Student Teacher Handbook

Department of Educational Foundations and Curriculum
Office of Field Experiences
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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. Supervisor questions may be answered by visiting 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 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.
Introduction

The student teaching experience is the capstone of the professional development sequence and training of prospective teachers at Central Washington University. Follow up studies of our graduates substantiate the belief that student teaching is the most significant experience in the preparation of candidates for the profession of teaching. The "Student Teaching Handbook" is to assist both the cooperating teacher and the student teacher during the student teaching experience.

Included in this handbook are program objectives and supervisory processes which may be used to assist students in becoming “facilitators of learning in a diverse world.” A description of a “facilitator of learning in a diverse world” is included in this handbook. Central Washington University policies for student teaching and a brief overview of state law are also included.

“The Student Teaching Handbook” is not all-inclusive. When additional information is desired, questions should be directed to either the university supervisor or to the Director of Field Experiences.

The Constructivist Learning Model

The constructivist learning model serves as the conceptual framework for our program in teacher education and graduate programs for the preparation of school counselors, school administrators, school psychologists, and other positions related to a variety of school roles. Constructivism purports that knowledge is the result of the individual’s view of reality, that is, learning occurs through the continual creation of rules or hypotheses, which allows the individual to explain what has been observed. There is a need to create new rules and formulate new hypotheses when students present ideas of reality which may not agree with those of the instructor. The constructivist learning model refers to that process of constructing or creating a new idea which can serve as a guideline for learning and teaching. This idea serves as a guide for similar subsequent actions.

The Constructivist Model has four basic components:

1. The learner creates knowledge.
2. Knowledge is “constructed” or made meaningful when the learner relates new information to prior or existing knowledge.
3. Knowledge as it is constructed is shaped by experiences and social interactions.
4. The members of a culture establish knowledge cooperatively.

Though the constructivist model has gained much recent attention, it is well established in a long history of educational research. Most educators are familiar with the work of Jean Piaget and others who have contributed many ideas and theories to early childhood programs and programs for adolescents, as well as a great deal of research with adults. An early proponent of the constructivist prospective was George Kelly, who
asserted that learners, by nature, are observers who attempt to make sense of those things they have observed. In other words, constructing enables them to interpret and reinterpret what they have observed. Kelly says, “This personal construct system provides the learner both freedom of decisions and limitations of action. Freedom because it permits him to deal with the meaning of events rather than forces him to be helplessly pushed about by them, and limitations because he can never make choices outside the world of alternatives he has built for himself.” (In Clinical Psychology and Personality; the Selected Papers of George Kelly. Maher, B., Ed. 1969, New York: Wiley.)

Kelly’s idea that human beings construct knowledge systems based on their observation parallels Piaget’s theory that individuals construct knowledge systems as they work with others who share a common background of thought and processes. This kind of learner is called a “dialectical constructivist”; in other words, the individual is in a very close relationship with reality, both finding and making meaning within the context of a changing and diverse world.

A teacher in the constructivist classroom will be able to:

1. Seek out and use student questions and ideas to guide lessons and instructional units;
2. Encourage students to initiate ideas;
3. Promote student leadership, collaboration, seeking of information and taking action as a result of the learning process;
4. Use the thinking, the experiences, and the interests of students to drive the lesson;
5. Encourage the use of alternative sources of information;
6. Encourage students to test their own ideas, even predicting and speculating on outcomes;
7. Use cooperative learning strategies that emphasize collaboration, respect of individuals, and encourage the division of labor;
8. Provide adequate time for students to reflect on and analyze information; and
9. Encourage and support the collection of real evidence to support ideas and the reformation of ideas in light of new evidence or experiences.

The Theme of CWU’s Teacher Preparation Program

Nearly a decade ago, the Center for Teaching and Learning adopted a program theme to serve as a visible reminder to faculty and students of what we are trying to become. We agreed that both our faculty and our graduates should be “facilitators of learning.” The term “facilitator” was chosen because of its consistency with the constructivist philosophy. The term reflects the view of the professional educator as one who encourages personal reflection and construction of knowledge, and who provides insights about formal knowledge, but who does not dictate how the knowledge will be constructed. It shifts the focus from what the professional educator does to what the student achieves. It reminds us that the success of our endeavor is measured not in seat time or credits earned but in knowledge, skills, and values acquired. Thus, we see
ourselves, and we want our students to see themselves and us, as “facilitators of learning.”

By adopting this theme, the faculty wanted to emphasize that our role as facilitators extended to all learners. Just as our candidates were becoming more diverse, they also were being asked to teach in environments of changing cultural balance, of increasing numbers of children living in poverty and facing health problems, of homelessness, and disrupted family lives, and of increasing language diversity. Faculty were finding that tried and true methods were less effective than they once had been, and candidates were reporting that they felt under prepared and overwhelmed to address the needs of the children they encountered in the PK-12 schools. As the framework was modified to reflect multicultural and global perspectives in all aspects of the program, the theme also was extended to emphasize this important aspect of our programs. Thus, we wanted to be and to prepare “facilitators of learning in a diverse world.” The theme is intended to remind all of us in the field that there should be:

- A focus on learning as the important product of teaching, and the teacher’s role as a facilitator of learning: and
- An emphasis on individual differences and the impact of the racial, cultural, gender, linguistic, and socio-economic diversity of children on how to facilitate learning.

What is a Facilitator?

Facilitators of learning initiate, encourage, and monitor the development of academic skills, of personal capability and potential, and of transactions between individuals and knowledge communities. This requires that they:

1. Equip themselves with the knowledge and strategies that they can apply for different purposes, employ for different learners, and combine imaginatively and artfully to create classrooms and learning centers of variety and depth.
2. Provide for the practice and development of skills, which learners can use to actively access, engage, utilize and articulate knowledge.
3. Encourage the development of methods of inquiry, research and expression, which enables learners to participate in the conversations of various communities of knowledge.
4. Establish a learning environment that promotes successful and diverse learning experiences.

What is Learning?

1. Learning is perceiving, responding to, discovering, developing and creating systems of knowledge and ability. Learning requires access to existing and accepted systems of knowledge of various kinds and the application of operations
that enable learners to interact with, influence, re-envision and utilize those systems.

2. Learning situations are the result of combinations of several individual and cultural factors; therefore, various methods of learning should be embraced as they make a difference in both what is learned and how it is learned, and students react differently to any given teaching strategy.

3. Learning is the result of five major experiences: operant, respondent, social learning, contiguity, and cognitive. The power of an experience pattern is influenced by individual variables.

4. Learning occurs in three domains: psychomotor, affective, and cognitive.

5. Learning is facilitated when the presentation of information is related to an individual student’s experiences, needs, and abilities.

What is Diversity?

1. Diversity refers to differences among learners, settings, and outcomes.
2. Diversity encompasses biological (e.g. gender, race, age), sociological (e.g. ethnicity, socioeconomic status), psychological (e.g. emotional needs), and perceptual (e.g. auditory, visual learners) differences among learners.
3. Diversity encompasses differences in the settings in which learning takes place (e.g. differences in group size or setting: classroom, laboratory, field).
4. Diversity encompasses differences in the planned outcomes of learning (e.g. theoretical/applied, affective/cognitive/psychomotor).

The Purpose of Student Teaching

Student teaching at Central Washington University is designed to provide students opportunities to: (1) practice and demonstrate their professional skills; and (2) gain practical knowledge from their experiences in the PK-12 public school system.

Student teaching objectives are to be assessed by performance; i.e., the student teacher is expected to:

1. Demonstrate in a public school classroom their command of the skills and knowledge obtained in previous training as masters of the art and science of teaching in the teacher certification program;
2. Demonstrate in a public school classroom their command of the knowledge and skills obtained in their major and/or minor areas as knowledge specialists;
3. Demonstrate the physical and emotional stamina to work effectively in a public school classroom for a prolonged period on a full-time basis;
4. Demonstrate the ability to work effectively and autonomously in a public school classroom utilizing the Constructivist model of learning; and,
5. Identify social and governmental agencies and businesses and industries within the community and their relationship to the educational process.
The Task of the Cooperating Teacher

One of the most critical tasks cooperating teachers have is to establish personal rapport and credibility with their student teachers early in the student teaching experience. To quickly establish a relationship, you should review background information about the student teacher before he/she arrives in your classroom. The student teacher information is included in the student teaching application provided by the university supervisor. As you read about your student teacher, identify his/her strengths, experiences, and professional interests. Utilize this information to develop rapport and promote communication with your student teacher.

In addition, review your school building formalities: the school schedule, and school and classroom routines with your student teacher. Orient the student teacher to the facts of school life which have become "second nature" to you, but are unknown to the student teacher. If your building is large, a school map may be useful. If the school schedule is difficult to understand, have one available and be prepared to explain it more than once to your student teacher.

Having pertinent items ready when your student teacher arrives tells the student teacher you have been anticipating his/her arrival. Your preparation to receive the student teacher in your classroom models your expectations better than your words.

Private Work Area for the Student Teacher

The student teacher needs a private work area to perform his/her classroom duties. For the student teacher to begin to feel like a professional, he/she must have a private area in your classroom to keep books, supplies, and other teaching materials. If possible, provide a desk for the student teacher. If this is not possible, make available a table, a desk drawer, or cabinet space for the student teacher to use. If you have an office, consider sharing this and inviting the student teacher to use the appropriate areas to prepare teaching materials.

Educational technology, including audio/visual equipment and computers, school supplies, and copying equipment, should be as available to the student teacher as they are to you. Please explain any precautions or restrictions regarding equipment use to the student teacher. Be sure that the student teacher has access to the creative tools that enhance facilitation of student learning in the classroom. Your total openness with the student teacher will assist in making student teaching a rewarding and constructive experience for the student teacher.
Professional Status

Professional peer acceptance is of great concern to the student teacher. To help calm the student teacher's apprehension about how he/she will be accepted by your students and professional colleagues, formally introduce the student teacher to your class and to your colleagues to facilitate the student teacher's professional status. Do not use the student teacher's first name with your PK-12 students. Do what you can to assist the student teacher to obtain the respect due any teacher.

Professional Involvement

Your responsibilities to the PK-12 students in your classroom require that you develop confidence in the personal and professional capabilities of the student teacher. Such confidence normally is developed over time as the student teacher becomes gradually more involved in the teaching process. Student teacher activities are described in a suggested gradual induction model in the four stages that follow.

The Stages of Student Teaching

Stage I
Approximate time: Week 1

1. Observe and analyze teaching techniques and methods, including classroom management strategies based on Constructivism.
2. Become familiar with:
   a. Classroom resources, e.g., books, supplies, schedules, and forms
   b. Building and district resources (library, audio/visual, reproduction, aides and specialists)
   c. Grading practices
   d. Building rules and regulations
   e. District policies
   f. Extra-curricular activities
   g. Pupils’ names
3. Assist the teacher in correcting papers, housekeeping duties, preparing assignments and materials, helping individual pupils, and other related activities.
4. Assume “bit-teaching” responsibilities such as introducing lessons, making assignments, and conducting drills.
5. Conference regularly with cooperating teacher & discuss the extent to which student teaching is modeling constructivist attributes.
**Stage II**  
Approximate time:  
Weeks 2-4

1. Assume daily teaching responsibilities for a subject, a block, group, or other situation where it is necessary to plan, present, and evaluate lessons.  
2. Gradually extend classroom responsibilities as competencies are demonstrated.  
3. Continue conferences with cooperating teacher.  
4. Prepare daily lesson plans that identify Washington State Essential Academic Learning Requirements (EALRs) and performance outcomes and meet cognitive, affective, and psychomotor needs of students. Begin to develop an instructional unit.

**Stage III**  
Approximate time:  
Weeks 4-10

1. Assume full-time teaching, performing all instructional activities, classroom management, and pupil supervision.  
1. When teaching competence is demonstrated to the satisfaction of the cooperating teacher and 11-12 university supervisors, the student teacher may observe other teachers.

