1. **Course #/Title:** EDCS 442, Student Teaching  
   **Credits:** 16 credits

2. **Faculty Information:** Available from individual university supervisors at orientation.

3. **Course Description:**

   Student teaching is the capstone experience to the professional preparation program at Central Washington University. The course complements the teaching major as well as the general education requirements for the Bachelor of Education degree. This final clinical experience provides student teachers the opportunity to practice teaching, as well as demonstrate their professional skills as facilitators of learning of diverse students. By practicing how to teach in the public school classroom, student teachers gain additional professional knowledge and skill in an authentic learning environment.

   A professional university supervisor and an experienced public school teacher form the professional team that supervises and guides the student teacher. In addition to the time spent in the public school classroom, student teachers are required to participate in seminars conducted by a professional university supervisor.

4. **Course Rationale/Purpose**

   The purposes of this course are consistent with the University’s Mission, “by teaching we learn;” the Center’s Mission, to develop “facilitators of learning in a diverse world;” and the Department of Curriculum and Supervision’s Mission, “the commitment to ensuring graduates are prepared to be outstanding leaders who demonstrate knowledge, skills and attitudes necessary to educate diverse populations.” Based on constructivist learning theory, the course is designed to assist the student teacher in addressing the Washington State Learning Goals: read with comprehension, write with skill, know and apply core concepts and principles, think analytically, logically, and creatively, and understand the importance of work and performance.
5. **Course Pre-Requisites**

   a. Admission to the Teacher Preparation Program.
   b. 3.0 cumulative GPA for the last 45 credits.
   c. Successful completion (grade of C or higher) of required professional education core courses.
   d. At least 75% of major and minor (grade of C or higher) courses completed.
   e. Have OPP and comprehensive WSP/FBI fingerprint clearance.
   f. Proof of purchase of $1M liability insurance, effective for quarter of Student Teaching.
   g. Proof of having taken or registered to take the WEST-E on a date that will occur prior to the first day of Student Teaching.

6. **Course Requirements**

   a. Teach full-time for a minimum of 4-5 weeks.
   b. Attend all five seminars conducted by the professional university supervisor.
   c. Demonstrate ability to consistently and successfully address all course Learner Outcomes.
   d. Successful submission of an education portfolio via LiveText (see #14 below for more information).

7. **Textbook and Other Recommended Materials for the Course**

   a. CWU Student Teaching Handbook will be provided at orientation (and is also available online).
   c. Educational Academic Learning Requirements, Commission on Student Learning, 1998 (available at University Store).
   d. Student Teacher Photo Identification Badge (available at the Connection Card Office).

8. **Learner Outcomes**

   The learner outcomes for EDCS 442 are in alignment with both WAC 180-78A-270 (1) (a-y) and with the Washington State Performance-Based Pedagogy Assessment Instrument. Upon successful completion of this course, students will be able to:

   a. Demonstrate knowledge of Washington State education reform efforts, including:
      1. Education Reform Act of 1993 (RCW 28A.630.885)
      2. Washington State Learning Goals (Read, Think, Know, Understand)
   b. Design instructional plans that address and incorporate the Washington State Essential Academic Learning Requirements with the local school context.
   c. Present evidence demonstrating positive impact on K-12 students.
d. Present evidence demonstrating application of constructivist theory.

e. Present evidence demonstrating interaction involving parents in K-12 learning.

f. Demonstrate effective skills in communicating both within and outside of school, including, parents, social agencies, and colleagues, where appropriate.

g. Create instructional opportunities adapted to different approaches of learning by pupils from diverse, cultural or linguistic backgrounds, pupils with exceptionalities, and pupils at various levels of academic ability and talent.

h. Reflect on and evaluate instructional choices in terms of self-knowledge, professional knowledge, and ethical decision making.

i. Assess the impact of his/her teaching on student learning.

j. Articulate possible ways to address student’s strengths and limitations.

k. Demonstrate constructivist teacher behaviors that encourage the participation of all learners in educational opportunities.

l. Make appropriate curricular judgments based on physical, intellectual, emotional, social and cultural aspects of the learner.

9. **Course Performance Indicators**

Student teachers will submit an implemented written thematic unit that gives evidence of long range curricular planning and evidence of the enhancement of pupil’s learning and growth, by the end of student teaching.

a. Student teachers will incorporate the following elements into the unit:
   1. Descriptive abstract of the unit – content and student taught
   2. Unit theme and classroom context
   3. Unit goals
   4. Constructivist activities and other methodologies used in the implementation of the unit
   5. EALRs addressed throughout the unit
   6. Daily lesson plans
   7. Assessment strategies
   8. Assessment results indicating positive impact on student learning:
      a) Subject
      b) Unit Title
      c) Instruction Time
      d) Description of Student Taught
      e) Unit Goals
      f) Pre-Test Assessment
      g) Post-Test Assessment
      h) Description of Learning Gain

b. Student teachers will give evidence of parental involvement in children’s learning.
c. Students will videotape and critique their teaching at least once during the student teaching experience.

10. **Assessment**

Three sets of evaluation instruments have been developed to assess the effectiveness of the student teacher based on the constructivist learning theory.

a. The professional university supervisor will use the **Student Teaching Observation Form** three times to assess the student teacher’s classroom effectiveness during the course of student teaching.

b. The cooperating teacher will use the **Student Teacher Attributes Scale** a minimum of two times to assess the student teacher’s disposition and professional attributes during the course of student teaching.

c. The professional university supervisor will use one **Mid-Term** and one **Final Student Teaching Evaluation** to assess the student teacher’s teaching effectiveness.

