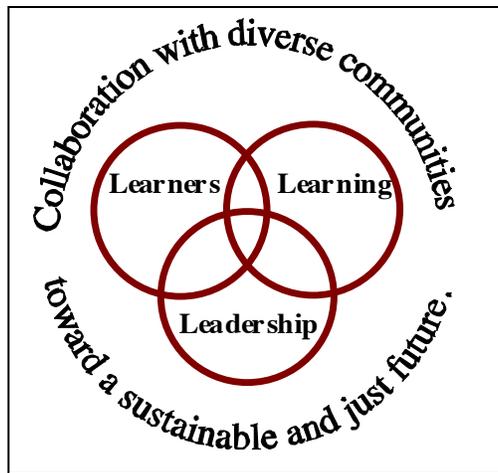




## COLLEGE OF EDUCATION



# MASTER IN TEACHING ELEMENTARY STUDENT HANDBOOK

### A Reference Guide for:

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

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**2020-2021 Edition**

## TABLE OF CONTENTS

<b>INTRODUCTION.....</b>	<b>2</b>
<b>PROGRAM DESCRIPTION .....</b>	<b>2</b>
PROGRAM GOALS.....	3
CORE PRACTICES .....	4
AWARDS.....	4
PART-TIME OPTION.....	4
<b>2020-2021 PROGRAM SCHEDULE.....</b>	<b>5</b>
<b>RESEARCH IN THE MIT-ELEMENTARY PROGRAM: MIT 507 &amp; 702.....</b>	<b>6</b>
<b>FIELD EXPERIENCE DESCRIPTIONS.....</b>	<b>6</b>
MIT 571 PRE-INTERNSHIP.....	6
MIT 575 INTERNSHIP AND SEMINAR.....	6
<b>EDTPA DESCRIPTION .....</b>	<b>7</b>
<b>THE ROLE OF THE WSU FIELD SUPERVISOR .....</b>	<b>7</b>
<b>IMPORTANT POLICIES FOR THE MIT-ELEMENTARY INTERN.....</b>	<b>8</b>
TESTING .....	8
BACKGROUND CLEARANCE AND FINGERPRINTING REQUIREMENTS.....	8
LIABILITY INSURANCE.....	8
AUTOMATIC DENIALS .....	9
ACADEMIC STANDARDS .....	9
INCOMPLETE GRADES .....	9
CLASS ATTENDANCE .....	9
FALL SEMESTER FIELD WEEK.....	10
SPRING BREAK .....	10
<b>TEACHER CANDIDATE SUPPORT SYSTEM (TCSS) FOR PRE-SERVICE TEACHERS AT WSU VANCOUVER</b>	<b>10</b>
<b>PROCEDURE FOR PROGRAM OR FIELD PLACEMENT MODIFICATION .....</b>	<b>13</b>
<b>TECHNOLOGY REQUIREMENTS.....</b>	<b>15</b>

## INTRODUCTION

Welcome to the Master in Teaching Elementary (MIT-Elementary) program at Washington State University Vancouver (WSU Vancouver). This program integrates research, theory, and practice to prepare students admitted to the program (referred to in this handbook “interns”) for a successful career in teaching. University faculty, staff, and field supervisors partner with mentor teachers in local school districts to provide interns with rigorous learning experiences that support them in applying the latest research on teaching and learning in classrooms and school communities. The College of Education’s conceptual framework (below) is evident throughout all aspects of the teacher preparation program, from the application process through student teaching.



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

The MIT-Elementary program emphasizes engaged learning through inquiry approaches in course work and interactive experiences with K-8 students in field placements. Faculty members facilitate engaged learning and also provide the pedagogical tools for future teachers so that they, too, can facilitate engaged learning in their classrooms. The emphasis on diversity and responding to learners in a cultural context are themes woven into all aspects of the program. Course assignments and field experiences are based on an inquiry-oriented reflective model that includes a process of asking questions related to social justice, creating safe spaces, democratic processes, fairness, inclusion, choice, authenticity, and respect for personalized learning. Ethical leadership in the field of education is an expectation for all of our teacher candidates.

## PROGRAM DESCRIPTION

The MIT-Elementary Program at WSU Vancouver (WSU Vancouver) is an intensive, integrated 15-month course of study of 52 credits, including field experiences, which provide all coursework to meet the State of Washington certification requirements with a primary endorsement in Elementary Education (K-8). This program is for individuals who hold baccalaureate degrees in any field. Students admitted (interns) each year are selected through a careful screening process, which seeks to identify those who are both academically capable and have demonstrated a commitment to the education of children.