**Stage IV**  
Approximate time:  
Weeks 11-12

Suggestions

The following activities for cooperating teachers are suggested to assist the student teacher meet program objectives:

1. Help the student teacher understand your responsibilities as they relate to the total school program. For example:  
   a. Expose him/her to class activities and course offerings and explain how the activities are related to the constructivist theory.  
   b. Expose him/her to and encourage him/her to participate in extra-class activities and other non-teaching duties.  
   c. Acquaint him/her with the physical facilities of the school.  
   d. Introduce him/her to the teachers and administrative staff in the school, and insure a welcome at staff and other professional meetings.  
   e. Include him/her in parent contacts.  
   f. Help him/her identify and obtain resource materials.  
2. Assist the student teacher in defining his/her role in terms of duties and responsibilities. This may be done by:  
   a. Scheduling a formal conference with the student teacher to clarify expectations with regard to classroom procedures.  
   b. Providing opportunities for the student teacher to observe different instructional strategies appropriate to the teaching situation.
c. Modeling and facilitating the development of the student teacher's professional attitudes in contacts with the school and community.
d. Facilitating the student teacher's understanding of professional ethics.
e. Acquainting the student teacher with the rules and regulations applicable to pupils and teachers in the school building and district.
f. Insuring that the student teacher knows and understands the instructional goals and management systems for the class.

3. Engage the student teacher in progressively more responsible teaching experiences as appropriate skills and proficiencies are demonstrated.

4. Determine, in consultation with the student teacher, a time frame within which the student teacher would be expected to take full responsibility for the class.

5. Provide curricular resources to assist the student teacher in preparation for the development of instructional plans and activities.

6. Provide guidance in developing and implementing all aspects of the student teacher's first lessons. Decisions concerning instructional goals, lesson objectives, activities, materials, and evaluation should be made jointly during Stages I and II.

7. Systematically observe and monitor the student teacher and carefully critique each lesson taught during Stages I and II, and periodically thereafter.

8. Ensure that the student teacher's introduction to the practice of teaching is appropriate to his/her individual strengths and needs. The length of the initial period of observation may vary from student to student. During this period, the student teacher should be encouraged to become involved with the class by assisting individual students, collecting materials, and by observing the teacher and pupils, when otherwise not responsible for the class.

9. Remain in the classroom until you are satisfied the student teacher is competent to handle the class. Thereafter, observe frequently enough to provide the student teacher with adequate supervision and assistance. The student teacher should know where you are at all times when you are not in the classroom.

10. Keep the student teacher and the university supervisor informed of the student teacher’s progress. Offer critique as necessary in regularly scheduled conferences.
The Checklist for the Cooperating Teacher

1. Before the student teacher arrives

   A. Review the student teaching application provided by Central Washington University.
   B. Review this handbook and any other materials provided by Central Washington University.
   C. Prepare your PK-12 pupils for the arrival of the student teacher.
   D. Gather curricular materials the student teacher may use. Be sure to include teacher manuals when these are available.
   E. Select a strong attribute from the student teacher’s application which can be emphasized to students in order to build credibility for the student teacher.
   F. Be willing to accept the student teacher as a partner in your instructional team.

2. When the student teacher arrives, but before pupils arrive,

   A. Have the principal orient the student teacher to the school.
   B. Introduce the student teacher to the teachers in neighboring classrooms.
   C. Provide the student teacher with a desk or table.
   D. Orient the student teacher to what the class is doing.
   E. Explain the schedule, facilities for lunch, etc.
   F. Give the student teacher a seating chart.
   G. Find out when and where student teaching seminars will be conducted.
   H. Review the constructivist theory and how it may be applied in your classroom with the student teacher.
   I. Develop a daily plan of how the student will observe, confer, assess, and reflect on his/her performance as a student teacher.

3. After the pupils arrive the first day when the student teacher is present

   A. Introduce the student teacher in a way to convey respect and status. (Optional student teacher titles: teaching intern, co-teacher, or team teacher.)
   B. Encourage the student teacher to look for various characteristics in pupils, e.g., those who respond quickly, those who seem reticent, those who are not attentive, etc.
   C. Encourage the student teacher to associate names with faces as quickly as possible.
   D. Invite the student teacher to shadow you, walking among pupils when you do, etc.
4. At the end of the first day

   A. Confer with the student teacher about his/her observations of pupils in the room.
   B. Confer with the student teacher on school routine.
      1) Time of arrival and departure for teachers.
      2) Time of arrival and departure for pupils.
      3) Bus regulations and duties.
      4) Hall duty, lunchroom duty, noon duty, and others.
      5) Office routine: reading faculty bulletin and checking mail.
   C. Reflect with the student teacher on above routine activities.

5. During short conference periods throughout the remainder of the week

   A. Acquaint the student teacher with available facilities:
      1) Introduce the student teacher to the librarian.
      2) Require the student teacher to become familiar with library materials relating to the curriculum for the grade or subject being taught.
      3) Show the student teacher where the audio/visual equipment is kept and describe how to check equipment in/out/return:
         a) video camera
         b) document camera
         c) TV/VCR
         d) laser disk
         e) overhead projector
         f) specialized AV carts with computers, etc.
         g) CD player
         h) tape recorder
         i) other equipment
      4) Show the student teacher where the art and school supplies are kept and when these may be obtained.
      5) Explain the policy of coffee and snacks in the teacher’s room.
      6) Introduce the student teacher to special consultants and other school personnel:
         a) secretary
         b) school nurse
         c) custodian
         d) school counselor
         e) psychologist
         f) other
      7) Give the student teacher a school handbook.
      8) Outline the daily schedule.
      9) Explain the behavior expected of students in halls, playgrounds, lunchrooms, parking lots, etc.
      10) Acquaint the student teacher with the local community.
11) Explain participation in specific extracurricular activities.
12) Explain when and where faculty meetings are held and require the student teacher to attend.

6. During planned conference periods throughout the quarter
   A. Present an overview of the school and its services to the pupils.
   B. Explain the philosophy of the school, objectives, etc.
   C. Define and reflect on your philosophy of teaching and learning with the student teacher.
   D. Allow the student teacher to refine his/her philosophy of teaching and learning based on constructivism.
   E. Help the student teacher understand the basic principles of teaching and learning by observing you and through assigned reading on:
      1) Readiness
      2) Planning
      3) Motivation
      4) Principles of learning
      5) Characteristics and needs of pupils at level taught
      6) Evaluating lessons
      7) Evaluating pupils
      8) Bulletin boards
      9) Audio/visual aids
     10) Questioning
     11) Subject matter content
     12) Assignments
     13) Pupil participation activities
   F. Help the student teacher learn the necessity of developing good personal relationships with the administrators, co-workers, parents, and pupils.
   G. Assist the student teacher to develop a professional demeanor.
   H. Assist the student teacher in developing classroom management skills that promote positive, effective learning.
   I. Help the student teacher develop and respect personal integrity.
   J. Help the student teacher see the need for self-improvement through reading, coursework, in-service meetings and self-reflection.
   K. Help the student teacher to develop personal potential relative to the characteristics and abilities emphasized on the student teaching evaluation.

7. From the first day—participation activities for the student teacher
   A. Give the student teacher papers to grade and grades to record.
   B. Have the student teacher listen to pupils read, or help a small group, if appropriate.
   C. Encourage the student teacher to work with individual pupils.
D. Have the student teacher scan tests and library books.
E. Have the student teacher participate in class discussions.
F. Make the student teacher feel a part of the classroom.
G. Provide opportunities for the student teacher to practice writing on the board.
H. Assign the student teacher routine tasks.

8. When the student teacher first begins teaching

A. Check lesson plans carefully. Require them the week prior to teaching.
B. Suggest improvements in the plans based on constructivist theory.
C. Evaluate the teaching for strengths and weaknesses.
D. Give additional responsibilities gradually.
E. Leave the room for short periods when you are sure the student teacher can handle the situation.
F. Treat the student teacher in a professional manner. Do not criticize the student teacher in front of pupils, but later, lead the student teacher in a reflective discussion of the activities that need to be improved.
G. Refrain from interrupting the lesson when the student teacher is teaching.
H. Require the student teacher to attend professional meetings for which attendance is required of you.

9. During full-time teaching

A. Check lesson plans carefully. A substitute should be able to follow them.
B. Encourage the student teacher to use new ideas.
C. Stay out of the room as much as possible. Both student teacher and pupils react differently when the cooperating teacher is in the classroom.
D. Set high standards and expect the student teacher to meet them.

Lesson Planning

The student teacher will prepare daily lesson plans several days before they are to be taught so they can be reviewed by the cooperating teacher and revisions may be suggested. The cooperating teacher remains responsible for the classroom throughout the student teaching experience. The student teacher should only be allowed to present lessons if the cooperating teacher has approved them prior to the day they are to be taught.

Lesson plans should include enough details so the cooperating teacher and the university supervisor can evaluate them. They must provide sufficient information for the student teacher to use them with confidence and so that a substitute would be able to follow them.

The Integrated Unit Plan Format and Rubric (included in the back of the handbook) includes the following:
1. **Objectives/EALRs** – Written in clear and measurable terms.
2. **Materials** – Specific materials needed for the lesson should be identified.
3. **Procedures** –
   a. The introduction should promote interest, motivate students, and relate the lesson to prior and future instruction.
   b. Lesson content and student activities should be carefully designed and described.
   c. Concluding activities should be described.
   d. Closure is conducted by the student teacher at the end of each lesson with a check for understanding. Pupils are to generate a summary or review of key lesson components.
4. **Evaluation and Rationale** – A rationale and assessment must be given for each activity. Note whether a formal or informal assessment of student performance will be conducted to indicate mastery of lesson objectives.

Lesson plans should be flexible enough to meet changes that occur during teaching. The student teacher should be encouraged to anticipate potential difficulties and be prepared to handle problems that occur.

The importance of planning cannot be overemphasized. The first long-range plans and the first few weeks of daily plans should result from a sharing of ideas. This procedure establishes a pattern which may be altered as the plans improve and as greater independence is earned by the student teacher.

**Observing, Conferring, Assessing, and Reflecting**

The activities of observing, conferring, assessing, and reflecting are essential to the professional growth of the student teacher. Activities must be observed in a systematic manner so that objective data are gathered. Supervisors must confer with the student teacher to ensure that data collected are interpreted in a manner that promotes professional growth. The student teacher must be able to determine his/her own effectiveness in (a) meeting the objectives of the lesson taught, and (b) in meeting the objectives of the student teaching program.

**Observing**

The student teacher is under constant observation but must be systematically and objectively observed, especially when teaching lessons. Cooperating teachers should use one or more instruments for assessment to ensure objective data are collected.

**Conferring**

Conferring with the student teacher gives the cooperating teacher opportunities to provide highly individualized instruction.
Cooperating teachers should be well prepared for both formal and informal conferences. Analyze data collected during the observation to identify critical episodes, patterns, and learning consequences. Anticipate the student teacher's needs, interests, and probable behavior. Have observation data readily accessible.

Set the stage for formal conferences by arranging a time and place that is as free from interruptions as possible. Begin the conference by focusing on one or two important issues. Assist the student teacher in identifying what he/she does well by helping analyze their teaching. Record in writing the major topics discussed and any future plans or actions.

Listen carefully. An effective conference contains a mutual exchange of ideas and discussion topics. Encourage the student teacher to analyze his or her progress and identify steps towards improvement.

**Assessing**

The objective and critical analysis of your student teacher’s progress is not a simple task. You will find the task easier if you use a systematic and objective technique of data gathering and data interpretation. While “gut level feelings” may be accurate, they are never credible without objective data for support.

The student teacher's growth is recorded on a State of Washington pedagogy assessment instrument provided by Central Washington University. Evaluation will involve the cooperating teacher, the university supervisor and, when appropriate, the building principal. Evaluation requirements and guidelines include, but are not limited to:

1. A three-way conference at mid-term. The cooperating teacher and the university supervisor review the evaluation form together and then discuss the results with the student teacher.
2. At the end of the university term, a final evaluation conference is conducted in the same manner as the mid-term.
3. University supervisors observe the student teacher present a variety of lessons. University supervisors will formally observe and confer with the student teacher a minimum of four times.
4. Some techniques to assist in promoting the student teacher’s growth include:
   a. A daily reflective journal may be kept as an anecdotal record and reflection on daily happenings.
   b. Conferences may be either formal or informal:
      1) Normally informal conferences are brief. They may take place before or after school, during free periods, during lunch or after a lesson presentation.
2) Formal conferences should be scheduled regularly. Suggestions should be specific and recorded in writing. The evaluation form and/or observation forms provided by CWU may be used as a guide.

5. The university supervisor is responsible for arranging and completing the final evaluation. The evaluation form provided by Central Washington University is used for this final report. Student teaching grades are recorded as either satisfactory or unsatisfactory.

