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**Purposes**

**Purposes of the Handbook**

The purpose of this document is to delineate responsibilities and roles for supervision of Pre-Autumn Students and Student Teachers (also referred to as Candidates) preparing for certification through the Center for Teaching and Learning (CTL). This document also outlines expectations held by the Department of Educational Foundations and Curriculum and the Office of Field Experiences for professional Field Supervisors.

**Purposes of Supervision**

Making the connection between the CTL conceptual framework and the everyday workings of school settings is often difficult for students. The Pre-Autumn Experience offers students the opportunity to work with a state certified teacher as the school year begins. It gives students insight into the organization and systematization of information necessary to begin the school year.

The Student Teaching experience offers students the opportunity to make the connections between theoretical and philosophical bases of education with concrete examples of how these inform school culture and operations. It also affords Student Teachers a venue in which to demonstrate the knowledge, skills and dispositions needed to qualify for residency certification.

The professional Field Supervisor is instrumental in monitoring and documenting the progress of both Pre-Autumn students and Student Teachers, assisting the former in grasping the processes involved in beginning a school year and the latter in creating classrooms that are safe and productive for a variety of learners. The professional Field Supervisor also should foster in the Student Teacher a sense of critical reflection that allows for successful completion of Student Teaching.

**Supervisory Duties**

**Pre-Autumn**

Currently, specific duties of the professional Field Supervisor may vary depending on several factors*, but all Field Supervisors are responsible for:

1. Identifying and securing placements for Pre-Autumn students by contacting local schools, districts, or placement personnel, and working with Cooperating Teachers to ensure that Pre-Autumn students have appropriate placements.
2. Conducting a Pre-Autumn Orientation for their students.
3. Ensuring that all Pre-Autumn students understand the nature and intent, as well as the measurable goals of, and assessment instruments used in, Pre-Autumn.
4. Ensuring that all Pre-Autumn students submit a **completed** Pre-Autumn Experience Workbook, and that it has been checked for accuracy and completeness. This Workbook should be delivered to the Field Supervisor, who is then responsible for forwarding it to the Office of Field Experiences.
5. Visiting (in-building) each Pre-Autumn student at least once (or, if necessary, multiple times) during the experience.
Supervisory Duties (continued)

Student Teaching

Currently, specific duties of the professional Field Supervisor may vary also, depending on several factors*, but all Field Supervisors are responsible for:

1. Identifying and securing placements for Student Teachers by contacting local schools, districts, or placement personnel, and working with Cooperating Teachers to ensure that students have placements appropriate to their major/minor and certification areas.
2. Conducting Student Teacher Interviews. (Suggested questions are located at the end of this handbook.)
3. Conducting Student Teacher Orientation for assigned Student Teachers.
4. Conducting a Cooperating Teacher Orientation regarding the processes/procedures of CWU’s Student Teaching experience.
5. Conducting (or arranging with another Field Supervisor for the completion of) a Student Teacher Seminar sequence to be completed in conjunction with/during the Student Teaching quarter.
6. Conducting a minimum of four formal observations of each Student Teacher over the course of a quarter and completing the required Field Experience documents as outlined on the Student Teacher Forms Checklist (included at the end of this handbook).
7. Conducting as many informal/drop-in observations as possible to ensure the Student Teacher is progressing appropriately.
8. Conducting regular conferences with both Student and Cooperating Teachers regarding expectations, progress, and suggestions for the improvement in and demonstration of knowledge, skills, and dispositions for successful completion of the Student Teaching experience.
9. Engaging the Student Teacher in dialogues about (and providing the opportunity for) critical self-reflection of both the pedagogical process and content area competencies.
10. Acting as an advocate for the Student Teacher when necessary.
11. Alerting the Office of Field Experiences early, consistently, and in writing of any issues which may arise during a Student Teaching placement.
12. Recommending additional and/or alternative program goals and objectives for students who, during the Student Teaching experience, exhibit personal and/or professional dispositions that are incongruous with the Departmental mission statement, the conceptual framework, or stated program goals.
13. Attending regular meetings of Field Faculty at various centers and/or on the main campus in Ellensburg, as well as any Department of Educational Foundations and Curriculum meetings that may be held in your geographic area and/or on the main campus in Ellensburg.
14. Providing Student Teachers the opportunity to complete a Student Evaluation of Instructor (SEOI) data form (more information on the SEOI process may be found under the Student Teacher Seminar Sequence section below) at the end of the quarter during which supervision occurs.
15. Completing and submitting, in a timely manner, travel and mileage reimbursement forms.
16. Designating a place and arranging for alternative experiences for Student Teachers in the event of a work stoppage by districts in which Student Teachers are placed.
17. Attending, as required, Department of Educational Foundations and Curriculum faculty meetings.
Factors include, but are not limited to, geographic location, Full-time/Part-Time/Adjunct Status, and Tenure-track Status. Some Field Supervisors are responsible for finding placements for Student Teachers, while others are not. Factors also include whether or not you as a Field Supervisor will be involved with Pre-Autumn students only, Student Teachers only, or both. Traditionally, those Field Supervisors who are Full-time (either Tenure Track or Non-Tenure Track) have been responsible for identifying both Cooperating Teachers and school districts/schools for both Pre-Autumn students and Student Teachers (guidelines regarding Selection of Cooperating Teachers may be found below). Full-time Field Supervisors may also be called upon to work with Adjunct Field Supervisors, and are responsible for finding Pre-Autumn and student teaching placements for the students with whom Adjunct Field Supervisors work. Your specific duties as a Field Supervisor will be delineated upon your hiring or during an orientation session regarding field supervision.

