Management	2
T&L 320	Elementary Reading Methods	3
T&L 339	Communicating in Diverse Classrooms	3
T&L 385	Teaching Elementary Social Studies	3
T&L 490	Advanced Practicum for Elementary Teachers	3
<b>SpEd 421</b>	<b>Inclusive Strategies for Special Education Teachers</b>	<b>3</b>
Special Education Waiver now complete (301, 401, 402, 404, 421, 490 (2-4 cr.))		
<b>Total</b>		<b>17</b>

### Spring Semester II \*

Course #	Course Title	Credits
T&L 415	Student Teaching	16
<b>Total Program Credits:</b>		<b>89-91</b>

\* Students take Spring Break with the local public schools (instead of the WSU Break).  
 Remaining endorsement courses are: SpEd 403 Secondary Education for Students with Disabilities (3 cr.) and SpEd 409 Early Childhood Special Education (3 cr.), which students could do during summer or fall after graduation. Special Education is an all levels (P-12) endorsement.

## **SECTION 4: PROGRAM POLICIES**

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

#### **Intent and Rationale**

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

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

The faculty sees these standards as an important component of learning to be an effective teacher. Faculty believe that, in addition to what a student knows and can do, his/her professional disposition in the classroom indicates a teacher candidate's readiness to perform at a professional level as a teacher. Identifying current and potential problems is part of WSU Vancouver's responsibility through its faculty and staff. The expectation is that these behaviors will most often be observed by instructors. However, warnings may be submitted by anyone in the Washington State University Vancouver professional community, as defined by the National Council for the Accreditation of Teacher Education (NCATE). NCATE defines this community as including all faculty, staff, students, and administrative personnel on the university campus and in the local educational community who interact with teacher candidates and have an opportunity to observe their development of professional skills and knowledge.

We will hold candidates accountable for the Professional Disposition Standards. Candidates enrolled in teacher education programs must also adhere to the *Washington State University Standards of Conduct for Students*. These standards detail laws and regulations about academic dishonesty, harassment, alcohol and drugs, firearms, and weapons.

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

## **Early Warning System Process**

### **Orientation**

Teacher candidates are first apprised of the Early Warning System as part of their program orientation session. Written information, an oral explanation of the process, and some sample scenarios are provided at that time by the program coordinator or 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 on the program website, and is referenced in course syllabi for the program. All records created by this process are kept in the director's office in a confidential file and are destroyed when the student completes or leaves the program.

### **Safeguards**

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

- Candidates will not be counseled out of teacher education programs solely because of problems that arise in one class or with one teacher (unless University regulations or State laws have been broken).
- Instructors will conference individually with candidates before referring the issue to the director. The faculty understands that there may be additional information or alternative interpretations regarding what they may have observed in a candidate's behavior.
- The director will treat the matter as confidential and insist that other instructors do the same.
- Should the candidate be dissatisfied with the findings of a meeting or the Early Warning System process, he/she may appeal to the director. Candidates are entitled to further appeal through University channels.

### **During the instructional program**

Instructors deal with issues/inappropriate behavior problems as a class-related matter. The following process would be used if an instructor were unable to remedy the situation or if the issue was serious enough to waive the Early Warning System process.

- The instructor talks with the candidate to share the Early Warning System (EWS) form. The candidate signs the form after having the opportunity to write his/her version of relevant events.
- The instructor submits a copy of the EWS form to the director and that person contacts the candidate's other instructor(s) that semester to see if candidate is having any difficulties in any other classes. The director uses discretion about possible further investigation related to the issue.
- The director then contacts the program coordinator to schedule a conference with the professor, the candidate, and an advocate for the candidate (if desired by the candidate) to discuss the situation, hear both sides, and decide on a plan to remediate the problem. The candidate may bring witnesses if he/she and the program coordinator agree that it would be helpful, if facts or interpretations were disputed. A follow-up conference is scheduled as part

of the plan. The plan may need to extend into the next semester and would be handled in a confidential way with the candidate's professor(s).

- If a second EWS form is received for the same candidate or if the initial behavior is deemed to be very serious or illegal behavior, another conference will be scheduled (same participants as above plus the director) to discuss whether the candidate should continue in the program and if so, under what conditions.

### **Attendance Requirements**

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

### **Study Hour Expectations**

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

### **Procedures for Program Modification**

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

When the Early Warning System is activated due to need for academic improvement, the candidate will meet with the instructor and the program coordinator to work out a plan for improvement or course sequence modification.