6. Recommendations for the student teacher’s placement file are optional and are written only at the discretion of the cooperating teacher, and at the specific request of the student teacher.

Reflecting

It is critical that you, as the cooperating teacher, provide ample opportunities for your student teacher to reflect on the daily and weekly classroom activities. It is through this activity of “reflection” that the student teacher can weigh the effectiveness of his or her positive impact on student learning. It is suggested that this reflective process be a consistent component of the daily instructional activity.

From the reflective activities, your insights and experience can assist the student teacher to seek alternative ways to improve previous instructional activities. This daily activity may be the most rewarding to you as a cooperating teacher and most insightful for the aspiring teacher.

The Role of the University Supervisor

1. University supervisors carry a typical load of approximately 15 students per quarter.

2. University supervisors are responsible for placing all students in their geographic areas.

3. University supervisors collaborate with adjuncts that supervise student teachers in their geographic area. The collaboration includes an orientation on the knowledge base and conceptual framework of CWU’s teacher preparation program and overview of CWU’s supervisory practices and expectations.

4. University supervisors ensure that student teachers articulate the conceptual framework of CWU’s teacher preparation program, i.e., expert learners, knowledge specialists, and master teachers.

5. University supervisors provide an orientation for cooperating teachers. The orientation provides an overview of the philosophy of CWU’s teacher preparation program, expectations for the cooperating teacher and student teacher with regard to professionalism, practice and assessment/evaluation.

6. University supervisors ensure that student teachers discuss constructivism with their cooperating teachers as the foundation of CWU’s teacher
preparation program and collaborate on lesson plans that incorporate constructivist activities.

7. University supervisors provide a minimum of five (5) seminars per quarter for student teachers on a variety of topics such as issues of technology, classroom management, job application procedures, diversity, civility, service learning, active learning, creativity, and motivation. Seminars provide students and supervisors the opportunity to reflect on current practices.

8. University supervisors conduct a minimum of four (4) formal and four (4) informal observations to ensure that students acquire the constructivist skills and the ways of knowing pertinent to our global perspective. Additional formal and informal observations may be scheduled as desired or needed to ensure the student teacher is successful.

9. University supervisors serve as liaisons between CWU and the host schools and districts by creating school partnerships that positively impact student teaching and learning.

10. University supervisors collaborate with university content area faculty on placement and supervision issues as necessary.

Legal Responsibilities and Governing Policies

The classroom teacher must have a sound knowledge of the legal parameters of his/her position as well as a thorough understanding of policies, rules, and regulations as established by those to whom he/she is responsible. Student teachers must also become cognizant of legal and institutional responsibilities. The following paragraphs are an attempt to provide that information.

The laws of the State of Washington indicate that only a person with a valid State of Washington teacher’s certificate can be given responsibility for public school students in a school sponsored activity. The student teacher does not have a teaching certificate and thus cannot be given the responsibility for a school sponsored activity (classroom, playground, extra curricular, etc.) except under the immediate supervision or delegation of a certified teacher who retains the legal and immediate responsibility for the pupils.

Student teaching is a learning experience that is to be conducted under the guidance, supervision, and evaluation of a certified cooperating teacher. Student teachers should be given an opportunity to experience the various kinds of situations they will subsequently face as certified teachers. However, for legal and educationally sound reasons, all of these experiences should be under the supervision and guidance of a certified teacher who has the ultimate legal and moral responsibility for the pupils.

The student teacher should not be asked to substitute for the certified classroom teacher either in the classroom or on the playground. A certified teacher should always be in charge of the pupils and responsible for their care. The classroom
teacher may and should delegate to the student teacher as much responsibility for conducting classroom activities as is consistent with effective learning and sound educational practices. However, the classroom teacher is responsible at all times.

State law dictates that only staff members with special driver’s licenses may transport students. Therefore, student teachers cannot transport pupils at any time.

These policies are for the protection of all concerned: the cooperating teacher, the public school administrators, the board of directors, the university supervisor, the student teacher, the pupils, and the University.

Clearly, the certified teacher is responsible for all students in his/her classes at all times. This should not lull the student teacher into thinking, however, that he or she is exempt from any or all legal proceedings. There are cases on record in which parents, for causes real or imaginary, have brought suit against the state, the school district, and all the school staff, including the student teacher. Such occasions, thankfully, are rare, but when they do arise, the student teacher may not be spared.

Since the student teacher’s status in such instances has never been legally defined by the State of Washington in a court of law or through legislative act, the best protection against possible abuse is a form of malpractice insurance made available through membership in a professional association. As an example, membership in the Student Washington Education Association (SWEA) provides financial protection against liability suits up to $1,000,000. The cost to student teachers is minimal (www.washingonea.org/swea).

Institutional Policies

The Director of Field Experiences has the responsibility of assigning students to the various student teaching centers within the state. Placement of student teachers in the individual schools within the centers is the joint responsibility of the university supervisor and the public school official designated by the superintendent to carry out this function. Final responsibility for each placement or subsequent change rests with the university supervisor. Placements are made to provide the best possible training experience available.

A minimum of 16-quarter credits of student teaching is to be completed on an all-day basis for the duration of one quarter. A student may elect to take more than the minimum number of credits by enrolling in a second quarter student teaching assignment. Although no more than 21 credits from student teaching may be applied towards the baccalaureate degree, a student may petition the Certification Office to apply additional credits toward fifth year certification.
All applications for student teaching must be submitted to the Department of Education by the designated deadlines.

Students are assigned to student teaching in accordance with the following regulations:

1. Admission to the teacher education program must be achieved at least one full quarter prior to being assigned to student teaching. (Check the Undergraduate Catalog for regulations on admission to the Teacher Education Program.)

2. All prerequisites stated in the course description for student teaching must be completed satisfactorily prior to beginning student teaching. It is recommended that the student teacher carry only the 16 credit hours for student teaching during the experience.

3. One quarter in residence at the University is required before a student may be assigned to student teaching unless an exception is approved by the Dean of the College of Education and Professional Studies.

4. Students must be endorsed for student teaching by the Department of Education, the Certification Office and their major and minor departments. The endorsement requires:
   a. Completion of 75% of major and minor. Elementary education majors must have completed EDRD 308, EDRD 309, EDEL 323, and EDRD 420 as part of the 75% and be endorsed by the major and minor departments, when appropriate.
   b. Successful completion of the required professional education sequence courses
   c. Grades must be a “C” or above in your major, minor, English 101, 102, 301 and the professional sequence courses. Grades in basic and breadth courses must be a “C-” or above. GPA at the time of application and the quarter prior to student teaching must be 3.0, either cumulative or for the last 45 graded credits.

5. Students transferring to the University must demonstrate their competencies to their respective faculties in order to be endorsed for student teaching in their major and minor fields.

6. Most student teaching assignments will be made at student teaching centers outside of Kittitas County. Students should plan their programs well in advance so that they will be ready to finance one quarter of work away from the campus (outside Kittitas County) regardless of marital status, family circumstances, campus commitments, or work opportunities.

7. Insofar as possible, student requests regarding choice of student teaching centers and grade levels will be given consideration; students should, however, be prepared to accept assignment at the center designated by the Department of Education.

8. Experienced teachers may be exempt from the student teaching requirement. The Director of Field Experiences makes decisions regarding exemptions from or substitutions for student teaching.
9. Student teaching is a full-time assignment, and to promote chances of meeting success, students are strongly discouraged from working and/or enrolling in additional course work during the student teaching experience.

10. All placements are posted in Black Hall, Room 101, during the latter part of the quarter preceding the student teaching assignment.

11. It is the student’s responsibility to meet institutional requirements. The University reserves the right to withdraw any student whose work is not satisfactory or whose outside activities interfere with student teaching responsibilities.

12. Student teachers will observe the work and vacation schedule of the school district to which they are assigned, not that of Central Washington University. For example, spring vacation will be taken as scheduled in the local district - not as scheduled at the University.

State Laws

Student teaching offered by Central Washington University is consistent with state code requirements and standard national accreditation policies.

WAC 180-78A-270 Approval standard – Knowledge and skills.

Building on the mission to prepare educators who demonstrate a positive impact on student learning based on the Improvement of Student Achievement Act of 1993 (House Bill 1209), the following evidence shall be evaluated to determine whether each preparation program is in compliance with the program approval standards of:

1. Teacher candidates will complete a well-planned sequence of courses and/or experiences in which they acquire and apply knowledge about:

Foundational knowledge
   a. The state learning goals and essential academic learning requirements.
   b. The subject matter content for the area(s) they teach, including the relevant methods course work and the knowledge and skills for each endorsement for which the candidate is applying.
   c. The social, historical, and philosophical foundations of education, including an understanding of the moral, social, and political dimensions of classrooms, teaching, and schools.
   d. The impact of technological and societal changes on schools.
   e. Theories of human development and learning.
   f. Inquiry and research.
   g. School law and educational policy.
   h. Professional ethics.
   i. The responsibilities, structure, and activities of the profession.
   j. Issues related to abuse including the identification of physical, emotional, sexual, and substance abuse, information on the impact of abuse on the behavior and learning abilities of students, discussion of the responsibilities of a teacher to report abuse or provide assistance to students who are the
victims of abuse, and methods for teaching students about abuse of all types and their prevention.

k. The standards, criteria and other requirements for obtaining the professional certificate.

Effective teaching

l. Research and experience-based principles of effective practice for encouraging the intellectual, social, and personal development of students.

m. Different student approaches to learning for creating instructional opportunities adapted to learners from diverse cultural or linguistic backgrounds.

n. Areas of exceptionality and learning – including, but not limited to, learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.

o. Effective instructional strategies for students at all levels of academic abilities and talents.

p. Instructional strategies for developing reading, writing, critical thinking, and problem solving skills.

q. The prevention and diagnosis of reading difficulties and research-based intervention strategies.

r. Classroom management and discipline, including:

i. Individual and group motivation for encouraging positive social interaction, active engagement in learning, and self-motivation.

ii. Effective verbal, nonverbal, and media communication for fostering active inquiry, collaboration, and supportive interactions in the classroom.

s. Planning and management of instruction based on knowledge of the content area, the community, and curriculum goals.

t. Formal and informal assessment strategies for evaluating and ensuring the continuous intellectual, social, and physical development of the learner.

u. Collaboration with school colleagues, parents, and agencies in the larger community for supporting students' learning and well being.

v. Effective interactions with parents to support students' learning and well-being.

Professional development

w. The opportunity for candidates to reflect on their teaching and its effects on student growth and learning.

x. Educational technology including the use of computer and other technologies in instruction, assessment and professional productivity.

y. Strategies for effective participation in group decision making.
NCATE Unit Standards (2006 Edition)

STANDARD 1: Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Content Knowledge for Teacher Candidates
(Initial and Continuing Preparation of Teachers)

UNACCEPTABLE

Teacher candidates have inadequate knowledge of subject matter that they plan to teach and are unable to give examples of important principles or concepts delineated in professional, state, and institutional standards.

ACCEPTABLE

Teacher candidates know the subject matter that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.

TARGET

Teacher candidates have in-depth knowledge of the subject matter that they plan to teach as described in professional, state, and institutional standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject.

Pedagogical Content Knowledge for Teacher Candidates
(Initial and Continuing Preparation of Teachers)

UNACCEPTABLE

Teacher candidates do not understand the relationship of content and pedagogy delineated in professional, state, and institutional standards in a way that helps them develop learning experiences that integrate technology and build on students’ cultural backgrounds and knowledge of content so that students learn.

ACCEPTABLE
Teacher candidates have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. They facilitate student learning of the subject matter through presentation of the content in clear and meaningful ways and through the integration of technology.

**TARGET**

Teacher candidates reflect a thorough understanding of pedagogical content knowledge delineated in professional, state, and institutional standards. They have in-depth understanding of the subject matter that they plan to teach, allowing them to provide multiple explanations and instructional strategies so that all students learn. They present the content to students in challenging, clear, and compelling ways and integrate technology appropriately.

**Professional and Pedagogical Knowledge and Skills for Teacher Candidates (Initial and Continuing Preparation of Teachers)**

**UNACCEPTABLE**

Teacher candidates have not mastered professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards as shown in their lack of knowledge of school, family, and community contexts or in their inability to develop learning experiences that draw on students' prior experience.

**ACCEPTABLE**

Teacher candidates can apply their professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences.