All Field Supervisors requesting field experience placements must check with the Office of Field Experiences prior to beginning the placement process for Pre-Autumn students or Student Teachers. All students must have been issued clearance by the Certification Office before they may be placed and/or begin the experience.
Pre-Autumn Information

Purposes of Pre-Autumn

From the University Catalog, Pre-Autumn is “[a] laboratory experience course in the first phase of Option I in the teacher preparation program. The course deals with the opening of school, professional relationships, school/community relationships, school district organization, instructional support and resource services. Students are assigned to off-campus centers for approximately four weeks prior to fall quarter. Grade will be S or U.”

Pre-Autumn Placements

Because Pre-Autumn is considered an exploratory course, and because students may not have had coursework in pedagogy, foundations, law, etc., students should be in the classroom with certified teachers at all times. Students are not responsible for planning or executing lessons they develop, but will work with Cooperating Teachers as directed. Students must be available for pre- or in-service work days in preparing to open the school, including physical preparations, systems preparations, and meetings. Students must contact their schools/teachers as early as possible to determine when to begin the experience and are expected to follow the directives of the Cooperating Teacher. The Cooperating Teacher will determine, in conjunction with the Field Supervisor, the beginning and end dates of the experience. This decision will be based on the beginning/first day of school.

It is important to note, there may be variance in the length of time spent in the Pre-Autumn experience, even for students supervised by the same supervisor. This is due to variance in beginning/first day of school. There are currently efforts underway to address this time-spent-in-the-classroom discrepancy, but, until further notice, the information contained in this Handbook should be adhered to.

Placements for students will be requested using district policies and procedures. Students will not receive placements if fingerprint clearance has not been issued by the Washington State Patrol and the FBI. While lists of students who come to you should be cleared prior to distribution, please check with the Office of Field Experiences or the Certification Office at CWU if you have questions about any particular student.

Students are not allowed to act on their own behalf to request a placement and are expected to abide by the terms and conditions outlined on the application which is signed and submitted to the Office of Field Experiences.

Pre-Autumn Orientation

All Field Supervisors are responsible for establishing and completing an orientation for their Pre-Autumn students. Notification of time, place, and date of the orientation should be sent to students no later than August 1. If placements have not been distributed, the orientation offers an opportunity for this to be done. The orientation also should include information regarding completion of the Pre-Autumn Workbook (see below) and expectations of attendance and participation. Contact information for the supervisor should be shared at the orientation if it has not been shared prior to the event.
A final meeting of the Field Supervisor and all pre-autumn students also should be scheduled for a time following the completion of, or during the final full week in, the placement.

**Pre-Autumn Observations**

Professional Field Supervisors are **required** to visit each Pre-Autumn student supervised at least once over the course of the Pre-Autumn Experience. This visit is to ensure that students are aware of the purposes and goals of, as well as the assessment instruments to be used in completing, the Pre-Autumn Experience. These observations may be formal or informal, and there is no specific form which must be completed as a result of observations of students. Because students are not responsible for developing lesson plans and teaching, this experience is very different from Student Teaching.