### **Use of Social Media**

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

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

## **Procedures for Re-Admittance to the Program**

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

## **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.

## **SECTION 5: FIELD EXPERIENCES**

### **Field Experience Descriptions**

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

#### **Overview**

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

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

Aspects of Practica and Student Teaching include:

- Observation
- Active participation
- Connection of practice and theory
- Constructivism
- Developmental progression
- Field placement
- Inclusion and differentiation

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

### **Junior Year Practicum – Fall Semester (1 credit)**

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

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

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

Lead teachers monitor teacher candidates' attendance and meet each week to share information and plan. A component of T&L 402 is to initiate a field-based learning log.

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

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

### **Junior Year Practicum – Spring Semester (3 credits)**

Aspects of Practicum include:

- Individual placement
- Continuation of observations
- Course assignments
- Teaching individuals or small groups

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

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

WSU Vancouver instructors may require field assignments to be carried out in the placement classroom. These may include teaching a lesson to a small group or the whole class. Participation in additional after school programs may also be required.

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

### **Senior Year Advanced Practicum (3 credits)**

Aspects of Practicum include:

- Individual placement
- Continuation of observations
- Increased teaching responsibilities
- Completion of field-based course assignments
- Supervised observation and conferences
- Three-way conferences
- Seminars

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

The advanced practicum requires two days in the classroom per week in addition to a weekly seminar. A classroom field day is defined as the public school student's day in addition to time for teacher candidate and mentor discussion. In order to accommodate coursework load, on occasion the mentor and teacher candidate may need to adjust the time in the field. Each practicum teacher candidate is assigned a WSU Vancouver supervisor who observes and confers

with the teacher candidate and mentor teacher. Some state-required activities are coordinated with other T&L programs.

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

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

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

Aspects of Student Teaching include:

- Individual placement
- Supervised observation and conferences
- Student teaching seminar
- Completion of Teacher Performance Assessment (edTPA)
- Three-way conference
- Completion of professional portfolio
- Completion of Professional Growth Plan
- Completed and signed PDEFE indicating all ten standards have been met

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

Student teaching is monitored by a WSU Vancouver supervisor. In the weekly seminar, teacher candidates apply theory to practice by making connections between what is being taught in University courses to the practice of teaching. The final culminating experience will include completion of a professional portfolio and presentation. Portfolios will be presented at the end of the program.

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

Teacher candidates will be evaluated by using the state-mandated Teacher Performance Assessment. The Washington State Teacher Performance Assessment (edTPA) is focused on candidate impact on student learning (WAC 181-78A-264). "The Washington state Teaching

Performance Assessment (edTPA) is the Washington version of a nationally available assessment of readiness to teach for novices. The assessment is focused on student learning and is designed around the principles that successful teachers apply knowledge of subject matter and subject-specific pedagogy, develop and apply knowledge of their students' varied needs, consider research/theory about how students learn, and reflect and act on evidence of the effects of their instruction on student learning. The Washington state version adds a state emphasis of involving students in their own learning process and providing student voice evidence. As a performance-based assessment, the Washington state edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic, experiential ways." Submission of the edTPA occurs during the student teaching experience.

Teacher candidates attend required seminars that address connections between course content and field experiences, and work towards the completion of a professional portfolio. Completion of this professional portfolio occurs during student teaching seminar T&L 415. As part of the professional portfolio, teacher candidates will complete and provide the university with a professional growth plan as required by the State of Washington. Students will present a poster based on their portfolios during the Portfolio Showcase event.

### **The Role of School Personnel in the Field Experience**

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

#### **Lead Teachers: Junior Year Practica**

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

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

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

#### **Mentor Teachers: Senior Year Advanced Practicum and Student Teaching**

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

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

individualized, based on recognition of teacher candidates' experiential backgrounds and readiness.

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

### **Field Experience Supervision Model and Philosophy**

Supervisors use a constructivist model of supervision. It is based on the belief that classrooms are very complex and fast-paced social environments that require context specific problem solving and child-oriented decision-making (Darling-Hammond, L. & Sclan, 1992; Schon, 1985). The university faculty and supervisors believe that adults, as well as children, learn by making meaning of their experiences. Therefore, the approach to the field experience is developmental, individualized, and democratic. It is assumed that the supervision model process should start with "where the teacher candidate is" and builds upon the abilities of the teacher candidate. The process is intended to create experiences that systematically build on that knowledge so that the teacher candidate will, through successful experiences, become confident, decisive, and skilled.

The model for observing and conferencing assumes that the teacher candidate is in the best position to determine goals according to their individual needs and interests. Conferences are designed to facilitate the teacher candidate's ability to determine what is important to focus on in the unique and special classroom and what can be done, what needs to be done next, and how to move forward. In this way an individualized, progressive sequence of responsibilities and experiences help ensure that teacher candidate is successful, gains confidence, and becomes an independent, self-monitoring professional (Pellett, Strayve & Pellett, 1999).