**TARGET**

Teacher candidates reflect a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. They develop meaningful learning experiences to facilitate learning for all students. They reflect on their practice and make necessary adjustments to enhance student learning. They know how students learn and how to make ideas accessible to them. They consider school, family, and community contexts in connecting concepts to students' prior experience and applying the ideas to real-world problems.
Dispositions for All Candidates

UNACCEPTABLE

Candidates are not familiar with professional dispositions delineated in professional, state, and institutional standards. They do not model these dispositions in their work with students, families, and communities.

ACCEPTABLE

Candidates are familiar with the dispositions expected of professionals. Their work with students, families, and communities reflects the dispositions delineated in professional, state, and institutional standards.

TARGET

Candidates work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional, state, and institutional standards. Candidates recognize when their own dispositions may need to be adjusted and are able to develop plans to do so.

Student Learning for Teacher Candidates
(Initial and Continuing Preparation of Teachers)

UNACCEPTABLE

Teacher candidates cannot accurately assess student learning or develop learning experiences based on students’ developmental levels or prior experience.

ACCEPTABLE

Teacher candidates focus on student learning as shown in their assessment of student learning, use of assessments in instruction, and development of meaningful learning experiences for students based on their developmental levels and prior experience.

TARGET

Teacher candidates accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.
Supporting Explanation:

The public expects that teachers of their children have sufficient knowledge of content to help all students meet standards for PK-12 education. The guiding principle of the teaching profession is that student learning is the goal of teaching. NCATE’s Standard 1 reinforces the importance of this goal by requiring that teacher candidates know their content or subject matter, can teach effectively, and can help all students learn. All professional school personnel are expected to carry out their work in ways that are supportive of student learning.

Teacher licensure standards adopted by most states require that teachers demonstrate knowledge, skills, and dispositions that enable them to address the needs of all learners. Therefore, candidates preparing to teach or work as other professional educators in PK-12 schools are expected to demonstrate the learning proficiencies identified in the unit’s conceptual framework(s), which should be aligned with standards for PK-12 students, the standards of national professional organizations, and state licensing standards.

To help institutions better prepare teacher candidates to meet state licensing requirements, NCATE has aligned its unit and program standards with the principles of the Interstate New Teacher Assessment and Support Consortium (INTASC). First and foremost, NCATE and INTASC expect teacher candidates to know the content of their disciplines, including their central concepts, tools of inquiry, and structures.

Teacher candidates are expected to meet professional standards for the subjects that they plan to teach as these have been defined in standards for students in PK-12 schools and standards for the preparation of teachers. Candidates meet professional standards of other national accrediting organizations (e.g., the National Association of Schools of Music and the National Association of Schools of Art and Design) or NCATE’s program standards for teachers of

- Early childhood education
- Elementary education
- Middle-level education
- Special education
- English as a second language
- Secondary and middle level disciplines of
  - English language arts
  - Mathematics
  - Science
  - Social studies
  - Computing
  - Technology education
  - Health
  - Physical education
Program standards for other areas such as foreign languages are under development. Institutions must submit program documentation, including candidate performance data, that responds to these professional standards for national and/or state review prior to and during the on-site visit.

In addition, NCATE and INTASC expect teacher candidates to demonstrate knowledge, skills, and dispositions to provide learning opportunities supporting students’ intellectual, social, and personal development. Teacher candidates are able to create instructional opportunities adapted to diverse learners. They encourage students’ development of critical thinking, problem solving, and performance skills. They are able to create learning environments encouraging positive social interaction, active engagement in learning, and self-motivation. Teacher candidates foster active inquiry, collaboration, and supportive interaction in the classroom. They plan instruction based upon knowledge of subject matter, students, families, the community, and curriculum goals. Teacher candidates evaluate students’ academic achievement as well as their social and physical development and use the results to maximize students’ motivation and learning. They are able to reflect on and continually evaluate the effects of choices and actions on others and actively seek out opportunities to grow professionally. They also are able to foster relationships with school colleagues, parents and families, and agencies in the larger community to support students’ learning and well being.

Candidates preparing to work in schools as teachers or other school personnel need a sound professional knowledge base to understand learning and the context of schools, families, and communities. They understand and are able to apply knowledge related to the social, historical, and philosophical foundations of education, professional ethics, law, and policy. They know the ways children and adolescents learn and develop, including their cognitive and affective development and the relationship of these to learning. They understand language acquisition; cultural influences on learning; exceptionalities; diversity of student populations, families, and communities; and inclusion and equity in classrooms and schools. They are able to appropriately and effectively integrate technology and information literacy in instruction to support student learning. They understand the importance of using research in teaching and other professional roles and know the roles and responsibilities of the education profession.

Candidates for all professional education roles develop and model dispositions that are expected of educators. The unit articulates candidate dispositions as part of its conceptual framework(s). The unit systematically assesses the development of appropriate professional dispositions by candidates. Dispositions are not usually assessed directly; instead they are assessed along with other performances in candidates’ work with students, families, and communities.

Candidates for all professional education roles are expected to demonstrate positive effects on student learning. Teachers and teacher candidates have student learning as the focus of their work. Other professional school personnel are able to create and
maintain positive environments, as appropriate to their professional responsibilities, that support student learning in educational settings.

Throughout the program, teacher candidates develop the knowledge bases for analyzing student learning and practice by collecting data and assessing student learning through case studies and field and other experiences. They might examine student work samples for evidence of learning and develop lesson plans to help students who are having problems understanding the concepts being taught. Student learning should be demonstrated directly by all teacher candidates during clinical practice.

STANDARD 4: Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in PK-12 schools.

Design, Implementation, and Evaluation of Curriculum and Experiences

UNACCEPTABLE

The unit is not clear about the proficiencies related to diversity that candidates should develop during their preparation programs. The curriculum and field experiences for the preparation of educators are not designed to prepare candidates to work effectively with diverse populations, including persons with exceptionalities. Candidates do not have an understanding of the importance of diversity in teaching and learning. They are not developing skills for incorporating diversity into their teaching and are not able to establish a classroom and school climate that values diversity. Assessments of candidate proficiencies do not provide data on candidates’ ability to help all students learn.

ACCEPTABLE

The unit clearly articulates the proficiencies that candidates are expected to develop during their professional program. Curriculum and accompanying field experiences are designed to help candidates understand the importance of diversity in teaching and learning. Candidates learn to develop and teach lessons that incorporate diversity and develop a classroom and school climate that values diversity. Candidates become aware of different teaching and learning styles shaped by cultural influences and are able to adapt instruction and services appropriately for all students, including students with exceptionalities. They demonstrate dispositions that value fairness and learning by all students. Assessments of candidate proficiencies provide data on the ability to help all
students learn. Candidates’ assessment data are used to provide feedback to candidates for improving their knowledge, skills, and dispositions.

TARGET

Curriculum, field experiences, and clinical practice help candidates to demonstrate knowledge, skills, and dispositions related to diversity. They are based on well-developed knowledge bases for, and conceptualizations of, diversity and inclusion so that candidates can apply them effectively in schools. Candidates learn to contextualize teaching and to draw upon representations from the students’ own experiences and knowledge. They learn how to challenge students toward cognitive complexity and engage all students, including students with exceptionalities, through instructional conversation. Candidates and faculty review assessment data that provide information about candidates’ ability to work with all students and develop a plan for improving their practice in this area.

Experiences Working with Diverse Candidates

UNACCEPTABLE

Candidates do not interact and work with candidates from diverse ethnic, racial, gender, and socioeconomic groups in professional education courses on campus or in schools. Unit activities for candidates are not designed to encourage and support the involvement of candidates from diverse backgrounds. The unit is not seeking to increase the diversity of its candidates.

ACCEPTABLE

Candidates interact and work with candidates from diverse ethnic, racial, gender, and socioeconomic groups in professional education courses on campus and in schools. Candidates from diverse ethnic, racial, gender, and socioeconomic groups work together on committees and education projects related to education and the content areas. The affirmation of the values of diversity is shown through good-faith efforts made to increase or maintain candidate diversity.

TARGET

Candidates interact and work with candidates with exceptionalities and from diverse ethnic, racial, gender, language, socioeconomic, and religious groups in professional education courses on campus and in schools. The active participation of candidates from diverse cultural backgrounds and with different experiences is solicited, and valued and accepted in classes, field experiences, and clinical practice.
Experiences Working with Diverse Students in PK-12 Schools

UNACCEPTABLE

Not all candidates participate in field experiences or clinical practices with exceptional students and students from diverse ethnic, racial, gender, and socioeconomic groups. The experiences do not help candidates reflect on diversity or develop skills for having a positive effect on student learning.

ACCEPTABLE

Field experiences or clinical practice in settings with exceptional populations and students from different ethnic, racial, gender, and socioeconomic groups are designed for candidates to develop and practice their knowledge, skills, and dispositions for working with all students. Feedback from peers and supervisors helps candidates reflect on their ability to help all students learn.

TARGET

Extensive and substantive field experiences and clinical practices are designed to encourage candidates to interact with exceptional students and students from different ethnic, racial, gender, socioeconomic, language, and religious groups. The experiences help candidates confront issues of diversity that affect teaching and student learning and develop strategies for improving student learning and candidates’ effectiveness as teachers.

Supporting Explanation:

America’s classrooms are becoming increasingly diverse; more than one-third of the students in PK-12 classrooms are from minority groups. The families of an increasing number of students are immigrants, many with native languages other than English and from diverse religious backgrounds. Growing numbers of students are classified as having disabilities. At the same time, minority teachers are less than 15 percent of the teaching force. As a result, most students do not have the opportunity to benefit from a diverse teaching force. Teacher candidates need to develop proficiencies for working with students from diverse backgrounds and with exceptionalities to ensure that all students have the opportunity to learn. Regardless of whether they live in areas with great diversity, candidates must develop knowledge of diversity in the United States and the world, dispositions that respect and value differences, and skills for working in diverse settings.

One of the goals of this standard is the development of educators who can help all students learn and who can teach from multicultural and global perspectives that draw on the histories, experiences, and representations of students from diverse cultural backgrounds. Therefore, the unit provides opportunities for candidates to understand
the role of diversity and equity in the teaching and learning process. Coursework, field experiences, and clinical practice are designed to help candidates understand the influence of culture on education and acquire the ability to develop meaningful learning experiences for all students. Candidates learn about exceptionalities and inclusion as well as gender differences and their impact on learning. Proficiencies, including those related to dispositions and diversity, are drawn from the standards of the profession, state, and institution; they are clear to candidates and are assessed as part of the unit’s performance assessment system.

Field experiences and clinical practice support the development of educators who can apply their knowledge of diversity, including exceptionalities, to work in schools with all students. They provide opportunities for candidates to reflect on their observations and practices in schools and communities with students and families from diverse ethnic, racial, and socioeconomic groups. Clinical faculty design learning experiences for candidates in field experiences and clinical practice to help candidates process diversity concepts and provide feedback to candidates about their performance.

A cohort of candidates and faculty from diverse groups informs the unit’s curriculum, pedagogy, and format in culturally meaningful ways. Diversity in education programs assists candidates in addressing teaching and learning from multiple perspectives and different life experiences. It provides for different voices in the professional development and work of the education profession. It allows a greater range of backgrounds and experiences among faculty and candidates to enhance understanding and interaction with colleagues from different backgrounds. In this regard, the unit recruits, admits or hires, and retains candidates and faculty from diverse cultural backgrounds. A plan, which is monitored and revised regularly, may provide guidance in ensuring and maintaining diverse representation.

Candidates have the opportunity to interact with adults, children, and youth from their own and other backgrounds throughout their college careers, and particularly in their professional preparation programs. Candidates, higher education faculty, school faculty, and PK-12 students with whom candidates work are males and females with diverse ethnic, racial, language, religious, and socioeconomic backgrounds and histories and from different regions of the country and world. Candidates also have opportunities to work with adults and students with exceptionalities.

**General Information for the Student Teacher**

The following information is provided for your assistance.

1. The university supervisor is selected and specifically trained to guide student teachers through the clinical experience. He/she will note your progress from week to week, discuss with you your accomplishments and point out areas where you can improve, suggest methods and materials that you should try, and, in the context of the entire experience, be available for advice and counsel. He/she will
also pay particular attention to your appearance, personal mannerisms, attitudes, voice, and emotional control, all of which help predict your future in dealing with parents, pupils, and colleagues. You are directly responsible to the university supervisor and your cooperating teacher. You should take great care to keep them informed and to coordinate all your activities with and through them.

