



COLLEGE OF EDUCATION



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

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2018-2020 Edition

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SECTION 1: GENERAL INFORMATION

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, inclusivity, 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 in spring of the Senior year.

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 a variety of 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

Undergraduate Program Courses (with ELL endorsement)

Summer Semester I (second six-week session)

Course #	Course Title (Learning about Populations)	Credits
TCH_LRN 301	Learning and Development	3
TCH_LRN 385	Teaching Elementary Social Studies	3
Spec Ed 420	Teaching in Inclusive Classrooms	2
Total		8

Fall Semester I

Course #	Course Title	Credits
TCH_LRN 305	Fundamentals of Instruction	2
TCH_LRN 307	Children's Literature	3
TCH_LRN 330	Diversity in Education	3
TCH_LRN 333	Intro to English as a Second Language	3
TCH_LRN 402	Instructional Practicum & Seminar (Middle Level) I	1
TCH_LRN 445	Educational Technology	2
Total		14

Spring Semester I*

Course #	Course Title	Credits
TCH_LRN 321	Early Literacy	3
TCH_LRN 352	Teaching Elementary Mathematics	3
TCH_LRN 371	Teaching Elementary Science	3
TCH_LRN 401	Practicum in Bilingual/ESL Ed. & Seminar (Elementary Level) II	3
TCH_LRN 414	Methods and Materials for Bilingual/ESL	3
Total		15

Summer Semester II (first six-week session)

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

Fall Semester II

Course #	Course Title	Credits
ED_PSY 401	Classroom Assessment, Elementary	2
TCH_LRN 310	Classroom Management	2
TCH_LRN 322	Reading & Writing in Grades 4-8	3
TCH_LRN 339	Communicating in Diverse Classrooms	3
TCH_LRN 490	Advanced Practicum	3
Total		13

Spring Semester II *

Course #	Course Title	Credits
TCH_LRN 415	Student Teaching	16

Total Program Credits: 75

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

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

Summer Semester I (second six-week session)

Course #	Course Title (Learning about Populations)	Credits
TCH_LRN 301	Learning and Development	3
TCH_LRN 385	Teaching Elementary Social Studies	3
Spec_Ed 420	Teaching in Inclusive Classrooms	2
TCH_LRN 463	Teaching Probability & Statistics	3
Total		11

Fall Semester I

Course #	Course Title	Credits
TCH_LRN 305	Fundamentals of Instruction	2
TCH_LRN 307	Children's Literature	3
TCH_LRN 330	Diversity in Education	3
TCH_LRN 333	Intro to English as a Second Language	3
TCH_LRN 402	Instructional Practicum & Seminar (Middle Level) I	1
TCH_LRN 445	Educational Technology	2
TCH_LRN 434	Proportional Reasoning	3
Total		17

Spring Semester I*

Course #	Course Title	Credits
TCH_LRN 321	Early Literacy	3
TCH_LRN 352	Teaching Elementary Mathematics	3
TCH_LRN 371	Teaching Elementary Science	3
TCH_LRN 401	Practicum in Bilingual/ESL Ed. & Seminar (Elementary Level) II	3
TCH_LRN 414	Methods and Materials for Bilingual/ESL	3
MATH 351	Algebraic Thinking for Middle School Teachers	3
Total		18

Summer Semester II (first six-week session)

Course #	Course Title (Learning How to Teach)	Credits
TCH_LRN 390	Integrating Fine Arts into K-8 Curriculum	3
TCH_LRN 409	Fundamentals of Curriculum and Assessment for Bilingual/ESL Ed	3
TCH_LRN 483	Integrating Health and Fitness	3
MATH 303	Geometry for Middle School Teachers	3
Total		12

Fall Semester II

Course #	Course Title	Credits
ED_PSY 401	Classroom Assessment, Elementary	2
TCH_LRN 310	Classroom Management	2
TCH_LRN 322	Reading & Writing in Grades 4-8	3
TCH_LRN 339	Communicating in Diverse Classrooms	3
TCH_LRN 490	Advanced Practicum	3
TCH_LRN 433	Middle Level Mathematics Methods	3
Total		16

Spring Semester II *

Course #	Course Title	Credits
TCH_LRN 415	Student Teaching	16

Total Program Credits: 90

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

Note: Only those students pursuing the middle level math coursework will be eligible for middle level math placements in the senior year. The NES for middle grades math test must be passed to secure a 6-8th grade math placement in the senior year.