**Final Evaluation of Pre-Autumn Students**

Grades for the Pre-Autumn experience will be either Satisfactory (S) or Unsatisfactory (U). In determining a student’s final grade, the Field Supervisor should consider attendance, compliance with Cooperating Teacher directives, and completion of a Pre-Autumn Workbook. Each supervisor will receive a copy of the Pre-Autumn Workbook (1 copy per student) to distribute to those being supervised. This Handbook must be fully completed and submitted to the Field Supervisor at the final meeting following the completion of the Pre-Autumn experience. Field Supervisors should assess the Workbook for completeness and forward it to the Office of Field Experiences **no later than the final day of October**.

It is the Field Supervisor’s responsibility to ensure that Pre-Autumn students submit a completed Pre-Autumn Experience Workbook and to forward the completed book to the Office of Field Experiences **no later than the final day of October**. While student grades are not due until the end of the quarter, submitting the book early allows for better tracking of students who have successfully completed the experience. It also allows Field Supervisors who will be supervising Student Teachers to focus on these students without having to manage multiple forms, assessment instruments, and sources of information—and it reduces the probability of misplacing the completed handbook.

Currently, there are no requirements for posting the Workbook on LiveText, and no attendant assessment rubric for the Workbook on LiveText. This may change in the near future, and the Office of Field Experiences will notify Field Supervisors of any changes.

**Pre-Autumn Policies & Procedures**

### Withdrawal of a Student from the Pre-Autumn Experience

If students wish to withdraw from the experience, they must do so in writing to both the Field Supervisor and the Office of Field Experiences. This should be done by the final day of Finals Week the spring quarter preceding the beginning of the Pre-Autumn experience, and students are responsible for notifying the Registrar’s Office of their change of plans by withdrawing themselves from the course using Safari. If a placement is found for a student and the student decides after the final day of Finals Week to postpone the experience, s/he should be counseled about professional responsibilities and dispositions. They should also be notified that they will still be held financially responsible for the course if they withdraw after (or do not show up to complete the experience) the stated deadline. Both Field Supervisors and the Office of Field Experiences are expected to make every effort to keep the student in the course after the final day of Finals Week.
Students who decide to withdraw should be made aware that when re-applying for the second year/placement, they should include a statement saying that they will not request a postponement or withdrawal. As the course is, in effect, a by-permission-only course (meaning prerequisites must be met), it is left to the discretion of the Office of Field Experiences to seek, or not, a second placement.

If a student’s invitation is rescinded due to unprofessional behavior or not meeting the requirements of the course or expectations of the Cooperating Teacher, the Field Supervisor should investigate and discuss the issue with the Director of Field Experiences. It will be the responsibility of the Director of Field Experiences to determine next steps or options for students in this situation. There is the distinct possibility of a grade of Unsatisfactory being assigned, however. Should this happen, a second Pre-Autumn placement will most likely not be possible and the student may need to be advised to change majors.

**Student Teaching Information**

Candidates interested in applying for Student Teaching should apply using the online Student Teaching Application Database available at [https://www.cwu.edu/~web/STAD/index.php](https://www.cwu.edu/~web/STAD/index.php).

**Student Teacher Interviews**

Professional Field Supervisors are responsible for interviewing Student Teachers they will supervise. Field Supervisors are required to access the lists of students assigned to them by accessing the Student Teaching Application Database (STAD) at the URL above. One purpose of these interviews is to get a better understanding of the Student Teacher candidate’s professional goals, placement preferences, personal attributes and dispositions, verbal skills, and working knowledge of pedagogical terminology and personal educational philosophy. These interviews should be 10-20 minutes in duration and will occur either in Ellensburg or at one of the CWU centers throughout the state, or via DE or telephone when necessary. Please share your contact information with the applicant during the interview process. This information may be either professional/school contact information or personal/home information, as you deem necessary for students to be able to reach you in a timely manner.

It is important to ask the applicant during the interview to outline personal connections and schools they may have attended in the district(s) indicated as preferred placement possibilities. Field Supervisors must follow restrictions on placements imposed on, and outlined for, students on the applications.

(A list of suggested questions for Student Teacher candidates is included at the end of this handbook. You are free to use any and all of the questions and/or to add questions of your own that you feel are necessary to gauge the strengths, areas of improvement, philosophy, approach, etc., of the Student Teacher candidate.)