2. The school district has been asked by Central Washington University to participate in the student teaching program. In your school, you will have an opportunity to observe sound classroom teaching and participate in many ways in the school community. The local administrators and teachers will help in every way possible to provide an experience that will insure your growth as a teacher. In return, you need to recognize and fulfill your responsibility to the students in your school, to the school itself, to the community, and to the University.

3. The cooperating teacher’s first responsibility is the instruction of his or her pupils. You should have an immediate understanding with the cooperating teacher about proper control techniques. He/she will need to approve all your professional activities both as an observer and as a participating student teacher. In the former instance, his/her role is primarily that of model and advisor; later, he/she will offer suggestions and criticisms concerning your teaching. Through your cooperating teacher’s willingness to participate in the student teaching program, he or she is not only helping you, but also making a contribution to the profession.

Professional Certification
Acts of Unprofessional Conduct

WAC 180-87-015 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 180-86 WAC.

ADMINISTRATIVE PROVISIONS

WAC 180-87-020 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 180-87-025 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 180-87-030 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 180-87-035 Education practitioner—Definition. As used in this chapter, the term "education practitioner" means any certificate holder licensed under rules of the state board of education to serve as a certificated employee.

WAC 180-87-040 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, graduate, and students who transfer to other districts or schools.

WAC 180-87-045 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 180-87-050 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 inservice 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.
8. Information submitted in the course of an investigation by a law enforcement agency or by child protective services regarding school related criminal activity.
WAC 180-87-055 Alcohol or controlled substance abuse. Unprofessional conduct includes:

(1) Being under the influence of alcohol 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 board of pharmacy, or a Schedule 2 controlled substance, as defined by the state board of pharmacy, 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.

WAC 180-87-060 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 180-87-065 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 180-87-070 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 state board of education 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 180-86-160, 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 180-86 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 180-87-080 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 180-87-085 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 180-87-090 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 180-87-093 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 180-87-095 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 180-86-110 regarding the lack of good moral character or personal fitness of an education
practitioner of the commission of an act of unprofessional conduct by an education practitioner is an act of unprofessional conduct.

**Work Stoppage Policy**

The following policy defines the role of Central Washington University students and other University personnel assigned to school districts during work stoppages. This statement in no way abrogates individual rights, nor does it endorse any party in the dispute.

1. While officially representing Central Washington University, students and faculty shall not be involved in work stoppages, or related activities, on a partisan basis in any way. Picket lines will be respected.
2. If a work stoppage occurs, Central Washington University students shall report immediately, in person, to their university supervisor at a place previously designated.
3. It shall be the responsibility of the university supervisor assigned to the area to provide for alternative learning experiences for the student teacher during a work stoppage.
4. In developing alternative experiences, the university supervisors should consider, first, reassigning the student teacher to schools in the area not affected by the stoppage and, second, initiate procedures for rescheduling the experience. Such procedures require the concurrence of the Director of Field Experiences.
5. The length of the work stoppage will determine the nature of the alternative experiences. In the case of student teachers and Option II Entry Phase students, a six-week period of regular activity would be the minimum time for full credit.

**Withdrawal or Reassignment**

The student teacher may voluntarily withdraw from student teaching, be withdrawn by the university supervisor, or be reassigned to a different cooperating teacher. Each situation is unique and will be governed as follows:

1. Voluntary withdrawal is initiated by the student teacher that must receive approval of the university supervisor and the Director of Field Experiences. Some common reasons for voluntary withdrawals are personal illness, family problems, or the determination that teaching is not the desired profession.
2. Withdrawal by the university supervisor is preceded by:
   a. The university supervisor and cooperating teacher identifying specific weaknesses demonstrated by the student teacher.
   b. When appropriate, seeking and requesting assistance from other professionals such as teachers, building administrators and university faculty shall be requested.
   c. Documentation of failure of the student teacher to overcome identified weaknesses after repeated counseling.
d. Agreement among the university supervisor, the cooperating teacher and a building administrator that all efforts have been exhausted and formal withdrawal is the best course of action.
e. Approval from the Director of Field Experiences.

3. The student teacher may be reassigned for many reasons. Most frequently, reassignment is necessary because the cooperating teacher becomes ill or changes job positions. In all cases, it is the responsibility of the university supervisor and the appropriate district administrator to make the new assignment and coordinate it with the Director of Field Experiences.
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**REQUIRED STUDENT TEACHING DOCUMENTS:**

**Students**
- Constructivist Document (signed jointly w/CT)
- Unit Plan
- Observation/Teaching Log

**Supervisors**
- Observation Form
- Pedagogy Assessment 2x
- Student Teacher Final Evaluation
- Record of Student Teacher Contacts

**Cooperating Teachers**
- Coop. Teacher Experience & Orientation Form
- Invoice Voucher
- Video Critique (optional)
- Student Teacher Attributes From 2x

**LEGEND**
- 1 due to Jan
- 2 checked by supervisor
- 3 retained by supervisor

CWU Supervisor __________________________  Date __________________________
Cooperating Teacher Experience & Orientation

Student Teacher ___________________________________________ School __________ Quarter _______ Year __________

Evidence of compliance with candidate field experience policies program approval standard.

Name: _____________________________ School: ___________________

District: _____________________________ Quarter: ________________

Name of Student Teacher: ______________________________________

5a. I have had at least three years experience as a teacher. □ Yes □ No

5b. I have been given a handbook which outlines my responsibilities as a cooperating teacher. □ Yes □ No

5c. I have been oriented to my role and my responsibilities by the Professional University Supervisor. □ Yes □ No

Cooperating Teacher ___________________________ Date__________

(signature)

Professional University Supervisor _________________________ Date__________

(signature)

Please return to: Department of Education
Central Washington University
400 E. University Way
Ellensburg, WA 98926-7409
Student Teacher

School

Quarter

Year

Cooperating Teacher

Student Teacher

discussed and reviewed the theory and practice of constructivism and its application in schools. We also discussed how it would be evidenced in the student teaching experience. The following paragraphs synopsize our discussion and include constructivist strategies that are appropriate to content and grade level.

Reflective Comments:

Student Teacher Signature  Date  Cooperating Teacher Signature

Date

It is the policy of the College of Education and Professional Studies, the Center for Teaching and Learning and the Department of Education that all Student Teachers collaborate with and discuss constructivism and constructivist philosophies with their Cooperating Teachers.
Evidence of compliance with program approval requirement field experience for all candidates for certification as teachers.

Student Teacher _____________________________ School _______ Quarter _______ Year _______

For every day that you are in the classroom, indicate the date and number of hours spent observing and teaching.

<table>
<thead>
<tr>
<th>Date</th>
<th>Hrs. Observing</th>
<th>Hrs. Teaching</th>
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Hours Observing _____

Hours Teaching _____

TOTAL HOURS _____

Cooperating Teacher Signature __________________ Date __________

Student Teacher Signature __________________ Date __________

University Supervisor Signature __________________ Date __________
Directions: The cooperating teacher completes this form at least two times during student teaching.

Student Teacher_______________________________________  __________________________  __________________________ School  Quarter  Year

1. **Attendance** (is present and prepared on a daily basis)
   - _____ Absent more than 2 times  _____ Present most of the time  __________ Always present
   Comments:

2. **Preparedness** (is prepared on a daily basis)
   - _____ Unprepared twice or more  _____ Prepared most days  _____ Always prepared
   Comments:

3. **Presence** (is poised and professional with students, staff, and parents)
   - _____ Lacks confidence  _____ Somewhat confident  _____ Exhibits confidence
   Comments:

4. **Meets Deadlines** (completes all tasks on time)
   - _____ Rarely on time  _____ Mostly on time  _____ Always on time
   Comments:

5. **Initiative** (a self-starter who accepts responsibility)
   - _____ Rarely shows initiative  _____ Adequate Initiative  _____ Outstanding initiative
   Comments:

6. **Flexibility** (can adjust, make changes quickly)
   - _____ Inflexible  _____ Somewhat flexible  _____ Consistently flexible

---

Central Washington University

Student Teacher Attributes Scale
7. **Sensitivity** (open-minded, accepts differences and diversity)
   - Insensitive to others’ needs
   - Occasionally sensitive to others’ needs
   - Consistently sensitive to others’ needs

Comments:

8. **Learns from Others** (Observes and listens to others, accepts constructive comments, and responds with appropriate professionalism to feedback)
   - Unreceptive
   - Occasionally receptive
   - Receptive

Comments:

9. **Desire to Improve Teaching** (responds to constructive suggestions, incorporates suggestions quickly)
   - Makes no effort to improve
   - Makes some effort to improve
   - Consistently makes effort to improve

Comments:

10. **Commitment to Total School Program** (participates in school activities and works with students, parents and colleagues outside of the school day)
    - Inadequate
    - Adequate
    - Excellent

Comments:

11. **Oral Communication** (uses appropriate and clear language with students, staff, and parents)
    - Unclear/Disorganized
    - Understandable, some problems
    - Clear and effective

Comments:

12. **Written Communication** (writes with clarity and with appropriate professionalism)
    - Unclear/Disorganized
    - Understandable, some problems
    - Clear and effective

Comments:
Professional Growth Plan (PGP) for Candidates Applying for Washington State Residency Certificates

The Professional Growth Plan (PGP) is a plan that incorporates individual-based goals in alignment with professional teaching standards. All candidates applying for a Washington State teaching certificate after January 2004 will need to submit a PGP to the department for examination prior to certification.

The following Center for Teaching and Learning Standards describe competencies Central Washington University candidates for the Residency Certificate will have addressed:

- Candidates demonstrate subject matter knowledge in areas of endorsement.
- Candidates demonstrate a thorough understanding of pedagogical content knowledge.
- Candidates demonstrate a thorough understanding of professional and pedagogical knowledge and skills.
- Candidates reflect dispositions expected of professional educators.
- Candidates demonstrate a positive impact on student learning.
- Candidates have opportunities to work with a diverse representation of P-12 students.

Your PGP will be a document that will specify your strength and growth areas for teaching relevant to the WAC 180-78A-270 standards for Foundational Knowledge, Effective Teaching, and Professional Development. A template is provided for your use.

1. Describe **3-5 areas of strength** and **3-5 areas of growth** that have been identified during your student teaching experience. Identify the appropriate CTL Standard for each strength and area of growth. This could be developed in collaboration with your supervisor and/or cooperating teacher during one of your conferences.

2. Identify and describe **2-3 individual goals** as a focus for the next two years of your career. Provide a short rationale for why you selected these goals and how they relate to the Center for Teacher and Learning Standards and Washington State WAC standards.

3. Note the **method and resources** that could be helpful to you in achieving your goals. Explain these giving specific details (books, educators, courses, materials) wherever possible.
### Student Teacher Professional Growth Plan

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>School</th>
<th>Quarter</th>
<th>Year</th>
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<tbody>
<tr>
<td>Student ID #</td>
<td>Grade Level/Subject</td>
<td>Expected Cert. Year</td>
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<tr>
<td>Endorsements Sought</td>
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<th>Areas of strength with related CTL standards:</th>
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<th>Areas of desired growth with related CTL standards:</th>
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<th>Individual Professional Development Goals with Rationale:</th>
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<th>Methods and Resources for Achieving Goals:</th>
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Student’s Signature_____________________________________________ Date______________________

*Please send the original to the Department of Education for your file and keep a copy for your records.*
### Student Teacher Informal Observation Notes

<table>
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<tr>
<th>Student Teacher /Candidate</th>
<th>Grade/Subject</th>
<th>Date</th>
<th>Obs. #</th>
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<tbody>
<tr>
<td>Supervisor/Observer</td>
<td>Lesson Title/Topic</td>
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1. These notes supplement formal observations, e.g., Mid-term/Final Evaluations.
2. These notes may be used to inform decisions regarding student continuation in placement.
3. These notes should include times specific observations are made.

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1. **Use of Constructivism**: Ability to utilize the constructivist learning model to create a positive impact on student learning.

   **LEVEL OF PERFORMANCE**
   - Not demonstrated
   - Emerging
   - Competent
   - Exceptional

   Comments:

2. **Use of Foundational Knowledge**: Uses foundational knowledge of subject matter, learning methods, curriculum goals, student attributes and community resources to create a positive impact on student learning.