Undergraduate Program Courses
(with Special Education waiver endorsement)

Summer Semester I (Maymester and second six-week session)

Course #	Course Title	Credits
TCH_LRN 301	Learning and Development	3
TCH_LRN 385	Teaching Elementary Social Studies	3
Spec_Ed 301	Education of Exceptional Children (offered only in Maymester)	3
Spec_Ed 404	Professional Skills in Special Education (Law)	3
Total		12

Fall Semester I

Course #	Course Title	Credits
TCH_LRN 305	Fundamentals of Instruction	2
TCH_LRN 307	Children's Literature	3
TCH_LRN 330	Diversity in Education	3
TCH_LRN 333	Intro to English as a Second Language	3
TCH_LRN 402	Instructional Practicum & Seminar (Middle Level) I	1
TCH_LRN 445	Educational Technology	2
Spec_Ed 401	Teaching Students with Disabilities	3
Total		17

Spring Semester I*

Course #	Course Title	Credits
TCH_LRN 321	Early Literacy	3
TCH_LRN 352	Teaching Elementary Mathematics	3
TCH_LRN 371	Teaching Elementary Science	3
TCH_LRN 401	Practicum in Bilingual/ESL Ed. & Seminar (Elementary Level) II	3
TCH_LRN 414	Methods and Materials for Bilingual/ESL	3
Spec_Ed 490	Practicum in Special Education	2
Total		17

Summer Semester II (first six-week session for BA program classes)

Course #	Course Title (Learning How to Teach)	Credits
TCH_LRN 390	Integrating Fine Arts into K-8 Curriculum	3
TCH_LRN 483	Integrating Health and Fitness	3
Spec_Ed 402	Access & Curric. for Students with Disabilities (Maymester)	3
**Spec_Ed 403	Secondary Education for Students with Disabilities (optional)	3
**Spec_Ed 409	Early Childhood Special Education (optional)	3
Total		9-15

Fall Semester II

Course #	Course Title	Credits
ED_PSY 401	Classroom Assessment, Elementary	2
TCH_LRN 310	Classroom Management	2
TCH_LRN 322	Reading & Writing in Grades 4-8	3
TCH_LRN 339	Communicating in Diverse Classrooms	3
TCH_LRN 490	Advanced Practicum	3
Spec_Ed 421	Strategies for Special Education Teachers	3
Total		16

Spring Semester II *

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

Total Program Credits: 87-93

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

**Note: SPEC_ED 403 and SPEC_ED 409 are not required for the special education waiver endorsement option but are required for the full special education endorsement. You may take one or both classes in this term (second summer session).

Remaining endorsement courses: Any courses not taken in the second summer session (SPEC_ED 440, SPEC_ED 471, SPEC_ED 490 (2 credits)) may be completed after graduation.

Please refer to the official special education endorsement checklist for a full list of courses and requirements.

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 on the premise that, given direct and specific feedback, people can adapt. 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 (EWS) 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 EWS standards for classroom performance and behavior 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. Please refer to the PDEFE in the appendices of the Field Handbook for a description of expected professional behaviors.

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 Washington State Professional Educator's Standards Board (PESB).

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 may be waived in the case of inappropriate behaviors including harassment, discrimination, 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 a warning and a personal contract to immediate removal from the program, depending on the severity of the instance.

Early Warning System Process

Notification

Teacher candidates are first apprised of the EWS as part of their program orientation session. An oral explanation of the process, and some sample scenarios are provided by the Program Coordinator or Academic Director. A clear description of appropriate professional behaviors, or dispositions, teacher candidates are expected to develop and demonstrate throughout the teacher preparation program is provided in the PDEFE which can be found in the Field Handbook. This written information is also referenced in course syllabuses for the program. All records created by this process are kept in the student's 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 Program Coordinator or Academic 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 Program Coordinator and Academic 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 EWS process, he/she may appeal to the Academic Director. Candidates are entitled to further appeal through University channels.

Process

The person initiating the EWS will deal with issues/inappropriate behavior problems as a class- or placement-related matter. The following process would be used if the person initiating the EWS were to be unable to remedy the situation or if the issue was serious enough to waive the EWS process.

- The person initiating the EWS meets with the candidate to share the completed EWS form. The candidate signs the form after having the opportunity to write his/her version of relevant events. This signature serves as recognition of having been officially presented with specific, documented concerns, not necessarily of agreement with the concerns.
- The person initiating the system submits a copy of the EWS form to the Academic Director who then contacts the candidate's other instructor(s) that semester to see if the candidate is having any difficulties in any other classes. The Academic Director uses discretion about possible further investigation related to the issue.
- The Academic Director then contacts the Program Coordinator who will schedule a conference with the person who initiated the Early Warning System, 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, or 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 to be illegal, another conference will be scheduled (same participants as above plus the Academic Director) to discuss whether the candidate should continue in the program and if so, under what conditions.

Removal from Placement

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.

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 prior to the absence. Candidates are responsible for finding out what they missed and making up assignments. Refer to course syllabuses 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.)

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 April 15 of the junior year.

Other middle level placements are available for the senior year Advanced Practicum and Student Teaching. Candidates may be placed in a 6-8 Middle Level Humanities (Language Arts & Social Studies) classroom by passing the WEST-E for Middle Level Humanities (both subtests), as well Candidates may be placed in a 6-8 Middle Level Science classroom by passing the NES for Middle Grades General Science test. These tests must be passed and scores on file no later than April 15 of the junior year.

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

Please refer to the Field Handbook for Teacher Certification programs for any questions you have about field placements.

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 up to the high academic expectations set out by instructors. 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, Snap Chat, 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/>)

Procedure for Re-Admittance to the Program

A student has five (5) years to complete the program after admittance. If the experience is interrupted, a student who 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.

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.

SECTION 5: CERTIFICATION

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.

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/studentservices/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:

- Guide for Developing Your Draft Professional Growth Plan
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 6: ON-LINE RESOURCES

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