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

- **Observing**: The teacher candidate and the WSU Vancouver field supervisor observe areas relevant to identifying successes or improvements. A sense of success promotes recognition of competence and control and is a step in gaining confidence and building self-efficacy (sense of competence) and is necessary for the teacher candidate to improve. Initially the field supervisor may identify observed successes. Ideas for improvement will then be generated to create a range of alternatives/options for taking next steps (e.g. motivating students; student relationships; communication with cooperating teacher, etc.).
- **Debriefing**: The teacher candidate and the WSU Vancouver field supervisor meet to debrief following observations with prompts such as, "What do you feel good about?" "What is working?" "What is helping to bring about the successes?" These questions initiate the search for evidence demonstrating accomplishments and areas of focus for continued growth. In this way, the field supervisor assists the teacher candidate to help create conditions for success.

- Planning for Continued Growth: Finally, the questions that may be posed are meant to lead to implementation of new teaching strategies and greater impact on student learning. This process ensures the involvement of the teacher candidate in decision-making and taking responsibility as an emerging reflective practitioner.

### **References**

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

### **Responsibilities of the Teacher Candidate**

#### **Overview**

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

In addition, as a teacher candidate:

- Demonstrate a professional attitude in all contacts with the school and community. Be aware of the instances in which matters of confidence and loyalty are to be respected. Be careful during parent conferences that you do not give parents information about any student other than their own. You will often be aware of privileged information and have a professional responsibility to keep such information in strict confidence. Let your mentor teacher guide you in these situations.
- Dress professionally and appropriately.
- Address your mentor teacher by the proper name (Ms., Mr., etc.) in front of students and parents. Students should address you in the same manner.
- Be punctual at all times. Check with your mentor teacher for school expectations regarding times to begin and end the school day.
- In the event of an absence or an emergency, communicate with your mentor teacher, field supervisor, and school placement office. When you are absent from school, you are responsible for giving your mentor teacher your plans for the day, just as if you were an employee of the school district. Absences will be made up to the satisfaction of all involved.
- Attend the required seminars. If it is impossible for you to attend a session, contact the seminar instructor prior to the class.

- Complete observation assignments given in your university coursework. Classroom observations provide you with a greater understanding of the interactions between teachers and students.
- Learn to evaluate students' growth through daily observations, learning experiences, conferences, and other activities.
- Prepare lesson plans in advance.
- Make certain that you understand the management procedures established in your classroom.
- Develop pro-active standards:
  - Seating arrangement for students
  - Beginning class day routines
  - Distributing and collecting materials
  - Reporting attendance (absent and/or tardy students)
  - Admitting students after absence or tardiness
  - Setting clear and consistent expectations
  - Monitoring behavioral expectations and transitions throughout the day

### **Confer and Collaborate**

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

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

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

### **Attend Extracurricular Activities When Appropriate**

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

## **SECTION 6: FIELD REQUIREMENTS**

### **Liability Insurance**

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

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

2. Join the Student National Education Association (fee is ~\$22.50 per year) program; this fee entitles you to receive selected professional journals and job opportunities/postings. You can enroll online after July 1st at the following website: <https://ims.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 August 15th of your Junior year to the academic coordinator in the Undergraduate Classroom Building, room 307 before beginning your practicum experience. Email confirmation is acceptable. This proof can be in the form of a copy of your personal insurance policy or a copy of your NEA membership. Failure to provide proof of your insurance coverage will cause the university to pull you from your practicum/student teaching placement.

### **Content Knowledge Examination**

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

All candidates interested in earning the optional English Language Learners, Middle Level Mathematics, and/or Special Education endorsement must also pass the NES/WEST-E for that area in addition to the NES for elementary education before they may be recommended for the endorsement in ELL, Middle Level Mathematics, or Special Education. It is recommended that students take this exam in summer between junior and senior year. In order to be placed in a middle level mathematics placement the NES for Middle Grades Math must be passed by June 30.

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

### **State Fingerprinting Requirements**

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

The fingerprinting process can take several weeks and the ENTIRE fingerprinting process must be completed and approved prior to placement in a public school. Upon admission to the program, you will receive all of the necessary paperwork and fingerprinting information for clearance.

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

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

- (a) Physical neglect of a child under chapter 9A.42 RCW.
- (b) Physical injury or death of a child under chapter 9A.32 or 9A.36 RCW (except motor vehicle violations under chapter 46.61 RCW).
- (c) Sexual exploitation of a child under chapter 9.68A RCW.
- (d) Sexual offenses under chapter 9A.44 RCW where a minor is the victim.
- (e) Promoting prostitution of a minor child under chapter 9A.88 RCW.
- (f) Sale or purchase of a minor child under chapter 9A.64.030 RCW.
- (g) Violations of similar laws to the above in another jurisdiction.