   **LEVEL OF PERFORMANCE**
   - Not demonstrated
   - Emerging
   - Competent
   - Exceptional

   Comments:

3. **Instructional Planning for Effective Teaching**: Ability to design and implement instruction is adapted to the student dynamics of the classroom.

   **LEVEL OF PERFORMANCE**
   - Not demonstrated
   - Emerging
   - Competent
   - Exceptional

   Comments:
4. Classroom Management and Discipline: *Ability to manage the physical environment and student dynamics of the classroom.*

**LEVEL OF PERFORMANCE**

- Not demonstrated
- Emerging
- Competent
- Exceptional

Comments:

5. Student Performance Assessment: *Ability to use authentic assessment techniques to create a positive impact on student learning.*

**LEVEL OF PERFORMANCE**

- Not demonstrated
- Emerging
- Competent
- Exceptional

Comments:

6. Diverse Populations: *Ability to work effectively with students of various backgrounds, disabilities, capabilities, and racial and/or ethnic populations.*

**LEVEL OF PERFORMANCE**

- Not demonstrated
- Emerging
- Competent
- Exceptional

Comments:
Student Teacher ___________________________ Date ____________________________

School ___________________________________________ Time videoed ________________

Grade level ___________ Subjects ____________________________________________

Lesson title/s ____________________________________________________________

**Directions:** The student teacher and cooperating teacher complete this form independently and discuss the student teacher’s performance. Submit both forms to the university supervisor.

**The Student Teacher will attach a copy of the lesson plan.**

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<tbody>
<tr>
<td></td>
<td>4. Excellent</td>
<td>5. Outstanding</td>
<td>NA</td>
</tr>
</tbody>
</table>

1. Student Teacher was well acquainted with the subject
2. Exhibited enthusiasm for the subject
3. Spoke in a clear voice
4. Offered an interesting anticipatory set
5. Presented the lesson in an organized way
6. Brought out important points
7. Made frequent use of proximity to monitor students
8. Made sense of the material taught
9. Used visual material to clarify the lesson
10. Visual material was easily seen by all
11. Visual material was used to illustrate important points
12. Visual material was not just used at start or finish of report but used throughout report
13. Visual material was well labeled
14. Lesson plans available for reference if necessary
15. Summarized important points

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</table>
16. Answered questions correctly

17. Held the interest of the students

18. Actively involved students

19. Activities assisted students in constructing knowledge (not rote)

20. Transition time between segments: ______ minutes

21. List of involving activities:
   a. ___________________________  b. ___________________________
   c. ___________________________  d. ___________________________

22. Positive individual reinforcement given

23. Positive group reinforcement given

24. What positive teaching techniques were noted?
   a. ___________________________  b. ___________________________
   c. ___________________________  d. ___________________________
   e. ___________________________  f. ___________________________

25. What positive teaching techniques need *or could* be added to the lesson (Cooperating teachers offer additional ideas here.)
   a. ___________________________  b. ___________________________
   c. ___________________________  d. ___________________________
   e. ___________________________  f. ___________________________

26. Success of lesson from student teacher/teacher’s point of view

27. Success of lesson from student attitude

Reflective comments on lesson:

__________________________  __________________________
Student Signature  Date

__________________________  __________________________
Supervisor Signature  Date
STUDENT TEACHER FINAL EVALUATION

ASSESSMENT INFORMATION

This comprehensive assessment report indicates the level of effectiveness (positive impact on student learning) demonstrated by the student teacher named above during his/her internship in a P-12 school setting. The student teaching skills assessed are consistent with the Washington Administrative Code (WAC 180-78A-270) (1) (a-v), the pedagogy assessment areas, the constructivist learning model and goals of the Center for Teaching and Learning, Central Washington University to prepare pre-service teachers to become “Facilitators of Learning in a Diverse World.” To this end, the candidate’s performance is assessed in ten learner outcome 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

ASSESSMENT

Ratings used to evaluate the student teacher’s knowledge, skills and performance in effectuating the positive impact on student learning are:

#1 rating means… The student teacher’s performance does not meet the competency requirements. The student teacher is unable to perform, even when assisted, as necessary to develop a meaningful & positive experience for all students.

#2 rating means… The student teacher has mixed results in demonstrating this competency - needs assistance either to perform competently or explain reasons for his/her action(s).

#3 rating means… The student teacher’s performance meets most of the competency requirements - student teacher is able to implement and display positive impact on students.

#4 rating means… The student teacher’s performance exemplifies best practice most of the time.

#5 rating means… The student teacher’s performance exemplifies best practice all the time.

1. Use of Constructivism
Candidates must demonstrate their ability to utilize the constructivist-learning model to create positive impact on student learning by:

<table>
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<th>1</th>
<th>2</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1</strong></td>
<td><strong>Performance Indicators</strong></td>
<td>Articulating adequate knowledge &amp; understanding of constructivism when discussing student performance.</td>
<td></td>
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</tr>
<tr>
<td><strong>1.2</strong></td>
<td>Applying student centered strategies when working with students' learning needs.</td>
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<tr>
<td><strong>1.3</strong></td>
<td>Incorporating student ideas to develop new learning opportunities.</td>
<td></td>
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<tr>
<td><strong>1.4</strong></td>
<td>Providing opportunities for students to reflect on their learning.</td>
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</tr>
<tr>
<td><strong>1.5</strong></td>
<td>Demonstrating a positive impact on student learning.</td>
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</tbody>
</table>

2. **Use of Foundational Knowledge**
Candidates must demonstrate their foundational knowledge to create positive impact on student learning by:

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<tbody>
<tr>
<td><strong>2.1</strong></td>
<td><strong>Performance Indicators</strong></td>
<td>Demonstrating knowledge that aligns with state learning goals.</td>
<td></td>
<td></td>
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<tr>
<td><strong>2.2</strong></td>
<td>Aligning state learning goals and the essential academic learning requirements with subject matter content (GLE).</td>
<td></td>
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<tr>
<td><strong>2.3</strong></td>
<td>Demonstrating sound knowledge of content areas.</td>
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<tr>
<td><strong>2.4</strong></td>
<td>Demonstrating knowledge of the impact of technology and societal changes on schools.</td>
<td></td>
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<tr>
<td><strong>2.5</strong></td>
<td>Demonstrating knowledge of the moral, social, and political dimensions of classrooms, teaching and schools.</td>
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<tr>
<td><strong>2.6</strong></td>
<td>Demonstrating knowledge of the responsibilities, structure, and activities of the profession.</td>
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</tbody>
</table>

3. **Instructional Planning for Effective Teaching**
Candidates must demonstrate their ability to design and manage the instructional and physical environment as well as the human dynamics of the classroom by:

<table>
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</thead>
<tbody>
<tr>
<td><strong>3.1</strong></td>
<td><strong>Performance Indicators</strong></td>
<td>Understanding the use of research and experience-based principles and effective practice to encourage the intellectual, social, and personal development of students and including how status/historically marginalized families effects students.</td>
<td></td>
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<tr>
<td><strong>3.2</strong></td>
<td>Planning, implement and assess an instructional unit.</td>
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<tr>
<td><strong>3.3</strong></td>
<td>Constructive planning which reflect instructional strategies for students of diverse cultural or linguistic backgrounds.</td>
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<tr>
<td><strong>3.4</strong></td>
<td>Adapting instructional strategies for exceptional students.</td>
<td></td>
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<tr>
<td><strong>3.5</strong></td>
<td>Adapting instructional strategies for students at all levels of academic ability.</td>
<td></td>
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<tr>
<td><strong>3.6</strong></td>
<td>Evaluating effective lessons using the essential elements of lesson plan design.</td>
<td></td>
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<tr>
<td><strong>3.7</strong></td>
<td>Aligning lesson plan to EALRs, WASL, GLE.</td>
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</tbody>
</table>

4. **Classroom Management and Discipline**
Candidates must demonstrate their ability to manage the physical environment and human dynamics of the classroom by:

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</thead>
<tbody>
<tr>
<td><strong>4.1</strong></td>
<td><strong>Performance Indicators</strong></td>
<td>Maintaining a positive affective classroom environment.</td>
<td></td>
<td></td>
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<tr>
<td><strong>4.2</strong></td>
<td>Knowing and applying appropriate interventions incorporating student involvement and interactions.</td>
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<tr>
<td><strong>4.3</strong></td>
<td>Maintaining instructional momentum.</td>
<td></td>
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<tr>
<td><strong>4.4</strong></td>
<td>Applying theory of human development to motivate students.</td>
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<tr>
<td><strong>4.5</strong></td>
<td>Handling student disruptions quickly and effectively.</td>
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<tr>
<td><strong>4.6</strong></td>
<td>Handling transitions effectively.</td>
<td></td>
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</tbody>
</table>
4. Classroom Management and Discipline (cont.)

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>4.7</td>
<td>Performance Indicators</td>
<td>Monitoring the classroom effectively.</td>
<td></td>
<td></td>
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<tr>
<td>4.8</td>
<td></td>
<td>Using effective verbal and nonverbal communication to foster active inquiry and behavior with students.</td>
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<tr>
<td>4.9</td>
<td></td>
<td>Managing the physical environment of the classroom to meet instructional, social and physical needs of students.</td>
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</table>

5. Student Performance Assessment
Candidates must demonstrate their ability to use both formative (ongoing) and summative (final) evaluation techniques in order to assess positive impact on students, program and their own teaching by:

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<tbody>
<tr>
<td>5.1</td>
<td>Performance Indicators</td>
<td>Assessing student basic skill levels in content areas.</td>
<td></td>
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<tr>
<td>5.2</td>
<td></td>
<td>Assessing student reading levels and identifying content area reading requirements.</td>
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<tr>
<td>5.3</td>
<td></td>
<td>Planning and evaluating instructional unit's positive impact on students.</td>
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<tr>
<td>5.4</td>
<td></td>
<td>Selecting and administering appropriate measures for summarizing student performance.</td>
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<tr>
<td>5.5</td>
<td></td>
<td>Reporting assessment results to students.</td>
<td></td>
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<tr>
<td>5.6</td>
<td></td>
<td>Reporting assessment results of positive impact on student learning to parents.</td>
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<tr>
<td>5.7</td>
<td></td>
<td>Using performance based &amp; authentic assessment data of students' learning.</td>
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</table>

6. Diverse Populations
Candidates must demonstrate their ability to work effectively with students of various backgrounds, disabilities, capabilities, and racial and/or ethnic populations by:

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</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Performance Indicators</td>
<td>Demonstrating understanding of the various values, life styles, history, and contributions of various identifiable subgroups of society.</td>
<td></td>
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<tr>
<td>6.2</td>
<td></td>
<td>Working effectively with students from racial and/or ethnic populations.</td>
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<tr>
<td>6.3</td>
<td></td>
<td>Working with parents of students from racial and ethnic populations.</td>
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<tr>
<td>6.4</td>
<td></td>
<td>Preparing culturally responsive lessons for students.</td>
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<tr>
<td>6.5</td>
<td></td>
<td>Demonstrating positive impact on students from diverse racial/ethnic groups.</td>
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<tr>
<td>6.6</td>
<td></td>
<td>Demonstrating positive impact on students requiring special instruction.</td>
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<tr>
<td>6.7</td>
<td></td>
<td>Dealing with dehumanizing biases of racism, sexism, prejudice and discrimination.</td>
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</table>

7. School, Home, and Community
Candidates must demonstrate their ability to integrate educational policies with the school, home, and community by:

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<tbody>
<tr>
<td>7.1</td>
<td>Performance Indicators</td>
<td>Participating in the designing of activities that involve parents in the learning process of their children.</td>
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<tr>
<td>7.2</td>
<td></td>
<td>Using community resources to enhance school programs.</td>
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<tr>
<td>7.3</td>
<td></td>
<td>Working cooperatively with parents to support student success.</td>
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<tr>
<td>7.4</td>
<td></td>
<td>Working cooperatively with colleagues to support student success.</td>
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</table>
8. **Professionalism**
Candidates must demonstrate professionalism by demonstrating their ability to:

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<th></th>
<th>Performance Indicators</th>
</tr>
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<tbody>
<tr>
<td>8.1</td>
<td>Be</td>
<td>committed to education as a profession.</td>
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<tr>
<td>8.2</td>
<td>Demonstrating an understanding of and commitment to each student.</td>
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<tr>
<td>8.3</td>
<td>Demonstrating an awareness of his or her limitations and strengths, evaluating, and implementing steps for continued professional growth.</td>
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</tr>
<tr>
<td>8.4</td>
<td>Communicating a caring, patient attitude and personal commitment to working with and educating students.</td>
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<tr>
<td>8.5</td>
<td>Participating effectively in group decision making, be flexible in personal &amp; professional relationships in daily teaching situations.</td>
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<tr>
<td>8.6</td>
<td>Demonstrating energy and enthusiasm in teaching.</td>
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<tr>
<td>8.7</td>
<td>Demonstrating ethical and professional behavior.</td>
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<tr>
<td>8.8</td>
<td>Providing holistic evidence of reflection throughout the teaching experience.</td>
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</table>

9. **Technology**
Candidates must demonstrate the use of technology by:

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<th></th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1</td>
<td>Using technology in preparing material for students.</td>
<td></td>
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<tr>
<td>9.2</td>
<td>Integrating technology into instruction to support positive impact on student learning.</td>
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<tr>
<td>9.3</td>
<td>Using email and/or software effectively to communicate with other students and/or adults.</td>
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</tbody>
</table>

10. **Communication**
Candidates must demonstrate their ability to utilize the constructivist-learning model to create positive impact on student learning by:

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<tr>
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<th></th>
<th></th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1</td>
<td>Sharing pertinent information on student progress with parents.</td>
<td></td>
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<tr>
<td>10.2</td>
<td>Orally communicating clearly, directly and appropriately.</td>
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<tr>
<td>10.3</td>
<td>Writing clearly and in a direct manner.</td>
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</tr>
<tr>
<td>10.4</td>
<td>Accepting differences in philosophy, pedagogy, &amp; learning methods of students, colleagues and parents.</td>
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</tbody>
</table>

Reflective Comments:
**Directions:** Once you have filled in the unit requirements, make sure to delete all the words written in italics. Your integrated unit plan should be submitted in a binder.