Interns begin their coursework in early May, then continue classes and add pre-internship (field) experiences at school sites during the fall semester. In the spring semester, interns attend classes on Mondays and Fridays and are in the field Tuesday – Thursday for 6 weeks. Interns begin a full-time internship (five days/week) for the rest of the spring semester. Coursework is completed the following summer. A series of program requirements that complement and extend

coursework are also undertaken throughout this course of study. Included in these experiences are a diversity field experience, the creation of an interdisciplinary unit plan, and the final master's degree project and presentation.

The pre-internship and internship experiences are designed to ensure that MIT-Elementary graduates are successful, confident, and independent, self-monitoring professionals. An individualized, progressive sequence of responsibilities and experiences are supported through dialogue between the intern, mentor teacher, and supervisor. These help the intern think beyond observed behaviors to develop a deep understanding of teaching and learning.

There are many people to support interns throughout their program of study, including the Academic Director, Program Coordinator, the Academic Coordinator, the Co-Directors of Field Experiences, and the faculty, supervisors, and mentor teachers. Each of these people welcome ongoing communication with interns, and interns are encouraged to bring their questions and concerns to the appropriate person in a timely fashion. The Academic Coordinator serves as a central resource for program and university questions.

### ***Program Goals***

The goals of the MIT-Elementary program are:

1. To prepare outstanding entry-level P-12 teachers with a focus on teacher inquiry as a paradigm for practice. Successful graduates inform their practice and stewardship of public schools by...
  - a. using and generating deep content and pedagogical knowledge to inform their teaching.
  - b. developing relevant, rigorous, and developmentally appropriate curricula.
  - c. modifying curriculum and instruction based on the diverse assets, abilities, and needs of their students.
  - d. using assessment of their students' learning and their own teaching to inform future planning and teaching.
  - e. attending to the social, emotional, and civic development of their students.
  - f. working respectfully and collaboratively with colleagues and community to promote professional learning and quality instructional programs.
  
2. To guide students in their development as practitioner-researchers in P-12 school settings. Successful graduates inform their practice and stewardship of public schools by...
  - a. applying scholarly habits of curiosity, inquiry, reflection, and skepticism.
  - b. articulating problems of practice and then generating student-centered solutions by synthesizing research literature, and applying that synthesis to problems of practice.
  - c. effectively communicating scholarly work through professional and social media.
  - d. making decisions grounded in evidence and professional knowledge.
  - e. demonstrating professional habits and dispositions

## *Core Practices*

MIT-Elementary faculty and supervisors emphasize four core practices across methods courses and in the field. These allow interns to develop a deep understanding of and the ability and disposition to apply a few key instructional practices across multiple disciplines. The core practices are:

1. Engage K-8 students in productive discourse related to the specific content.
2. Develop and teach to clear and meaningful lesson-level learning targets that help children build understanding of big ideas, concepts, processes, and practices.
3. Use evidence from formative assessments and students' self-assessments and adapt and differentiate instruction to respond to this evidence.
4. Co-construct, with K-8 students, a classroom climate where K-8 students feel safe to be who they are, take academic risks, and make mistakes.

## *Awards*

### *J. Kenneth Miller Outstanding MIT-Elementary Student Award*

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

Dr. Ken Miller, the first faculty member on the WSU Vancouver campus, established the J. Kenneth Miller Outstanding MIT-Elementary Student Award upon his retirement in 2000. Dr. Miller served the Education unit in various capacities, including Director, Coordinator of Field Experiences, Field Placement Coordinator, field supervisor, and course instructor. Dr. Miller continues to demonstrate his lifelong commitment to students and to the teaching profession through this award.

## *Part-Time Option*

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

In the first academic year, the PT intern takes a 1-credit (TCH\_LRN 600) practicum each semester to ensure regular access to a K-8 classroom. The practicum differs from a pre-internship in that there is no seminar requirement. The PT intern will participate in the pre-internship in the fall of the second year and the internship in the spring semester.

## 2020-2021 PROGRAM SCHEDULE

**Summer 2020:** Session I: May 11 - June 19 / Session II: June 22 - July 31

**Fall 2020:** August 24 - December 18

**Spring 2021:** January 11 - May 7

**Summer 2021:** Session I: May 10 – June 18 / Session II: June 21 - July 30

### Summer Sessions I & II (2020)

Course #	Course Title	Credits
MIT 504	Social Foundations of Education for Teachers	2
MIT 509	Instruction & Assessment for Elementary Teachers	3
MIT 503	Advanced Educational Psychology	2
MIT 531	Literacy Development I	3
		<u>Total 10</u>