For the **Final Student Teaching Evaluation**, candidates must demonstrate their effectiveness by creating positive impact on student learning in the following broad teaching areas:

1. Use of constructivism
2. Use of foundational knowledge
3. Instructional planning for effective teaching
4. Classroom management and discipline
5. Assessment of student performance
6. Diverse populations
7. School, home and community
8. Professionalism
9. Technology
10. Communication

Please see the “Student Teaching Handbook” for examples of the assessment instruments. In addition, at both the midterm and final observations, the candidates will be assessed using the PPA (a minimum of two times over the course of the quarter).

11. **Grading**

Performance will be graded as Satisfactory or Unsatisfactory. Student teachers may withdraw or be withdrawn from student teaching for several reasons. Lack of classroom management skills, inappropriate lesson planning and preparation, inadequate subject matter knowledge, or poor interpersonal skills may lead to
withdrawal. Unprofessional or unethical conduct will be cause of immediate removal and withdrawal. The withdrawal process can be initiated by the student, the professional university supervisor, or officials from the school district to which the student is assigned.

12. **Student Teaching Placements**

   a. Central Washington University is responsible for requesting all student teaching placements.
   
   b. Individual school districts accept or deny placements based on the merits of individual students’ applications.
   
   c. Students may be asked to interview with the principal or teacher who is considering the requested placement, and the offer of a placement may depend on the student’s ability to demonstrate the knowledge, skills, and dispositions expected of an emerging professional.
   
   d. Interested schools may ask for supporting evidence of student knowledge, skills, and/or dispositions in the form of additional writing samples, copies of transcripts, etc. It is the student’s responsibility to arrange for these documents to be delivered to the schools, in a timely manner, if requested.
   
   e. All placements are dependent upon the feasibility of University-approved supervision and vary according to district preferences and demands on district personnel and resources.
   
   f. Students may not seek their own placements. Should any of the following situations occur, the placement may be jeopardized:
      
      i. Arranging for a placement directly with a school or district administrator or teacher.
      
      ii. Having someone other than the university-approved supervisor act on the student’s behalf in order to make a placement (parents, relatives, friends, etc.).
   
   g. Students will not be placed in a school building where they: a) attended and/or graduated; b) previously worked or currently works; c) has relatives working or have recently worked; d) has relatives or children attending or have recently attended; or e) has a personal connection.
   
   h. Preferences indicated on the Student Teaching Interview Questionnaire will be taken into consideration, but there is no guaranteed placement in a particular school district, building, or with a particular cooperating teacher.
   
   i. Based on the number of students being placed by CWU, a specific geographic area, or subject type placement, may not be available each term;
   
   j. If a placement appropriate to a student’s major and/or certification area(s) is unavailable in the term for which they apply, the student teaching experience may have to be postponed.
   
   k. Placements will be sought for students only in endorsement areas for which certification is sought, and that at least 75% of student teaching must be completed in the major area.
   
   l. Students are responsible for arranging their own housing and transportation, and that these cannot be determining factors for placement.
13. **ADA Statement**

Students who have special needs or disabilities that may affect their ability to access information and/or material presented in this course are encouraged to contact the instructor or the ADA Compliance Officer at (509) 963-2171 for additional disability related educational accommodations.

14. **LiveText Statements**

Admission to and continuation in the Professional Sequence requires that you purchase LiveText. If you have not done so, you must present "proof of purchase" to the Certification Office, Black 228.

The designated assignment for inclusion on LiveText for EDCS 442 is the Integrated Unit Plan. This assignment will be developed over the quarter during which you will Student Teach. This assignment must be uploaded to your LiveText portfolio and be made accessible to the instructor and the Director of Field Experiences (Rexton Lynn) for review and assessment purposes. In order to enter your Final Student Teaching Evaluation data, you must ‘Submit for Review’ your Integrated Unit Plan. DO NOT send it to the Inbox of the reviewers, as this will not allow your Student Teaching Evaluation data to be entered. Should you have questions about how to accomplish this, please visit [http://www.cwu.edu/~ectl/lt/student_resources.html](http://www.cwu.edu/~ectl/lt/student_resources.html). Supervisor questions may be answered by visiting [http://www.cwu.edu/~ectl/lt/faculty_resources.html](http://www.cwu.edu/~ectl/lt/faculty_resources.html).

In addition, you must complete the End of Program Dispositional Survey, which will be sent to you by the Office of Field Experiences during the Student Teaching quarter, in your LiveText account. To do this, you will login to [http://www.livetext.com](http://www.livetext.com) to complete an end of quarter survey. After you have logged in, select "forms" on the lower-left side navigation bar. Then locate the "End of Program Dispositional Survey" on the extreme right of the screen, and click "take form". Read each question carefully, and select the response that most closely matches your disposition. This isn't a test, it is a survey. Be sure to complete all items saving as often as you like, and then select 'Submit' in order for the data to be collected. Please complete the survey by the deadline indicated in the email from the Office of Field Experiences. The survey should only take 10 minutes, or so to complete.

The data we receive in LiveText from these two items will provide valuable feedback to the Department of Education.

The grade for Student Teaching (EDCS 442) will be withheld, as will your certification, until these assignments has been posted, reviewed for accuracy, and/or final scores entered.