### **Policy on Using Teacher Candidates as Substitute Teachers**

Because student teaching is the most valuable pre-service experience and is designed to assure that prospective teachers enter the profession successfully, WSU Vancouver discourages the use of teacher candidates as substitutes.

Similarly, WSU Vancouver discourages the use of mentor teachers as substitutes in other classrooms. This practice limits the mentor teacher's availability to mentor a teacher candidate and, in effect, violates the school district's contracted responsibility to provide a teacher candidate with a mentor teacher on an ongoing basis. Furthermore, this practice may discourage prospective mentor teachers from becoming mentors. However, to be responsive to school district needs for substitute teachers while maintaining the quality of the student teaching experience, WSU Vancouver will use the following policy for (a) awarding an Intern Substitute Teacher Certificate, and (b) allowing substitute teaching by a teacher candidate who possess an Emergency Substitute Teacher Certificate:

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

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

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

## **SECTION 7: CERTIFICATION**

### **Intern Substitute Certificate**

#### **Teacher Candidate as Paid Substitutes**

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

Substitute service during the student teaching phase:

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

Issuance of the certificate is subject to the following conditions:

- District approval
- Completion of at least fifty percent of the field experience
- University field supervisor and mentor teacher approval
- Application and payment of a \$38 fee.

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

The Intern Substitute Certificate form can be found at the following location:

<https://education.wsu.edu/undergradprograms/teachered/studentteaching/internsubstitutecertificate/>

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

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

### **Residency Certification**

The first certificate issued is the Residency Certificate (First Issue), which is valid until the holder has completed two years of successful teaching in a public school or approved private school in Washington. This certificate may then be reissued with a five year expiration date.

More comprehensive information can be found on the following web site at <http://www.k12.wa.us/certification/Teacher/Residency.aspx>.

The following documents are available online at the following links.

- Guide for Developing Your Draft Professional Growth Plan  
[http://education.wsu.edu/field/studentteaching/growth\\_plan.doc](http://education.wsu.edu/field/studentteaching/growth_plan.doc)
- Professional Teacher Certificate Affidavit  
<https://education.wsu.edu/documents/2015/08/professional-teacher-certificate-affidavit.pdf>

### **Responsibilities and Roles of a Certified Teacher**

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

- 1) The field experiences prepare candidates to fulfill these roles and responsibilities that are consistent with a certified teacher:
  - Teach
  - Counsel
  - Supervise
  - Discipline
  - Communicate
  - Plan
  - Reflect on practice
  - Manage the classroom
  - Self-improve
- 2) As professional staff members, all educators are expected to perform certain duties that contribute to the activity program, to the guidance program, and to the good climate and efficient operation of the school. In addition to the specific assignment of classroom instruction or other building duties, each teacher is expected to assume his or her equitable share of responsibility for the operation of the school, the guidance and counseling of students, and the sponsorship and support of the student activity program.
- 3) The teacher assumes a shared responsibility with the building staff for supervision and maintenance of order.
- 4) The teacher is expected to participate in professional staff development activities to enhance competence in the use of educational materials, instructional programs, and other professional skills.
- 5) The teacher is responsible for assigning and evaluating the work of students and for returning such evaluations to students with responsible promptness.
- 6) The teacher is expected to make daily preparations for teaching including attendance at staff meetings and other such professional work as assigned by the principal, superintendent, or school board.

- 7) The teacher is expected to give careful attention to the maintenance of a safe and healthy environment in the classroom, reporting to the principal or her/his designee any shortcomings such as lighting, heating, or ventilation.
- 8) In addition to these specific requirements, the responsibilities of the teacher shall be performed as required in Chapter 44, State Board of Education Code of Rules and Regulations.

**Legal Reference:**

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

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

**Standard 5 - Residency Teacher – for all teachers**

**5.A Effective Teaching**

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

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

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

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

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

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

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

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

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

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

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

### **5.B Professional Development**

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

### **5.C Teaching as a Profession**

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

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

### **5.D Performance Assessment**

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

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

## **SECTION 8: FORMS AND RESOURCES FOR STUDENTS**

**PDEFE Form:** <https://education.wsu.edu/documents/2015/08/pdefe-fall-2011.pdf>

**edTPA:** <http://education.wsu.edu/field/edtpa/>

**Professional Growth Plan Guide:**

<https://education.wsu.edu/undergradprograms/teachered/studentteaching/professionalgrowthplan/instructions/>

**Professional Teacher Certificate Affidavit:**

<https://education.wsu.edu/documents/2015/08/professional-teacher-certificate-affidavit.pdf>

**Intern Substitute Certificate Form:**

<https://education.wsu.edu/undergradprograms/teachered/studentteaching/internsubstitutecertificate/>