<table>
<thead>
<tr>
<th>Integrated Unit Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Candidate:</td>
</tr>
<tr>
<td>Cooperating Teacher:</td>
</tr>
<tr>
<td>School &amp; District:</td>
</tr>
</tbody>
</table>

**Integrated Unit Overview**

<table>
<thead>
<tr>
<th>Unit Plan Title</th>
</tr>
</thead>
</table>

**Approximate Time Needed**

(Example: 8 50-minute class periods, 6 weeks, 3 months, etc.)

**Materials Needed**

*List, in APA format, all the resources that you would use to teach this unit.*

<table>
<thead>
<tr>
<th>Printed Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies</td>
</tr>
<tr>
<td>Internet Resources</td>
</tr>
<tr>
<td>Others <strong>Community Resources</strong> must be used (UP 7c, 9, 14d) Guest speakers, mentors, field trips, etc.</td>
</tr>
</tbody>
</table>

**Integrated Unit Questions**

<table>
<thead>
<tr>
<th>Theme</th>
<th>What is the theme of your unit?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Question</td>
<td>A broad, overarching question that can bridge several units or subject areas.</td>
</tr>
<tr>
<td>Unit Questions</td>
<td>Guiding questions for your Integrated Unit</td>
</tr>
<tr>
<td>Content Questions</td>
<td>Content area or definitional questions.</td>
</tr>
</tbody>
</table>

**Subject Area(s)**

(List all subjects that apply)

*Include all subjects that your Integrated Unit targets.*
### Rationale & Purpose of the Unit

1. Clearly state the purpose of your integrated unit plan and support it with your readings. Your rationale is a statement (a paragraph or two) that contains the content and the purpose of the unit. It is written to provide focus (for both teacher and students) on key issues, provide motivation and justify the importance of the study of the material. The following questions should be included:

   - Why and how did you choose this theme (developmentally appropriate, motivational to children, and area of interest to you, etc)
   - How will this them help your students better understand their world (contextually, environmentally, personally, etc)
   - What academic disciplines will be involved (art, social studies, science, etc.)?

2. In addition, explain briefly the Constructivist philosophy and how the integrative unit supports this theory, as well as how the activities you have planned follow this philosophy and assist students in powerful learning. (UP 3a, 3b, 4, 5, 7a, 8, 9, 10) Examples: Cooperative learning groups, art projects, involvement of parents and/or community members, presentations, research, technology, interviews and so on. Briefly qualify your examples.

### Integrated Unit Summary/Introduction

A concise overview of your Integrated Unit that includes the topics within your subject that will be covered, a description of the main concepts learned, and a brief explanation of how the activities help students answer the Essential and Unit Questions.

**Goals:** For concepts/skills, knowledge (content, attitudes, dispositions, habits of mind). What do you expect your students to remember and apply elsewhere a year from now? What is essential?

**Values:** What are some of the values you want your students to learn? (Examples: Seeing multiple perspectives; respect for others and self; taking risks based on a solid value system)

**Skills:** What specific skills will you teach your students during the unit? (Examples: problem solving skills, comparing & contrasting skills; decision making skills; writing a narrative; adding fractions; working as a group)

**Cultural Sensitivity:** Teaching and learning should be a transformative experience and not just an additive one. How will you demonstrate cultural sensitivity in your classroom and in your teaching strategies?

**Relevancy:** Intrinsic and Group Motivation: Give a brief description of how you will make your curriculum relevant and interesting to your students?

**Content Expertise and/or Prerequisite Skills**

Conceptual knowledge and technological skills that students must have to begin this Integrated Themed Unit.
Procedures

Outline your weekly lesson plans in the table below. If your integrated unit is longer than five weeks, please add new cells to the existing table. See your instructor if you have problems doing so.

**NOTE:** You need to include a pre-assessment instrument, as well as sample rubrics for papers, journal entries, and any other projects/writing assignments. Your assessment tools have to be attached to this unit plan.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Learning Activities</th>
<th>Learning Objective</th>
<th>Assessment/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day One:</strong></td>
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<td><strong>Day Two:</strong></td>
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<td><strong>Day Three:</strong></td>
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<td><strong>Day Five:</strong></td>
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<table>
<thead>
<tr>
<th>Week 2</th>
<th>Learning Activities</th>
<th>Learning Objective</th>
<th>Assessment/Comments</th>
</tr>
</thead>
<tbody>
<tr>
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<td><strong>Day Four:</strong></td>
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<td><strong>Day Five:</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Learning Activities</th>
<th>Learning Objective</th>
<th>Assessment/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day One:</strong></td>
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<td><strong>Day Four:</strong></td>
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<td><strong>Day Five:</strong></td>
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<table>
<thead>
<tr>
<th>Week 4</th>
<th>Learning Activities</th>
<th>Learning Objective</th>
<th>Assessment/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day One:</strong></td>
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<td><strong>Day Two:</strong></td>
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<td><strong>Day Four:</strong></td>
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<td><strong>Day Five:</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Learning Activities</th>
<th>Learning Objective</th>
<th>Assessment/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day One:</strong></td>
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<td><strong>Day Four:</strong></td>
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<tr>
<td><strong>Day Five:</strong></td>
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</tbody>
</table>

**Lesson Plans**
Include at least __________ (to be determined by the instructor) comprehensive instructional plan(s) that you will use to teach this unit. Place handouts and worksheets after the corresponding lesson plans. Each instructional plan has to clearly state the skill/concept that will be taught under “Objectives.” (UP 2, 3a, 3b, 3c, 3d, 4, 5, 6, 7a, 7b, 7c, 8, 9, 10 and others).

### Technology Used and Rationale for its Use

Be able to explain how technology will support students' learning in this unit and why you chose to use the technology you plan to use. Make sure that the technology component is clearly described in the “Procedure section.”

### Differentiated Instruction

**Meeting the Needs of All your Learners!**

<table>
<thead>
<tr>
<th>Resource Student</th>
<th>Modified requirements, differentiated instruction and assessment, extended work time, guiding templates, support structures, and personnel.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Native English Speaker</td>
<td>Internet sites and other resources in native language(s), a variety of ways available to demonstrate learning, support personnel, help of peers.</td>
</tr>
<tr>
<td>Gifted Student</td>
<td>More challenging tasks, extensions that require in-depth coverage, extended investigation in related topics of the learner's choice, open-ended tasks or projects. <strong>NOTE:</strong> Make sure to list the projects and/or readings!</td>
</tr>
</tbody>
</table>

### Implementation Plan

You will need to create an implementation plan for your unit in which you outline what needs to be done before, during, and after your unit to ensure its success. See handout in class.

### Parent/Home & Community Involvement

Include evidence that parents are involved in students' learning. Describe your plan for collaborating with parents that includes personal contact. Describe and include examples of 3 types of involvement in your plan.
Classroom Management

The following elements must be included in your plan:

1. **Context of the community and student information**
   - **Community** -
     - Locate the school and students in a particular community (preferably the one in which you wish to student teach and/or would like to work)
     - What size is the community? Is there diversity? Is it urban, rural, or suburban? Community support for education?
     - the preferred grade level
   - **Students** -
     - If you are planning for K-4, assume that you have 20-24 students. For grades 5-12, assume 28 - 34 students. For special education or specialty areas, assume class sizes typical for that area.
     - Who are the children/youth that you will be teaching? There must be boys and girls as well as several special needs children (physical, behavioral, learning).
     - Establish the age/grade/content of the class and add certain contextual considerations such as family, interests, health.
     - Include a summary chart of academics and contextual data (literacy, mathematics, and other abilities).

2. **Classroom Environment**
   a. In this section you will describe your classroom arrangement, how you will organize your classroom (room layout, working groups, seating arrangements, aesthetics, etc) and explain the reasons for it.
   b. How can you rearrange the furniture to allow for small group, individual, and whole group work? How can we rearrange ourselves if we can't move furniture?
   c. How can you display students' work without over-stimulating them?
   d. How will you rotate and store materials and supplies? (UP12b)
   e. Draw a diagram of how your room would be arranged, which should include equipment and facilities that would be typical for instruction in your specific area, and attach to your classroom management plan.

3. **Classroom Rules/Procedures** (UP 13)
   A list of classroom rules that you will post somewhere in the classroom (not more than five rules). Consider student development in determining student rules. Don't establish any rules that you can't enforce. Remember the following purposes for rules:
   a. Enhance work engagement and minimize disruption
   b. Promote safety and security
   c. Prevent disturbance to other students or other classroom activities - everyone has the right to learn and you have the right to teach!
   d. Promote acceptable standards of courtesy and interpersonal relations
4. **Classroom Procedures**

   **Procedures related to academic work**
   
   a. Material required daily for class
   b. Homework completion
   c. Makeup work (allowed and how graded)
   d. Incomplete work
   e. Sharing work with others
   f. How do you collect return students' work?
   g. Describe any other conditions unique to your situation.

   **Procedures related to classroom management**

   In paragraph format, explain your action plan for the following areas of classroom management:
   
   a. Beginning the school day or class period - picture the ideal morning routine for your classroom. Consider the procedures that will need to be taught, how you will teach them and when you will teach each procedure.
   
   b. What is your procedure for getting your students' attention? Will it be effective? If none of the procedures shared by Dr. Wong would work for your classroom, create a new one of your own.
   
   c. What rules and procedures will govern our work in the room and for various tasks?
   
   d. Procedures related to classroom conduct:
      
      - Where students sit
      - What students should do before the bell rings to begin class
      - Leaving at the bell
      - Drinks, food, gum, restroom
      - Tardiness/absences
      - Asking for help
      - Consequences of rule violation(s)
      - Bathroom
      - Who may move around in the classroom? For what purpose(s)? When? Noise Level?
      - What will happen if someone's movement in the classroom is disruptive to others?

   Provide a clear outline of your classroom management system that is democratic and caring (UP 12a) - make sure to include items from rubrics included in your handbook.

---

**Assessment Summary**

Compare pre-test and post-test scores showing anonymous, individual scores and percent of gain from pretest to posttest. Also, include the individual percent gained in learning and the group overall increase in learning. Note the other types of assessments and your comments on their variety and success. Following is an example of a past student’s Student Assessment and Student Growth report:

**Student Assessment**

**A. Prior Knowledge:**

The students have had no previous lessons on ______________. However, some were familiar with ______________.

To the majority of the class all the information provided was new and interesting.
B. Measuring Student Progress

Student progress will be measured through participation, assignments, group projects, and tests. Each student will receive participation points based on their performance, group collaboration, and attitude towards each assignment and each other. Each completed assignment and test are worth 100 points.