**Student Teacher Orientation**

Professional Field Supervisors are responsible for conducting an orientation session for the Student Teachers whom they supervise. The purposes of this orientation are:
1. to deliver (if this has not already been done) the names of a Student Teacher’s school and teacher. Student Teachers will also be able to access this information on the STAD under the View Filing Status link;
2. to discuss the roles of the Field Supervisor and Cooperating Teacher in the experience;
3. to deliver the Student Teaching Handbook;
4. to reiterate the conceptual framework (constructivism—more information on constructivism is at http://www.cwu.edu/~ectl/cwuconceptualframework.pdf) and remind Student Teachers to discuss this with their Cooperating Teachers;
5. to discuss expectations for performance, attendance, notification protocols for Student Teacher absences, dress, language, and professional and personal attributes during student teaching;
6. to explain the assessment systems, rubrics, and forms which must be completed by each party (Student Teacher, Cooperating Teacher, and Field Supervisor) during the course of student teaching;
7. to discuss in detail the importance of submitting lesson and unit plans and discussing their delivery at least one week and no later than two days prior to a formal observation;
8. to provide a list of seminar dates, locations, a calendar, and topics; and
9. to provide the Student Teachers an opportunity to ask questions regarding placement, duties, assessment, certification, etc.

A list of seminar dates, times, and topics (as well as a calendar of dates for forms and Unit Plan completion and submission) should be distributed to Student Teachers at the orientation seminar.

**Student Teacher Seminars**

Professional Field Supervisors are required to offer a minimum of 5 Student Teacher Seminars for the group of Student Teachers being supervised. These seminars are required for Student Teachers, and, if missed, must be made up in some manner (to be determined by the Field Supervisor).

Traditionally, the Seminars have served a variety of purposes: as a space for Student Teachers to connect, on a regular basis, with other Student Teachers; as a space where Candidates are encouraged to share stories, best practices, ask questions about certification and/or educational issues of each other and of the Field Supervisor; and as a place to garner information regarding finding a job post-student teaching.

These Seminars also should be used as opportunities to provide additional training, education, and information to be passed to Student Teachers about very specific issues. Field Supervisors hold (and should hold) Seminars regarding ethical conduct and State Codes, professionalism, resume writing and interviewing skills, child abuse and reporting information, and classroom management tips and techniques. Seminars are required as a part of the Student Teaching experience, and they may be conducted in a variety of places, but are most often held in a University Center or other place that is relatively central for the Field Supervisor’s group of Student Teachers. Occasionally, Student Teachers will complete the Seminar sequence with a Field Supervisor other than the one to whom they are assigned for various reasons, among them distance, timing, logistics, etc.

Seminars may be conducted either by the Field Supervisor or by invited speakers with expertise in the scheduled discussion area (with the Field Supervisor in attendance). A schedule of Seminar dates, topics and locations must be provided to the Office of Field Experiences prior to the beginning of the quarter in which supervision is to occur.
During the **final Student Teaching Seminar**, Field Supervisors will distribute SEOI (Student Evaluation of Instructor) data forms, which will be provided by the Office of Field Experience, along with a Self-Addressed Stamped Envelope (SASE). Field Supervisors should distribute the forms for completion, choose a student to place the information in the SASE and instruct the identified student to either place it in the US Mail or deliver it to the administrative office at a University center (whichever is most convenient for the Student Teacher). **After delivering the instructions on how to complete the form, the Field Supervisors are to leave the room while the forms are being completed.** The Student Teacher should collect all completed forms and mail them or deliver them to the administrative office. **Field Supervisors are not to handle completed data forms.**

The Office of Field Experiences will provide SEOI results to the Field Supervisor after grades have been posted.

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**Cooperating Teachers (Student Teaching Placement Only)**

**Cooperating Teacher Selection**

The selection of Cooperating Teachers will vary depending on a school district’s procedures for placement of Student Teachers. Most school districts require that Field Supervisors who are placing student teachers go through the district’s human resources and/or placement office. The first step in placing Student Teachers should be contacting the district office to discuss protocol for placement (if not already known). Using personal contacts is an inevitable part of the placement process (i.e., you find out through friends and colleagues that a specific teacher or principal would like a Student Teacher), but it is imperative to follow the established placement protocols of the district(s) in which you are seeking a placement.

A requirement for successfully completing student teaching is that Student Teachers have a discussion with the Cooperating Teachers about the use of constructivism in the classroom. Because the district has the ultimate say regarding which schools and teachers receive Student Teachers from Central Washington University, it is necessary to make appointments with appropriate district personnel to discuss the nature of our program, particularly the conceptual framework and constructivism. Some schools/districts may have different philosophical foundations which undergird their missions. It is essential that, as a Field Supervisor, you are able to discuss constructivism within the context of a variety of philosophical frameworks. For more information on the conceptual framework, please visit [http://www.cwu.edu/~ectl/cwuconceptualframework.pdf](http://www.cwu.edu/~ectl/cwuconceptualframework.pdf).

Cooperating Teachers must have a minimum of **three years successful teaching experience** and hold certification in the area(s) in which they will serve as Cooperating Teachers. Usually, Cooperating Teachers have volunteered to host a Student Teacher in their classrooms. Sometimes, Cooperating Teachers are assigned by the building administrator or principal to host a Student Teacher. Each of these situations presents specific challenges and it is imperative as a Field Supervisor that you are able to foster a sense of teamwork and mentorship between the Student Teacher and the Cooperating Teacher. This is the reason regular observations are both required and expected. Managing the expectations of the Student Teacher and Cooperating Teacher requires a definite presence and specialized interpersonal skills. You must, as the Field Supervisor, ensure that the Student Teacher has an advocate. Simultaneously, you must ensure that appropriate knowledge, skills, and
dispositions are demonstrated and that the Cooperating Teacher is satisfied with the Student Teacher’s progress and performance.

**Cooperating Teacher Orientation**

The professional Field Supervisor should provide an orientation for the Cooperating Teachers with whom s/he will be working. The purposes of this orientation are:

1. to acquaint the Cooperating Teacher with the conceptual framework of the program;
2. to discuss the various responsibilities of the Cooperating Teacher over the course of the quarter (NOTE: a separate Cooperating Teacher Handbook is available from the Office of Field Experiences on an as-requested basis);
3. to discuss the Student Teacher Attributes Scale form, which is to be completed and forwarded *twice* by the Cooperating Teacher to either the Field Supervisor or the Office of Field Experiences;
4. to clarify your role as a Field Supervisor;
5. to establish a professional relationship with the Cooperating Teacher which will foster a positive experience for the Student Teacher;
6. to discuss the Cooperating Teacher evaluation of the professional Field Supervisor; and
7. to provide the Cooperating Teacher an opportunity to ask questions including, but not limited to, issues of placement, duties, assessment, remuneration (monetary and Continuing Education Credits), observation dates/schedules, etc.

**Student Teaching Observations**

Student teaching is a full-time, one quarter experience. Students are to be in school every day. If days are missed, they must be made up before it can be verified the student has successfully completed the student teaching experience.

**Observations of Student Teachers**

Professional Field Supervisors are responsible for conducting a minimum of *four formal* and *four informal in-person* observations during the course of a quarter.

**Documentation of the observations and meetings with your Student and Cooperating Teachers is absolutely essential for ensuring quality of experiences, continuity of services, and compliance with the mission of the Department of Educational Foundations and Curriculum.**

**Formal observations** are defined as pre-arranged visits with the Student Teacher and for/in which:

1. the Student Teacher has provided a copy of the lesson plan to be implemented during the scheduled visit.
2. the Supervisor observes the Student Teacher complete a full lesson.
3. the Supervisor schedules a post-observation conference--preferably with both the Student Teacher and the Cooperating Teacher but, at a minimum, with the Student Teacher.

These observations should be preceded by a pre-conference session (see Observation Questions below) and followed by a post-conference session and they should result in written comments and the completion/submission of any required forms. Formal observations vary in length, depending on
grade level, subject area, and school schedule. Written comments should be shared with the Student and Cooperating Teachers as soon as possible following each formal observation and conferences should be scheduled to discuss each formal observation and the resultant feedback. Field Supervisors are to:

1. keep copies of all observation notes regarding planning, preparation and implementation of lesson(s);
2. document any verbal feedback provided to the Student Teacher;
3. send (as deemed necessary) copies of all observation and verbal feedback notes to the Office of Field Experiences (along with the formal observation forms).

**Informal observations** may be defined as pre-arranged or ‘drop-in’ observations that do not require pre- and post-conference sessions, but which will result in formative written evaluation/feedback and discussion. The written evaluations may be in the form of an email, a text message, Blackboard or other electronic delivery system, and/or an in-person contact conference with the Candidate. These observations serve as the springboard for discussions regarding Candidate performance, progress regarding professional development, and the Candidate’s participation as a member of the larger school community or culture (including the relationship with the Cooperating Teacher). Four informal visits are required over the course of an academic quarter, with the length of time of these visits to be decided upon by Field Supervisors. More than four visits may also occur (and are encouraged) depending on the strengths of the Student Teacher and after consultation with the Cooperating Teacher regarding a Candidate’s performance. **Student Teachers should be given the opportunity to schedule at least one informal visit**, with others negotiated as to their arranged or ‘drop-in’ nature.