### Fall Semester (2020)

Course #	Course Title	Credits
MIT 505	Classroom Management	3
MIT 530	Elementary School Social Studies Methods	3
MIT 532	Literacy Development II	3
MIT 533	Elementary School Mathematics Methods	3
MIT 534	Elementary School Science Methods	3
MIT 537	Problem Solving in Elementary Mathematics	1
MIT 571	Pre-Internship & Seminar*	2
		<u>Total 18</u>

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

### Spring Semester (2021)

Course #	Course Title	Credits
SpecEd 520	Teaching in inclusive Classrooms	2
MIT 512	ESL Methods for General Educators K-8	2
MIT 506	Integrating Technology in Classroom Teaching	2
MIT 575	Internship & Seminar *	
		<u>10</u>
		Total 16

\* Interns begin the spring term and take spring break according to their placement school calendars, not the WSU calendar. During the first six weeks of the semester the internship is three days/week while interns attend classes two days/week. After that, interns are at their placement schools five full school days per week (for 9-10 weeks).

**Summer Sessions I & II (2021)**

Course #	Course Title	Credits
KINES 536	Methods of Health & Physical Education	2
MIT 507	Teacher Inquiry & Praxis	2
MIT 535	Integrating Fine Arts into K-8 Curriculum	2
MIT 702	Master’s Examination	2
		Total 8

Recommendation for the Residency Teaching Certificate occurs after summer grades post in August 2021. Upon successful completion of all requirements, the MIT degree is awarded in August 2021.

**RESEARCH IN THE MIT-ELEMENTARY PROGRAM: MIT 507 & 702**

The MIT-Elementary research course (MIT 507) and final master’s exam 702 project is an inquiry-based extension of the internship experiences, coursework in the MIT program, and a review and synthesis of research literature relevant to your observations of and experiences with the four core practices. Each intern will maintain a reflective journal across the fall and spring semesters that is observational, reflective, and inquiry-oriented. Over time, each will begin to reflect more deeply on specific core practices and specific aspects of each core practice, look for overlaps and connections amongst the core practices, and, by the summer research course (MIT 507), and narrow your interest to one core practice for deeper inquiry. Each intern will complete their research project by authoring a paper focused on their targeted core practice. This paper will include a general discussion of the core practice and why you selected this, a literature review, and a reflective analysis that includes an evidence-based discussion of relevant issues and experiences and a discussion of lessons learned and next steps. You will present your ideas to your peers and invited guests.

**FIELD EXPERIENCE DESCRIPTIONS**

***MIT 571 Pre-Internship***

During fall semester, interns will observe and participate in K-8 classroom activities during Monday and Tuesday of each week. Interns will begin to integrate their course work and knowledge with the content and operation of classrooms serving K-8 students. During the weekly campus seminar, interns will discuss and develop strong connections among planning, instruction, and assessment. They will have an opportunity to describe, analyze, and evaluate the Education Teacher Performance Assessment (edTPA). Interns will also maintain a “core practices observation journal” to support deeper understandings in those four areas.

***MIT 575 Internship and Seminar***

Interns will be based at their placement schools for full school days, Monday-Friday, during the first week of January (depending on district calendars) and then again from February 22<sup>nd</sup> through April 30<sup>th</sup>. Between Jan. 11<sup>th</sup> through Feb. 19<sup>th</sup>, interns will be at their placement schools for full days on Tuesday, Wednesday, and Thursday. During weekly campus seminars, interns

will continue to strengthen their instructional decision-making, expand their repertoire of instructional and assessment skills and strategies, and address the challenges and opportunities presented by teaching developmentally and culturally diverse students. They will also complete the edTPA, prepare employment documents, develop job search strategies and skills, and demonstrate the standards of professionalism.

### **edTPA DESCRIPTION**

**To obtain the Washington Residency Teaching Certificate, each intern must pass the edTPA portfolio assessment (WA Version) during the internship.** The Teacher Performance Assessment (edTPA) is modeled after the National Board Certification process and is part of a national effort to define a single instrument to be used nationally to evaluate beginning teachers. This is the required student teaching assessment for all teacher preparation programs in Washington. It requires interns to describe, analyze, and evaluate the teaching of a “learning segment” in their student-teaching classroom and submit a short video of that learning segment and additional artifacts and commentaries as evidence of their teaching ability. The intern is expected to share the edTPA directions and materials with their Mentor Teacher. Further information on the edTPA is provided in the MIT Field Experience Guidelines. The edTPA portfolio is scored by outside scorers employed by Pearson, Inc. The cost of the edTPA is \$300. If an intern does not pass the edTPA, some or all of the tasks may be resubmitted with additional cost to the intern.

### **THE ROLE OF THE WSU FIELD SUPERVISOR**

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

- *Emphasizing constructivist teaching principles.*
- *Helping interns gain familiarity with school personnel and the school environment.*
- *Observing and conferencing with interns to promote their growth as professionals. Supervisors support interns in working with a variety of teachers, grade levels, and diverse student populations.*
- *Supporting interns in creating opportunities to carry out in-school assignments for their methods classes.*
- *Negotiating program adjustments as needed for interns who might need additional experience or time in the field.*

## IMPORTANT POLICIES FOR THE MIT-ELEMENTARY INTERN

### *Testing*

Interns must attempt a basic skills test (WEST-B, SAT/ACT) before the program begins in early May. The NES for Elementary Education (both subtests) must be successfully passed before starting the program in early May.

### *Background Clearance and Fingerprinting Requirements*

Interns are required to go through a background check and submit their fingerprints to OSPI prior to beginning their field experiences. In addition to successful completion of all MIT-Elementary coursework, interns are required to maintain a valid Pre-Residency Certificate from the Washington State Patrol and the FBI before being eligible for the residency teaching certificate. This clearance is obtained by means of a fingerprint check and completion of the pre-residency clearance. Upon admission to the program, you will receive all of the necessary paperwork and fingerprinting information for clearance.

The fingerprinting process is mandated by the state and is implemented to insure the safety of students. The fingerprinting process consists of providing a clear set of fingerprints at an approved location and sending them out to the FBI and Washington State Patrol for clearance. The latter can take several weeks, and the entire fingerprinting process must be completed and approved prior to working in schools during the fall semester. Therefore, MIT-Elementary interns must be fully cleared to enter the field not later than August 1 of the year of admission.

### *Liability Insurance*

Interns must show proof of professional liability coverage (\$1,000,000 minimum) before starting any field experience in K-8 classroom. Three options are available:

1. Provide proof of your own coverage from your local insurance provider. This may be an additional rider on your current policy.
2. Join the Student National Education Association (fee is \$22.50 per year) program; this fee entitles you to receive selected professional journals and job opportunities/postings. Interns may enroll online at the following website: <https://ims.nea.org/JoinNea/>
3. Purchase coverage through Washington State University's Experiential Learning Intern Policy for approximately \$7.00 per year. Interns may obtain the form from the College of Education office.

Proof of the coverage must be submitted to the Academic Coordinator in the Undergraduate Building office 307, before beginning your pre-internship in fall semester. This proof can be a copy of any of the three options listed above. Failure to provide proof of your insurance coverage will cause the university to pull you from your practicum/internship placement.

### *Automatic Denials*

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

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

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

### *Academic Standards*

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

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

### *Incomplete Grades*

An Incomplete (“I”) is the term indicating that a grade has been deferred. It is given to a student who, for reasons beyond the student’s control, is unable to complete the assigned work on time. Incomplete grades are granted at the sole discretion of the course instructor. Interns will have up to one year (unless a shorter time is specified by the instructor) to complete work for which they received an “I” grade; after one year the “I” grade for the course will become an F. Interns will not be permitted to begin internship until all Incompletes have been removed from their transcripts. Students admitted conditionally or on academic probation may not be allowed an incomplete grade option.

### *Class Attendance*

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

### *Fall Semester Field Week*

The class schedule at the beginning of Fall Semester is typically rearranged so that the majority of interns can be in their placement classrooms for the first week of school. Given the uncertainty of school calendars due to the COVID-19 pandemic, this schedule is still to be determined at the time this Handbook is submitted. Typically, there are no classes at WSUV between 8:00-4:00 during that week and class schedules resume as normal the following week.

### *Spring Break*

WSU Vancouver College of Education takes spring break with local school districts and does not observe WSU Spring Break.

## **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 the responsibility of the faculty and staff in the program.

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 WSU Vancouver College of Education 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. WSU Vancouver 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, intern) 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.

## PROCEDURE 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 or internship), 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/internship 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 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 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 may present additional information as the situation is discussed and options are explored.
- The teacher candidate (intern) must formally request in writing to the Co-Directors of Field Experience and the Program Coordinator an opportunity for new placement opportunity. The intern 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 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 begins again as soon as a placement can be arranged. The internship may need to be extended to meet time requirements. If reassigned, every effort will be made to make the placement in a different district with a different field supervisor. A formal letter stipulating conditions for the continuation of the field experience is provided to the intern, who must indicate their agreement to the conditions in writing.
  - b. The intern is advised to withdraw from the field experience and must meet university criteria and the published university deadlines to withdraw from the internship or withdraw from the current term.

- c. The intern receives a failing grade for the field experience and may be removed from the teacher preparation program. In the event the intern 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).
- d. Should additional field experience be needed to complete state required teacher certification requirements or to gain additional experience in advance of the internship the intern 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). Practicum credits give the intern 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 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'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

## **TECHNOLOGY REQUIREMENTS**

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

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