C. Pre- and Post-Test Summary

The pre-test results were used to modify the planning and teaching of this unit. Before administering the pre-test, I had planned which lessons I wanted to teach and how long I wanted to spend teaching each lesson. After reviewing the pre-test results, I modified my lesson in order to give enough time for the students to learn about each topic because their test scores showed that most of the topics were unfamiliar.

<table>
<thead>
<tr>
<th>Student #</th>
<th>Pre-Test Score</th>
<th>% Correct</th>
<th>Post-Test Score</th>
<th>% Correct</th>
<th>% Growth</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>5/10</td>
<td>50</td>
<td>9/10</td>
<td>90</td>
<td>40</td>
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<tr>
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<td>3</td>
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<td>0</td>
<td>5/10</td>
<td>50</td>
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<td>7/10</td>
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<td>8/10</td>
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<td>8/10</td>
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<td>8/10</td>
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<td>Total</td>
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<td>100</td>
<td>10/10</td>
<td>100</td>
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</tbody>
</table>

**Student Average**

|                      | 3.409/10 | 34.09 | 7.864 | 78.64 | 44.55 |

**NOTE:** This template was developed by Intel Teach to the Future and was modified to meet the requirements of EDCS 311 and EDCS 442, as well as the unit requirements mandated by Washington State. This outline delineates the components of the Student Teacher Unit Plan and is correlated with the Unit Plan Pedagogy Assessment column on the State of Washington Performance-Based Pedagogy Assessment of Teacher Candidates Field Test 2002/2003 document. UP=Unit Plan. The numbers indicate which State UP item is being referred to.
# CWU Unit Plan Rubric

**Name:** ________________________________  
**Date:** __________

<table>
<thead>
<tr>
<th>Overview of Unit</th>
<th>SUPERIOR</th>
<th>SUFFICIENT</th>
<th>MINIMAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Exceeds requirements</td>
<td>Meets requirements</td>
<td>Does not fully meet requirements</td>
</tr>
<tr>
<td>Superior: 10-9</td>
<td>Sufficient: 8.5 - 7</td>
<td>Minimal: 6.5 or less</td>
<td></td>
</tr>
<tr>
<td>Logistics - complete and detailed (time needed, materials &amp; resources, pre-requisite skills)</td>
<td>Logistics - some factors missing and detailed (time needed, materials &amp; resources, pre-requisite skills)</td>
<td>Logistics - incomplete (time needed, materials &amp; resources, pre-requisite skills)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme &amp; Questions</th>
<th>Superior: 10-9</th>
<th>Sufficient: 8.5 - 7</th>
<th>Minimal: 6.5 or less</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student developed highly effective theme and questions</td>
<td>Student developed effective theme and questions</td>
<td>Theme and questions are not very effective and do not match the activities</td>
<td></td>
</tr>
<tr>
<td>All questions are addressed in the activities</td>
<td>The majority of questions are addressed in the activities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rationale &amp; Purpose of Unit</th>
<th>Superior: 10-9</th>
<th>Sufficient: 8.5 - 7</th>
<th>Minimal: 6.5 or less</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale and purpose of unit plan is clearly stated and supported with readings</td>
<td>Rationale and purpose of unit plan is stated and somewhat supported with readings</td>
<td>Rationale and purpose of unit plan is not clearly stated with little or no support from the readings</td>
<td></td>
</tr>
<tr>
<td>It provides focus on key issues and justifies the importance of the unit</td>
<td>Some focus is provided on key issues as well as some justification on the importance of the unit</td>
<td>Few or no key issues are provided; with little or no justification on the importance of the unit</td>
<td></td>
</tr>
<tr>
<td>Detailed explanation of constructivist philosophy &amp; integrated unit</td>
<td>Explanation of constructivist philosophy &amp; integrated unit is included</td>
<td>Vague or no explanation of constructivist philosophy &amp; integrated unit</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Summary</th>
<th>Superior: 10-9</th>
<th>Sufficient: 8.5 - 7</th>
<th>Minimal: 6.5 or less</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concise overview of unit</td>
<td>Concise overview of unit</td>
<td>Overview of unit</td>
<td></td>
</tr>
<tr>
<td>All components are discussed based on the instructions</td>
<td>Most components are discussed based on the instructions</td>
<td>Some or no components are discussed based on the instructions</td>
<td></td>
</tr>
</tbody>
</table>
## SUPERIOR
Exceeds requirements

- All components clearly are stated
- Relevant to the unit of study
- Thoughtful and insightful
- Prerequisite is clearly stated and explained

## SUFFICIENT
Meets requirements

- All components are stated
- Most are relevant to the unit of study
- Thoughtful and insightful
- Some prerequisites are stated in a vague manner

## MINIMAL
Does not fully meet requirements

- Few components stated
- Little relevance to the unit of study
- Little or no prerequisites

### Procedures

<table>
<thead>
<tr>
<th>Activities</th>
<th>Superior: 30-27</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sufficient: 26.5-24</td>
</tr>
<tr>
<td></td>
<td>Minimal: 23.5 or less</td>
</tr>
<tr>
<td></td>
<td>Unit Plan requires students to interpret, evaluate, theorize and/or synthesize information.</td>
</tr>
<tr>
<td></td>
<td>Student samples address the Essential Question in a meaningful way.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Superior: 30-27</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sufficient: 26.5-24</td>
</tr>
<tr>
<td></td>
<td>Minimal: 23.5 or less</td>
</tr>
<tr>
<td></td>
<td>Targeted learning objectives are clearly defined, well articulated, and supported by the Essential and Unit Questions.</td>
</tr>
<tr>
<td></td>
<td>All learning objectives clearly align with state frameworks, content standards, and benchmarks of the subject area(s).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Superior: 30-27</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sufficient: 26.5-24</td>
</tr>
<tr>
<td></td>
<td>Minimal: 23.5 or less</td>
</tr>
<tr>
<td></td>
<td>Assessment strategies/tools are clearly based on authentic/balanced assessment</td>
</tr>
<tr>
<td></td>
<td>All assessment tools are appropriate and assess the objective of the lesson</td>
</tr>
</tbody>
</table>

|            | Assessment strategies/tools indicate knowledge of authentic/balanced assessment |
|            | Most assessment tools are appropriate and assess the |

|            | Assessment strategies/tools show little to no evidence of balanced/authentic assessment |
|            | Few or none of the assessment tools are appropriate and assess the |
### Assessment Tools

<table>
<thead>
<tr>
<th>SUPERIOR</th>
<th>SUFFICIENT</th>
<th>MINIMAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds requirements</td>
<td>Meets requirements</td>
<td>Does not fully meet requirements</td>
</tr>
<tr>
<td><strong>4 or more well-developed assessment tools are included</strong></td>
<td><strong>2 to 3 well-developed assessment tools are included</strong></td>
<td><strong>Assessment tools contain only general criteria.</strong></td>
</tr>
<tr>
<td><strong>Relationship between objectives and assessment is clearly stated</strong></td>
<td><strong>Relationship between objectives and assessment is clear</strong></td>
<td><strong>1 or none assessment tools are included</strong></td>
</tr>
<tr>
<td><strong>Assessment tools contain topic-specific criteria in order to serve as a helpful scaffold for students.</strong></td>
<td><strong>Assessment tools contain some topic-specific criteria, but may be unclear to students.</strong></td>
<td><strong>Relationship between objectives and assessment is unclear.</strong></td>
</tr>
</tbody>
</table>

### Other Unit Requirements

#### Technology used & rationale

- **Superior: 10-9**
  - Proposed technology use is engaging, age appropriate, beneficial to student learning, and supportive of higher-level thinking skills.
  - Technology is integral to the success of the Unit Plan.
  - A clear relationship between the use of technology and student learning is exhibited.
  - Use of technology enhances the Unit Plan by using the computer as a research tool, a publishing tool, and/or a communication device.

- **Sufficient: 8.5 - 7**
  - Proposed technology use is engaging and age appropriate, but it is unclear as to how it enhances student learning.
  - Technology is important, but not integral, to the Unit Plan.
  - A limited relationship between the use of technology and student learning is exhibited.
  - Use of technology is limited to using the computer as a research tool, a publishing tool, or a communication device.

- **Minimal: 6.5 or less**
  - Proposed technology is not age appropriate, nor engaging, and does not enhance student learning.
  - Importance of technology to the Unit Plan is unclear.
  - No relationship between the use of technology and student learning is exhibited.
  - Unit Plan does not take advantage of research, publishing, and communication capabilities.

#### Differentiated Instruction

- **Superior: 15-13.5**
  - Detailed description on how you will modify instructions

- **Sufficient**
  - Description on how you will modify instructions for

- **Minimal**
  - Some description on how you will modify instructions
<table>
<thead>
<tr>
<th></th>
<th><strong>SUPERIOR</strong></th>
<th><strong>SUFFICIENT</strong></th>
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<td>Exceeds requirements</td>
<td>Meets requirements</td>
<td>Does not full meet requirements</td>
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</table>
| **Sufficient: 13-10.5**  
**Minimal: 10 or less** | for resource students, non-native English speakers, and gifted students -  
- Demonstrates a clear understanding of differentiated instructions | resource students, non-native English speakers, and gifted students  
- Demonstrates some understanding of differentiated instructions | for resource students, non-native English speakers, and gifted students  
- Demonstrates little or no understanding of differentiated instructions |
| **Implementation Plan**  
**Superior: 10-9**  
**Sufficient: 8.5-7**  
**Minimal: 6.5 or less** | • Unit Plan is a well-developed guideline for implementation.  
• Unit Portfolio components are well-developed models for project implementation.  
• Unit Plan can be easily modified and implemented in a variety of classrooms.  
• Reference list of all sources used is included | • Unit Plan is an adequate guide for implementation, but some areas are unclear.  
• Unit Portfolio components are complete, but lack detail to be effective models for project implementation.  
• Unit Plan might be applicable to other classrooms.  
• References list with most sources is included | • Unit Plan lacks clarity and is not an effective guide for implementation.  
• Unit Portfolio components are incomplete or unclear models for project implementation.  
• Unit Plan is limited to the teacher’s own classroom implementation.  
• Reference list is missing or incomplete |
| **Parent/Home & Community Involvement**  
**Superior: 10-9**  
**Sufficient: 8.5-7**  
**Minimal: 6.5 or less** | • Strong evidence of parental & community involvement that includes personal contact  
• Includes 3 types of insightful involvements in the plan to enhance the unit study | • Evidence of parental and community involvement that includes personal contact  
• Includes less than 3 types of involvement in the plan - somewhat enhances the unit of study | • Little or no evidence of parental & community  
• Very vague - little evidence to enhance the unit of study |
<p>| <strong>Classroom Management (see separate rubric)</strong> | • All components are addressed in the classroom management plan as outlined in the | • Most components are addressed in the classroom management plan as outlined in the | • Few components are addressed in the classroom management plan as outlined in the |</p>
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**Superior:** 60-54 points  
**Sufficient:** 53-42 points  
**Minimal:** 42-0 points

- **instructions**
  - Clear outline of your classroom management system that is democratic and caring
  - Procedures and routines are clearly described in a thoughtful and highly effective manner and demonstrate how to be an effective classroom manager

- **instructions**
  - Outline of your classroom management system that is democratic and caring
  - Procedures and routines are described in a thoughtful and effective manner and demonstrate how to be an effective classroom manager

- **instructions**
  - Incomplete outline of your classroom management system that is democratic and caring
  - Procedures and routines are vaguely described and show little evidence of how to be an effective classroom manager

- **Lesson Plan(s)**  
  - **Superior:** 50 – 45  
  - **Sufficient:** 44.5-35  
  - **Minimal:** 34.5 or less

  - All comprehensive instructional plans are included with handouts incl. worksheets, assessment tools, and any other pertinent information
  - Each lesson plan has a clear objective (skill/concept)
  - Students demonstrate their understanding of different instructional strategies (5 Es, Direct Instructions, Task Rotations)

  - Most instructional plans are included (some components are missing or not very clear) with handouts incl. worksheets, assessment tools, and any other pertinent information
  - Most lesson plans have a clear objective (skill/concept)
  - Students demonstrate some understanding of different instructional strategies (5 Es, Direct Instructions, Task Rotations)

  - Some instructional plans are included; handouts are missing such as worksheets, assessment tools
  - Objectives are not clear
  - Students show little or no understanding of different instructional strategies

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<th>Total Points Possible: <strong>300</strong></th>
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Comments: