



**Field Handbook
for
Teacher Certification Programs**

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GENERAL INFORMATION

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

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

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

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

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

Key Definitions

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

Intern: Master in Teaching (MIT) teacher candidate.

Student Teacher: BA in Education teacher candidate.

Student: K-12 public school student.

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

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

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

OVERVIEW OF WSUV CERTIFICATION PROGRAMS

Bachelor of Arts Degree in Elementary Education (BA:K-8)

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

During their senior year, BA teacher candidates complete a full year of supervised placement in public K-12 schools. Teacher candidates finish coursework including the advanced practicum seminar, which develops familiarity with the edTPA and concentrates on classroom management, and field experiences.

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

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

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

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

The pre-internship begins in fall semester two days a week. All of the field experiences articulate with seminar, which helps the teacher candidates process the field experience, the candidates may create and present a summative project or portfolio, and support understanding of edTPA tasks.

In January, teacher candidates begin student teaching 3 days a week for six weeks then 5 days a week for ten weeks. Seminar assists teacher candidates in processing field experiences, discussing certification, supporting the edTPA tasks, and developing job-seeking skills.

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

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

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

The internship occurs in the final spring semester when teacher candidates are in public school classrooms fulltime where they develop, teach, and assess instructional units/lessons. Often, a teacher candidate assumes responsibility early in the internship for teaching one class, gradually moving

towards teaching three classes and teaming with their mentor(s) for the other classes. During seminar, students process their field experiences, prepare for the edTPA, and develop resume and interviewing skills. The student teaching internship runs from January until the last week in April.

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

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

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

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

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

KEY POLICIES FOR FIELD EXPERIENCES

- **Supervision:** The advanced practicum or pre-internship and student teaching internship must be supervised. Consequently, a certificated mentor teacher or administrator should be readily available to the teacher candidate, as specified by WAC Chapter 180-44. Moreover, the WSUV Field Supervisor will maintain the supervision of the teacher candidate on behalf of the university.
- **Placement and Calendar:** The practicum (BA Program) and pre-internship (MIT-E and MIT-S Programs) follow the university calendar during fall semester. When the student teaching internship begins, teacher candidates follow the public schools calendar. The university's Co-Directors of Field Experiences and the cooperating school district assign a mentor teacher for each teacher candidate. Through a contractual agreement, the teacher candidate is under direct supervision by a WSUV Field Supervisor and district-appointed mentor teacher in the public school system.
- **Time Line for the Field Experiences:** The traditional progression toward increasing responsibilities for the teacher candidate is described in the Field Experiences Schedule section (Page 13-15). Appendix 4 (*Co-Teaching Strategies*) describes the approaches and anticipated schedule for co-teaching in which both the mentor teacher and teacher candidate plan and teach together throughout the field experience. Co-Teaching is a feature of instruction in some schools, though not all. Both traditional and co-teaching field placements provide necessary experience for teacher candidates. Adaptations are expected as the teacher candidate, mentor teacher, and WSUV Field Supervisor personalize the candidate's schedule.
- **Attendance:** If a teacher candidate is going to be absent, they are responsible for notifying their WSUV Field Supervisor, mentor teacher and other designated school personnel in advance of the absence. When lead teaching fulltime, the teacher candidate is also responsible for providing the mentor teacher with appropriate plans for the day(s), just as they would in planning for a substitute

teacher. Absences must be made up to the satisfaction of all involved. Teacher candidates are required to attend scheduled student teaching or intern seminars during the school day or after school hours as scheduled by the university's seminar instructor.

- **Work Stoppage:** In cases where the mentor teacher participates in a work stoppage, the teacher candidate will report to the university supervisor until such time as deemed appropriate by the university and public school for the teacher candidate to return to the classroom. Under university policy, teacher candidates are not allowed in district buildings during work stoppages or to be involved in any strike related demonstrations or activities.
- **Code of Professional Conduct:** It is the responsibility of each teacher candidate to be familiar with the entirety of WAC 181-87, which details the Code of Professional Conduct for Education Practitioners.

See Appendix 7 for The Code of Professional Conduct for Education Practitioners (also available online at <http://www.k12.wa.us/ProfPractices/pubdocs/codeofconduct.pdf>).

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

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

Mentor Teacher

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

- Make the teacher candidate welcome and a part of the learning community.

- Keep lines of communication open with the teacher candidate and the WSUV Field Supervisor. It cannot be stressed enough that this is one of the key factors in the success of the experience for all involved. **Communicate! Communicate! Communicate!**
- Collaborate with the teacher candidate in daily and long-range lesson planning and assessment of teaching performance and student learning. Refer to *Co-Teaching Strategies* in Appendix 5.
- Establish a daily/weekly routine for consultation, collaboration and team planning. Schedules are busy, but try not to let a day go by without some acknowledgment of the efforts of the teacher candidate.
- Engage in meaningful, systematic observation and feedback so that a teacher candidate deeply examines the concepts of teaching and learning. The use of observation and feedback will also allow the teacher candidate to strengthen his/her confidence and competence in teaching. The following link contains suggestions for using observation and feedback in the field experience: <http://education.wsu.edu/field/studentteaching/handbook/>.
- Provide the teacher candidate with both formal and informal feedback. Meaningful, systematic observations will enable the teacher candidate to study deeply the concepts of teaching and learning.
- Introduce the teacher candidate to the TPEP framework and practices used for teaching evaluation in the district.
- Assist the teacher candidate in leading the planning for an agreed upon duration of instruction, especially 4-5 weeks during fulltime student teaching. Assume the role of observer, collaborator, and provider of feedback.
- Allow the teacher candidate to have the opportunity to be the lead teacher and to be aware of how they are performing in that role.
- Mentor teacher role with the edTPA:
 - Move the teacher candidate toward planning and teaching lessons in either their chosen elementary content or, at the secondary level, the class period selected for completing the edTPA as soon as is feasible.
 - Provide input as the teacher candidate gathers information regarding the contextual setting of the classroom and the background of the learners.
 - Help the teacher candidate with parental permission slips for video recording lessons.
 - Assist, perhaps, with filming the teacher candidate during lessons. Note, filming for the edTPA must be continuous with no pauses or edits.
 - Be a sounding board as the teacher candidate reflects on experiences with your learners.
 - Provide input and feedback as the candidate completes the edTPA tasks.
- Assist the teacher candidate in reflecting on their teaching and analyze strengths and areas for growth. Current teacher education literature describes the advantages of teacher candidates engaging in reflection, and WSUV expects candidates to begin developing and deepening this practice.
- Continue to develop the teacher candidate's awareness of the professional community.

- Assist the teacher candidate in exploring the benefits of belonging to professional organizations once the candidate is certificated.
- Expect that the teacher candidates will request a written recommendation from the building administrator, WSU Field Supervisor, and mentor teacher.
- The university recognizes the crucial role mentor teachers play in the preparation of teacher candidates. Mentor teachers are therefore eligible to receive 10 clock hours after advanced practicum/pre-internship and 20 clock hours after student teaching/internship. The clock hour form is distributed by the university with the payment voucher paperwork or by the WSU Field Supervisor in the exit interview.

School Administrator

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

<http://education.wsu.edu/field/studentteaching/handbook/>.

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

- Assists in the selection of a qualified mentor teacher for the teacher candidate. An effective mentor teacher is a competent instructor who is willing to share students, classroom responsibilities, and professional expertise with a teacher candidate. An ideal mentor teacher is enthusiastic about teaching and is willing to allow their teacher candidate to develop a “personal model of teaching.” Many districts require teacher candidate interviews with potential mentor teachers before determining the final placement. The university welcomes this practice.
- Welcomes and introduces the teacher candidate to school staff members. Teacher candidates tend to be nervous the first several days of the field experience. Taking time for introductions and a brief tour of the building helps the intern feel connected with the school and aids the important transition from coursework to teaching. Include the teacher candidate on the staff mailing list and in staff workshops and social functions. If possible, provide a mailbox and an identification badge for them. Teacher candidates view these actions as symbols of belonging on the school staff.
- Orients the teacher candidate to school policies. An overview of the staff and student handbooks, safety plans, building goals, and staff member expectations help the teacher candidate become familiar with policies and procedures. It also helps the teacher candidate better understand their role in the school. The university encourages administrators to include the teacher candidate, insofar as it is appropriate, in new teacher orientations or trainings.
- Conducts at least one formal observation and conference and several informal visits during the student teaching portion of the experience. Observations enable teacher candidates to gain feedback and also become familiar with the school's TPEP evaluation system.
- Maintains communication with the WSUV Field Supervisor to monitor the teacher candidate's progress. Open communication enables all participants to have input throughout the experience. If a problem should develop, everyone is informed and better able to assist the teacher candidate.

Communication also is necessary to assess fairly the teacher candidate's performance when time comes for final evaluation.

- Participates in the teacher candidate's exit process. If asked, complete a recommendation for the teacher candidate.

WSUV Field Supervisor

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

As a **mentor**, the WSUV supervisor oversees the teacher candidate's progress and provides guidance as the candidate reflects on their own practice and makes plans for moving forward in a systematic and developmental way. As a **consultant**, the supervisor facilitates on-going communication and feedback regarding the teacher candidate's effectiveness in the K-12 setting. As a **liaison**, the WSUV Field Supervisor works actively to promote a partnering relationship with building administrators and teachers. Through ongoing, long-term relationships with schools, the WSUV Field Supervisor is able to identify appropriate mentor teachers, and schools for candidate placements.

As part of the university graduation requirements and the Washington State Certification System, the WSUV Field Supervisor is also required to provide ongoing and final evaluations of the teacher candidate's strengths and areas of growth. These requirements ask the WSUV Field Supervisor to evaluate the teacher candidate on certain, predetermined behaviors and characteristics specified on the Professional Disposition Evaluation for Field Experiences (PDEFE). The WSU Field Supervisor will provide guidance and support as the candidate completes the Teacher Performance Assessment (edTPA) tasks. Observation and feedback are ongoing. As an **evaluator**, the WSUV Field Supervisor monitors the feedback received from the mentor teacher, confirms the completion of the PDEFE, and facilitates three-way conferences among the teacher candidate, mentor teacher, and WSUV Field Supervisor.

WSUV Field Supervisors collaborate with university faculty and practicing teachers to facilitate mentor orientation and follow-up meetings to share ideas, philosophy, and program information with the mentor teachers. Mentor teachers have opportunities during these meetings to talk and work together and with teacher candidates.

TEACHER CANDIDATE RESPONSIBILITIES

The preservice teacher is expected to act in a professional, responsible manner that would be consistent with the standards to which classroom teachers are held.

While every placement is different, all preservice teachers should engage in the following:

- an intensive period of growth in personal and professional attitudes, knowledge, and skills
- an introduction to the auxiliary services of the school and the relationships between these services and the total educational process
- opportunities to observe and practice effective methods of instruction
- supervised experiences in planning instructional programs, developing curriculum materials, experimenting with advanced technology, and assessing learners' progress

- planned experiences for analyzing and reflecting on their own teaching performance and using feedback from others (e.g., mentor teachers, university supervisors, peers, students) to enhance and refine their teaching skill
- involvement in the academic and extracurricular activities of the school
- active problem solving in the classroom by drawing upon appropriate theories of learning, assessment, technology, and instruction
- sequentially comprehensive and complex experiences which will lead to complete responsibility for full-time classroom planning and instruction during student teaching
- opportunities to work with parents and the school community
- opportunities for professional growth in order to demonstrate the ability and potential that warrants the recommendation for a teaching certificate

BEHAVIORAL EXPECTATIONS:

In this required Student Internship and Seminar, teacher candidates will be expected to act from the foundation of responsible and respectful adult behavior:

Being present matters. Each class member gives to and receives from others in the seminar. Everyone benefits from reliable attendance. For this reason, unexcused absences, or those for other than emergency situations, may affect whether or not you earn a Satisfactory for this course.

Being on time matters. Each student owes this courtesy to his or her classmates.

Being prepared matters. Each student has a unique and valuable perspective to contribute to the seminar's deepening collective understanding. Coming to class unprepared is akin to not coming at all and may result in an unexcused absence.

Being polite matters; Using cell phones during seminar is impolite and thus, strictly prohibited and will be considered a violation of professional dispositions.

Being honest and honorable matter. This profession demands nothing less.

Professionalism:

Teacher candidates seek to enter a highly social and collaborative profession. It is also a profession in transition. Gone are the days of a teacher pulling a classroom door shut and working independently with "his" or "her" class of students. Productive collaboration among peers is, in general, the new norm for school communities. In schools where this norm does not yet exist, it is the worthy goal toward which school communities are working.

The establishment of a positive working relationship with your mentor teacher is vital. 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. 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 according to building climate.

- Address your mentor teacher in a professional manner. Students should not be allowed to call you by your first name.
- 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 to the 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 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.
- 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.
- Develop pro-active standards and initiative of classroom management
- 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 to your field supervisor any changes in schedule or other aspects of your teaching.
 - Assume, under the guidance of the 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

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

The practicum or pre-internship emphasizes the following:

- Establishing communication with the mentor teacher, the WSUV field Supervisor, and teacher candidates.
- Completing assignments from university methods courses.
- Becoming familiar with the school, classroom routines, classroom management, school safety plans, discipline policies, and the curriculum.
- Actively observing in classrooms in the school, on other campuses, and in districts.

- Having preparatory teaching experiences with individuals, small groups, and whole classes.
- Gradually increasing teaching responsibilities in preparation for fulltime student teaching/internship.

Suggested Guidelines for Advanced Practicum/Pre-Internship:

Weeks 1-2

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

Weeks 3-4

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

Weeks 5-7

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

Weeks 8-10

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

Weeks 11-15

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

Spring Term BA Student Teaching or MIT Internship

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

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

Suggested Guidelines for Student Teaching/Internship:

Weeks 1-2

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

Weeks 3-5

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

Weeks 6-8

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

Weeks 9-16

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

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

Time Line Exceptions

- Health and Fitness endorsements require, at minimum, an extended unit taught in both health and physical education.

- Pullman secondary teacher candidates shall follow the suggested timeline for student teaching found at <http://education.wsu.edu/field/studentteaching/handbook>

PROCEDURES FOR PROGRAM OR FIELD PLACEMENT MODIFICATION

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

A change in the placement during either the pre-internship or internship phase may be needed for a variety of reasons. The Co-Directors of Field Experiences enact changes in placements. If issues arise in the placement, the field supervisor or 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 and Co-Directors of Field Experience. The Co-Directors of Field Experiences will convene and facilitate a meeting among the intern, field supervisor, Academic Coordinator, and Program Coordinator (and if necessary, the Academic Director). From this meeting, modifications are made if necessary and a plan formulated. The Co-Directors of Field Experiences submit the written plan to the Academic Director and Program Coordinator.

- **The Department of Teaching and Learning reserves the right to remove or replace any intern from any practicum/internship situation at their discretion.**
- **The number one priority for everyone is the learning of the students in the classroom. If the supervisor and mentor feel that the continued presence of the teacher candidate (intern) in the classroom will be harmful to the students learning, the mentor teacher will resume the responsibility for teaching. If the situation warrants, the intern will be removed entirely from the classroom.**
- **If a mentor teacher or administrator directly requests that a teacher candidate (intern) be removed from a classroom, it will be done without question whether or not a plan of improvement has been put into place (this decision cannot be appealed).**

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

1. Confer with their university supervisor.
2. If no resolution, confer with the Co-Directors of Field Experiences.
3. If concerns continue, the next level of resolution should be made to the Program Coordinator.
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 (pre-internship, advanced practicum or internship, student teaching), any or all of the following steps will be implemented:

- Remediation: A clear, written plan (Plan of Improvement) upon which all parties agree (mentor teacher, intern, and university supervisor).

- Probation: A written contract explaining the intern will be evaluated on a weekly basis to ensure the intern is meeting expectations; they are 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. As this extends responsibilities for the mentor teacher and university supervisor; it usually requires additional tuition (in cases where the internship extends into the WSU summer term).
- Removal: The Department of Teaching and Learning reserves the right to remove or replace any intern from any practicum/internship placement at their discretion or when one or more of the following occurs:
 - a. The mentor teacher and/or the building administrator request that the experience be terminated (this is an immediate removal with no option for appeal).
 - b. The university supervisor indicates that after repeated feedback and observation, documented in writing, sufficient progress is not being achieved.
 - c. The intern violates the student code of conduct and/or the Professional Dispositions of Teachers (see PDEFE).

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

- The Co-Directors of Field Experience will gather information from school personnel, the university supervisor, and others as appropriate to document the reason for removal. The intern/teacher candidate is required to work with the Co-Directors of Field Experience and their university supervisor to resolve issues regarding their placement and may not directly contact school district personnel regarding the placement unless authorized by the department to do so.
- A meeting is scheduled to discuss the situation and next steps. The attendees will include the intern/teacher candidate and, if desired, a support person or other mutually agreeable third party (the third party may attend the meeting, but is only an observer, and not a participant) and a committee consisting of at least three of the following: Academic Director, Co-Director of Field Experiences, University Supervisor, Program Coordinator, Faculty Member, Academic Coordinator. At the meeting, the intern/teacher candidate may present additional information as the situation is discussed and options are explored.
- The intern/teacher candidate must formally request in writing to the Co-Directors of Field Experience and the Program Coordinator an opportunity for new placement opportunity. The intern/teacher candidate should use this request as an opportunity to reflect on the previous placement, what they learned and what they will do differently in the new placement.
- The committee will make a final decision regarding next steps, communicate the decision to the intern/teacher candidate in writing, and copy the Department Chair. Possible next steps include, but are not limited to, the following:
 - a. A new placement is recommended and the intern/teacher candidate begins again as soon as a placement can be arranged. The practicum/pre-internship/internship/student teaching 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 intern/teacher candidate, who must indicate their agreement to the conditions in writing.

- b. The intern/teacher candidate is advised to withdraw from the field experience and must meet university criteria and the published university deadlines to withdraw from the practicum/pre-internship/internship/student teaching or withdraw from the current term.
- c. The intern/teacher candidate receives a failing grade for the field experience and may be removed from the teacher preparation program. In the event the intern/teacher candidate is removed from the program, they may be able to continue in/graduate from a different departmental degree program (at the discretion of the Academic Director), but without recommendation to the state for teacher licensure. The degree change may necessitate additional coursework and possibly additional time (at additional cost to the intern/teacher candidate).
- d. Should additional field experience be needed to complete state required teacher certification requirements or to gain additional experience in advance of the internship/student teaching the intern/teacher candidate will be directed to register for one or more credits (usually 1-4, the final number of credits is determined by the Academic Director) of TCH_LRN 600: Elementary Practicum (at additional cost to the intern/teacher candidate). Practicum credits give the intern/teacher candidate access to a public school classroom to gain additional experience or meet requirements for certification. Typically, practicum credits are taken in a fall semester leading into the spring semester internship. Generally, there is no seminar requirement for these credits, however the intern/teacher candidate might be advised to attend key seminar sessions where additional practice is necessary. This will delay the program completion timeline by one academic year or more.

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

The formal grievance process goes through the following offices (in order):

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

Teacher Candidate Support System (TCSS) for Pre-Service Teachers at WSU Vancouver

Intent and Rationale

The Teacher Candidate Support System (TCSS) is based on the Washington State Professional Standards of Teaching Practice for effective teaching, professional development, and teaching as a profession

(<https://www.pesb.wa.gov/workforce-development/developing-current-educators/certification-standards-and-benchmarks/teacher-benchmarks/>) and the Washington State Standards for Professional Learning (<http://www.k12.wa.us/CurriculumInstruct/ProfessionalLearning/default.aspx>).

This system is designed to provide early feedback for pre-service teacher candidates who might be experiencing difficulty in the teacher preparation program. The purpose of the TCSS is to provide clear

feedback to the pre-service teacher candidate about concerns related to his/her/their academic progress, school site activities, and/or professional disposition. The TCSS process allows for the development of a plan to address concerns.

Teacher preparation programs at WSU Vancouver are designed to support the professional exchange of ideas by fostering respectful discourse in the academic classroom and at practicum/student teaching/internship locations. It is a standard to which we hold ourselves as well. Pre-service teacher education also calls for the development of the teacher candidate's ability to act professionally and the faculty's role in that development; the faculty sees this as an important component of learning to be an effective teacher. Faculty believe that, in addition to what a student knows and can do, their 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 WSUV's responsibility through its faculty and staff.

We acknowledge that while the majority of pre-service teacher candidates will not have problems, not every person is suited to be a teacher. The TCSS process is designed to provide feedback and, when necessary, to advise the pre-service teacher candidates as to whether teaching is the right pathway. The process is confidential and is designed to be supportive of individual differences and needs.

The WSUV education unit holds 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* as presented in the Student Handbook and Calendar (most recent edition). These standards detail laws and regulations about academic dishonesty, harassment, alcohol and drugs, firearms and dangerous weapons.

Note: In the case of illegal behaviors, including harassment, assault/battery, or use/abuse of drugs or under the influence in a learning environment, if the investigation provides confirmation, the behavior(s) 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. WSUV and the Department of Teaching and Learning reserves the right to remove or replace any teacher candidate from any practicum/student teaching/internship situation at their discretion, bypassing the TCSS.

Process

Pre-service teacher candidates are informed of the TCSS during the initial program orientation. An oral explanation of the process and sample scenarios are provided at that time by the Academic Director. Information includes a clear description of appropriate professional behaviors, or dispositions, that teacher candidates are expected to develop and demonstrate throughout the teacher preparation program as well as the steps taken in the TCSS. This information is also included in the program handbook, on the program website, and is referenced in course syllabi.

During the instructional program

Instructors are expected deal with issues/inappropriate behavior problems as a class-related matter. If an instructor is unable to remedy the situation or if the concern is very serious, the following process will be used:

- The instructor talks with the student to share the TCSS form. The student signs the form after having the opportunity to respond and provide his/her/their version of the events. Any student response must be provided in a written document.

- The instructor submits a copy of the TCSS form to the Academic Director and any supporting documents. The Director contacts the students' other instructor(s) 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 Academic Director will then contact the program coordinator to schedule a conference to discuss the concern. The conference should include all involved parties (e.g., program coordinator, instructor, student) and may also include the Academic Director and an advocate for the student (if desired by the student). The purpose of the meeting is to discuss the situation, hear both sides, and decide on a plan for remediating the problem. A follow-up conference is scheduled as part of the plan. The plan might extend into the next semester and would be handled in a confidential way with the student's professor(s).
- If a second TCSS form is received for the same student another conference is scheduled (same participants as above plus the Director) to discuss whether the student should continue in the program and under what conditions.

During the field components of the program (Student teaching/internship)

Field supervisors and/or seminar instructors are expected deal with issues/inappropriate behavior problems as a field-related matter. If field supervisors and/or seminar instructors are unable to remedy the situation or if the concern is very serious, the following process will be used:

- Field supervisors and/or seminar instructors talk with the student to share the PDEFE form. The student signs the form after having the opportunity to respond and provide his/her/their version of the events. A student response must be provided in a written document.
- Field supervisors and/or seminar instructors submit a copy of the PDEFE form to the Academic Director.
- The Academic Director then contacts the program coordinator to schedule a conference with the Academic Director (as needed), program coordinator, field supervisors, co-directors, and/or seminar instructors, the student, and an advocate for the student (if desired by the student) to discuss the situation, hear both sides, and decide on a plan for remediating the problem. The student may bring witnesses if he/she/they and the program coordinator agree that it would be helpful if facts or interpretations are disputed. A follow-up conference is scheduled as part of the plan.
- If a second PDEFE form was received for the same student another conference is scheduled (same participants as above plus the Director) to discuss whether the student should continue in the program and under what conditions.

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 removed from the teacher education program 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 TCSS process, he/she may appeal to the Academic Director. Candidates are entitled to further appeal through University channels.

CERTIFICATION

Intern Substitute Certification

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

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

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

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

- Determination of readiness for an Intern Substitute Teacher Certificate, or for substitute teaching by teacher candidates who possess an Emergency Substitute Teacher Certificate, will be made after formal observations and approval by the WSUV Supervisor, approval by the seminar instructor, and with input from the teacher candidate and the mentor teacher. The teacher candidate bears the responsibility for confirming that their district supports the use of teacher candidates as intern substitutes.
- The teacher candidate must have progressed in their assignment to the point where they have demonstrated the ability to effectively teach and learn from teaching. In all circumstances, intern substitutes may not begin prior to the mid-point of the student teaching experience and after submission of the edTPA.
- Prior to accepting any substitute teaching assignment, the teacher candidate must receive their WSUV Field Supervisor's approval. The teacher candidate shall provide written notification to their WSUV Supervisor of each substitute teaching assignment. (Notification shall occur at the first meeting with the WSUV Field Supervisor subsequent to the substitute teaching assignment.)

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

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

The Intern Substitute Certificate is valid only during the student teaching 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 supervisor, (3) cannot exceed 10 days of the entire student teaching experience, (4) is limited to a maximum of three consecutive days per occurrence.

Procedure

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

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

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

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

Residency Teacher Certificates

Teacher Certificate: After successful completion of student teaching and the conferment of the bachelor's degree, WSU will recommend teacher candidates for a Residency Teaching Certificate. It is important that teacher candidates **do not** apply for the teaching certificate in E-Certification until an email is received from coe.certification@wsu.edu outlining the next steps. Emails are typically sent a week after the conclusion of the semester. Failure to follow our directions may result in the teacher candidate paying an additional fee that is not refundable per OSPI policy.

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

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

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

- Completion of a state approved preparation program
- One endorsement
- Hold a bachelor's degree
- Prove good character and fitness to teach
- Meet all testing requirements:
 - Basic Skills
 - Subject Content exams plus ACTFL for World Language endorsements
 - Pedagogy – Teacher Performance Assessment (edTPA)

The Residency (First Issuance) certificate is valid until the teacher has completed two years of successful service and has accumulated at least 1.5 FTE. At this time, they will apply to have the Residency reissued and will have five years to complete the equivalent of 100 clock hours.

Professional Certificate: The second level of teacher certification is the Professional Certificate. To move to the Professional Certificate candidates must hold a valid certificate issued by the National Board for Professional Teacher Standards (NBTS).

For additional information on professional certification please visit

<http://education.wsu.edu/certification/>

The Draft Professional Growth Plan: Washington Administrative Code (WAC) requires the development of an initial, or draft, professional growth plan as a program exit requirement and for issuance of the Residency Certificate. This mandated plan focuses on the residency level standards. To access the draft form and directions for completing the PGP, go to:

<https://education.wsu.edu/professionalgrowthplan>.

APPENDICES

Appendix 1: Professional Dispositions Evaluation for Field Experiences

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

Teacher Candidate Name: _____ WSU ID#: _____

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

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

Standards adapted from the Teacher Performance Evaluation Program (TPEP) and the Interstate New Teacher Assessment and Support Consortium (INTASC). Updated- 8.12.18

This teacher candidate is ready for student teaching

University Supervisor Signature

Mentor Teacher Signature

Teacher Candidate Signature

Date

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

Teacher Candidate Name: _____ WSU ID#: _____

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

DISPOSITION STANDARD	EVIDENCE
<p>11. High Expectations/Understanding Diverse Cultures The teacher candidate centers instruction on high expectations for student achievement through the understanding of individual differences and diverse cultures and communities.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>12. Differentiation The teacher candidate recognizes individual student learning needs and develops strategies for planning differentiated instruction that supports every student in meeting rigorous learning goals.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>13. Instructional Strategies The teacher candidate demonstrates effective teaching practices and knowledge of content that use a variety of instructional strategies and technologies to engage learners in critical thinking, creativity and collaborative problem solving focused on the learning targets.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>14. Assessment The teacher candidate understands and uses both formative and summative methods of assessment, as well as student voice, to engage learners in their own growth, to monitor learner progress and modify instruction to improve student learning.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>15. Classroom Environment The teacher candidate fosters and manages a safe and positive learning environment using a variety of classroom management strategies that takes into account the cultural, physical, emotional and intellectual well-being of students appropriate to their grade level.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>16. Communication/Collaboration The teacher candidate communicates and collaborates with colleagues, parents and the school community in an ethical and professional manner to promote student learning and growth.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>17. Taking Initiative to Participate and Collaborate The teacher candidate takes the initiative to participate and collaborate with learners, families, colleagues, other school professionals and community members to advance their own professional development and contributions to the broader profession.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>18. Requests Feedback The teacher candidate respectfully and openly requests, accepts and applies feedback for improvement.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>19. Reflection The teacher candidate reflects on their own practice and progress to improve instruction for all learners.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>20. Professionalism The teacher candidate demonstrates professionalism by attending all field experiences; arriving on time and departing appropriately; preparing to participate and /or teach; dressing according to building climate, culture and expectations; observing confidentiality; and adhering to school and state code of conduct.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>

Standards adapted from the Teacher Performance Evaluation Program (TPEP) and the Interstate New Teacher Assessment and Support Consortium (INTASC). Updated 8.12.18

University Supervisor Signature

Teacher Candidate Signature

Mentor Teacher Signature

Date

Appendix 2: edTPA Assessment

Assessment Framework

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

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

Submit Teaching Artifacts and Commentaries

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

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

Evaluation Criteria and Scoring

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

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

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

For additional information concerning the edTPA please refer to the edTPA Handbook or website.



2020–2021 edTPA Submission and Reporting Dates

edTPA scores results are reported on the timeline indicated below. Please note the following:

- Candidates should submit their portfolio based on due dates established by their preparation program or licensure requirement.
- Candidates should allow adequate time prior to their planned submission date to upload and review their files in the Pearson system and to complete the submission process for scoring.

To Receive Your edTPA Score Profile On:	Submit Your Portfolio by 11:59 p.m. Pacific Time on:
October 29, 2020	October 8, 2020
November 12, 2020	October 22, 2020
November 25, 2020	November 5, 2020
December 10, 2020	November 19, 2020
December 23, 2020	December 3, 2020
January 7, 2021	December 17, 2020
February 18, 2021	January 28, 2021
March 4, 2021	February 11, 2021
March 18, 2021	February 25, 2021
April 1, 2021	March 11, 2021
April 15, 2021	March 25, 2021
April 29, 2021	April 8, 2021
May 13, 2021	April 22, 2021
May 27, 2021	May 6, 2021
June 10, 2021	May 20, 2021
June 24, 2021	June 3, 2021
July 29, 2021	July 8, 2021
August 12, 2021	July 22, 2021
August 26, 2021	August 5, 2021

Extensions must be approved in advance of the April 8th submission date. The extension meeting may include the teacher candidate, Co-Directors of Field Experiences, WSUV Supervisor, Academic Coordinator and other personnel as advised. During this meeting a plan will be established for successful completion.

Appendix 3: Co-Teaching Strategies and Examples

Co-Teaching Strategies: Definitions and Examples

Strategy Definition/Example

1. *One Teach, One Observe*

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

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

2. **One Teach, One Assist**

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

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

3. **Station Teaching**

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

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

4. **Supplemental Teaching**

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

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

5. **Alternative (Differentiated)**

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

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

6. Team Teaching

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

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

7. Parallel Teaching

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

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

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

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

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

8. Solo Teaching

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

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

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

Appendix 4: Lesson Plan and Weekly Conference Form

WSUV Student Teaching Lesson Plan

Teacher Candidate _____ Date/Time _____

Subject: _____ Grade Level: _____

Central Focus of Unit:

Aligned Common Core State Standard(s):

Learning Targets/Learning Objectives and Assessments:

Learning Target/Learning Objective(s): In student friendly language (SWBAT...)	What <u>*assessment</u> will be used to measure the learning target?	From the assessment, what is the evidence that the student has met the learning target?
<i>Ex. The student will self monitor and attempt a fix up strategy during reading.</i>	<i>Ex. Running Record</i> *Must be concrete evidence which demonstrates understanding of learning target	<i>Ex. At difficulty, the student stops reading and attempts a fix up strategy.</i>

Academic Language:

<i>Language Demands:</i>	<i>What supports do you have planned?</i>
Language Function-	
Vocabulary-	
Syntax -	
Discourse -	

Materials and Resources used in this Lesson:

Necessary Accomodations/Differentiation to be included in this Lesson (IEP,504,ELL,etc.):

Introduction:

- *How will you activate student’s prior knowledge or experiences with this content?*
- *What classroom management strategies will you implement to ensure a positive learning environment?*

Sequence of Learning Activities: (Responses to bullets below should be evident in this section of the lesson plan)

- *What will you do to engage student learners in meaningful learning experiences?*
- *How will you differentiate instruction and outcomes to meet needs of students?*
- *How will you provide opportunities and support students to use academic language?*
- *How will you assess student learning?*

<u>Timing of lesson</u>	<u>What will teacher be doing?</u>	<u>What will students be doing?</u>	<u>Notes:</u>

Closure:

- *Revisit learning target*
- *Connections to prior learning and plan for tomorrow*

Rev 8/2020

Weekly Conference Form

<p>Things done well:</p> <ol style="list-style-type: none">1.2.3.
<p>Things to work on:</p> <ol style="list-style-type: none">1.2.3.
<p>Suggestions for the coming week:</p> <ol style="list-style-type: none">1.2.3.4.5.6.
<p>edTPA: What I'm working on this week:</p> <ol style="list-style-type: none">1.2.3.

● **Student Teacher's Signature:** _____

Mentor Teacher's Signature: _____

Date: _____

CODE OF PROFESSIONAL CONDUCT

for

EDUCATION PRACTITIONERS

Teachers Educational Staff Associates
Administrators

STATE OF WASHINGTON

Chapter 181-87 WAC Professional Educator Standards Board
Administrative Rules

OFFICE OF PROFESSIONAL PRACTICES

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

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

Requests for additional information may be addressed to:

Office of Professional Practices

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

CODE OF PROFESSIONAL CONDUCT CHAPTER 181-87 WAC

WAC 181-87-005 PURPOSE

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

WAC 181-87-010 PUBLIC POLICY GOALS OF CHAPTER

The public policy goals of this chapter are as follows:

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

PROFESSIONAL ACCOUNTABILITY

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

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

ADMINISTRATIVE PROVISIONS

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

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

WAC 181-87-025 EXCLUSIVITY OF CHAPTER

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

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

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

WAC 181-87-035 EDUCATION PRACTITIONER DEFINITION

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

WAC 181-87-040 STUDENT-DEFINITION

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

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

WAC 181-87-045 COLLEAGUE-DEFINITION

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

ACTS OF UNPROFESSIONAL CONDUCT

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

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

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

any falsification or deliberate misrepresentation, including omission, of a material fact in conjunction with the acts listed above commits misrepresentation in the course of professional practice.

WAC 181-87-055 ALCOHOL OR CONTROLLED SUBSTANCE ABUSE

Unprofessional conduct includes:

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

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

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

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

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

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

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

WAC 181-87-070 UNAUTHORIZED PROFESSIONAL PRACTICE

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

- (1) The intentional employment of a person to serve as an employee in a position for which certification is required by rules of the Professional Educator Standards Board when such person does not possess, at the time of commencement of such responsibility, a valid certificate to hold the position for which such person is employed.
- (2) The assignment or delegation in a school setting of any responsibility within the scope of the authorized practice of nursing, physical therapy, or occupational therapy to a person not licensed to practice such profession unless such assignment or delegation is otherwise authorized by law, including the rules of the appropriate licensing board.
- (3) The practice of education by a certificate holder during any period in which such certificate has been suspended.
- (4) The failure of a certificate holder to abide by the conditions within an agreement, executed pursuant to WAC 181-86-160, to not continue or to accept education employment.
- (5) The failure of a certificate holder to comply with any condition, limitation, or other order or decision entered pursuant to chapter 181-86 WAC.
- (6) Provided, that for the purpose of this section, good cause includes, but is not limited to, exigent circumstances where immediate action is necessary to protect the health, safety, or general welfare of a student, colleague, or other affected person.

WAC 181-87-080 SEXUAL MISCONDUCT WITH STUDENTS

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

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

conduct the participants are married to each other.

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

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

WAC 181-87-090 IMPROPER REMUNERATIVE CONDUCT

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

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

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

WAC 181-87-095 FAILURE TO FILE A COMPLAINT

The intentional or knowing failure of an educational service district superintendent, a district superintendent, or a chief administrator of a private school to file a complaint pursuant to WAC 181-86-110 regarding the lack of good moral character or personal fitness of an education practitioner or the commission of an act of unprofessional conduct by an education practitioner is an act of unprofessional conduct.

**GOOD MORAL CHARACTER AND
PERSONAL FITNESS**

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

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

- (1) No conviction of any felony crime involving:
 - (a) The physical neglect of a child under chapter 9A.42 RCW;
 - (b) The physical injury or death of a child under chapter 9A.32 or 9A.36 RCW,

- excepting motor vehicle violations under chapter 46.61 RCW;
 - (c) The sexual exploitation of a child under chapter 9.68A RCW;
 - (d) Sexual offenses where a child is the victim under chapter 9A.44 RCW;
 - (e) The promotion of prostitution of a child under chapter 9A.88 RCW;
 - (f) The sale or purchase of a child under RCW 9A.64.030;
 - (g) Provided, That the general classes of felony crimes referenced within this subsection shall include equivalent federal and crimes in other states committed against a child;
 - (h) Provided further, that for the purpose of this subsection "child" means a minor as defined by the applicable state or federal law;
 - (i) Provided further, that for the purpose of this subsection "conviction" shall include a guilty plea.
- (2) No conviction of any crime within the last ten years, including motor vehicle violations, which would materially and substantially impair the individual's worthiness and ability to serve as a professional within the public and private schools of the state. In determining whether a particular conviction would materially and substantially impair the individual's worthiness and ability to practice, the following and any other relevant considerations shall be weighed:
 - (a) Age and maturity at the time the criminal act was committed;
 - (b) The degree of culpability required for conviction of the crime and any mitigating factors, including motive for commission of the crime;
 - (c) The classification of the criminal act and the seriousness of the actual and potential harm to persons or property;
 - (d) Criminal history and the likelihood that criminal conduct will be repeated;
 - (e) The permissibility of service as a professional educator within the terms of any parole or probation;
 - (f) Proximity or remoteness in time of the criminal conviction;
 - (g) Any evidence offered which would support good moral character and personal fitness;
 - (h) If this subsection is applied to a person certified under the laws of the state of Washington in a suspension or revocation action, the effect on the education profession, including any chilling effect, shall be weighed; and
 - (i) In order to establish good moral character and personal fitness despite the criminal conviction, the applicant or certificate holder has the duty to provide available evidence relative to the above considerations. The superintendent of public instruction has the right to gather and present additional evidence which may corroborate or negate that provided by the applicant or certificate holder.
- (3) No behavioral problem which endangers the educational welfare or personal safety of students, teachers, or other colleagues within the educational setting.
- (4) No practice within the state of Washington within the previous five school years with an expired, lapsed, suspended, surrendered, or revoked certificate in a professional position for which certification is required under the rules of the professional educator standards board.

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

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

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

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

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

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

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

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

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

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

WAC 181-86-170 BURDEN AND STANDARD OF PROOF

The following burden and standard of proof shall be applicable:

- (1) If an application for certification or reinstatement has been denied for lack of good moral character or personal fitness, the evidence submitted by the applicant must prove by clear and convincing evidence that he or she is of good moral character and personal fitness or the application will be denied.

- (2) In a suspension or revocation proceeding, the superintendent of public instruction must prove by clear and convincing evidence that the certificate holder is not of good moral character or personal fitness or has committed an act of unprofessional conduct.
- (3) In all other proceedings, including reprimand, the standard of proof shall be a preponderance of evidence.

WAC 181-86-145 APPEAL PROCEDURE

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

WAC 181-86-185 PUBLIC NOTICE AND REPORT

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

HOW TO FILE A COMPLAINT

HOW TO FILE A COMPLAINT AGAINST A SCHOOL EMPLOYEE

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

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

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

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

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

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

When an educational service district superintendent, a district superintendent, or the chief administrative officer of an approved private school possesses sufficient reliable information to believe that a certificated employee within such district or approved private school is not of good moral character or personally fit or has committed an act of unprofessional conduct, such superintendent or chief administrative officer, within a reasonable period of time of making such determination, shall file a written complaint with the superintendent of public instruction: Provided, That if an educational service district or school district is considering action to discharge an employee of such district, the educational service district or school district superintendent need not file such complaint until ten calendar days after making the final decision to serve or not serve formal notice of discharge.

MANDATORY REPORTING

MANDATORY REPORTING (RCW 26.44.030)

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

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

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

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



Office of Professional Practices
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