**Frequency of Observations**

While geographic location of Candidate’s placement may preclude once-per-week visits (the preferred visitation schedule), Field Supervisors should conduct a minimum of four formal observations during academic quarter. Every attempt should be made to adhere to the Student Teacher as often as possible and more than the four required visits.

**In addition** to these observation visits, professional Field Supervisors should arrange an initial three-way conference between themselves, the Student Teacher and the Cooperating Teacher and a final three-way conference involving the same parties.

The former meeting serves an introductory purpose where contact information is exchanged, but it should also be used as a meeting to outline expectations and obligations of the Student Teacher, a suggested progression for Student Teacher assumption of responsibilities, and to discuss the various forms that will be completed by all three parties over the course of the academic quarter. Deadlines for necessary forms and for lesson plans should be established in order to ensure timely discussion of the Candidate’s progress and to ensure that all necessary documentation regarding the Candidate’s progress is being completed.

The initial conference serves as a reiteration of information shared separately with the Student Teacher and Cooperating Teacher at their individual orientations. It offers the opportunity for all parties to clarify expectations and responsibilities.

The latter meeting should serve as a venue in which all three parties, Field Supervisor, Student Teacher, and Cooperating Teacher, discuss the final evaluation form that was completed as a result of the final formal visit, and the results of the Pedagogy Assessment Record/Instrument. Copies of the
final evaluation forms should be made available to the Student and Cooperating Teachers. This meeting should also include suggested areas of improvement and acknowledgements of areas of achievement and growth.

The Student Teacher is required to submit lesson plans to the Field Supervisor and the Cooperating Teacher at least one week and no later than two days in advance of formal observations, and Student Teachers may be required to submit lesson plans even for days where no observations are being made (formal or informal). Cooperating Teachers may require approval of lesson and/or unit plans on a different timeline (more lead time for approval than one week), but one week/two days is the general rule to follow in regards to submission of lesson/unit plans. Student Teachers should deliver these lesson plans in the format required by the Cooperating Teacher and/or Field Supervisor (either hard or electronic copy).

In-person visits are preferred, especially if the Candidate is deemed to need improvement in (a) specific area(s). Conferences may be held via other formats, however, including email, message boards, Blackboard discussion boards, or other media. At no time, however, should these media be used in the place of an in-person observation. They may be used for post-observation conferences only.

For Student Teachers who struggle to meet requirements, copies of transcripts/messages regarding informal observations should be kept as a record of the conference and submitted to the Office of Field Experiences as supplementary materials to required formal observation forms.

The frequency of observations connotes to the Student Teacher, the Cooperating Teacher, the school and the district the professionalism of the Field Supervisor and the importance CWU places on the student teaching experience. In addition to assessing the Student Teacher’s progress, observations serve to maintain a professional relationship with the Cooperating Teacher; to provide opportunities to support the Student Teacher; and to alert the Office of Field Experiences of situations which may need immediate action in order for the Student Teacher to satisfactorily complete the Student Teaching experience.

**Observation Questions: Pre-Observation Conference**

The pre-observation conference serves several purposes. It allows a Student Teacher an opportunity to articulate the objectives of strategies to be used to complete, and expectations for students involved in, a lesson. Field Supervisors should use this conference to assist the Student Teacher become a more reflective practitioner—of both pedagogical content and delivery mechanisms.

Below are some suggested questions professional Field Supervisors may use to help guide a Student Teacher during pre-observation conferences:

1. What is the objective of the lesson?
2. What is the subject of the lesson and how does it fit with your Cooperating Teacher’s timeline for curriculum?
3. What type of verbal instructions will you give to students?
4. What will you be responsible for during the lesson?
5. What will students be responsible for during the lesson?
6. What accommodations have you made/will you make for students with various learning styles and abilities?
7. What strengths do you see in your plan/strategy?
8. What areas of your plan/strategy seems the weakest?
9. How do you anticipate and plan for what will happen as a result of your planning?
10. How will you know if the objectives for the lesson have been achieved?

Observation Questions: Post-Observation Conference

The post-observation conference** should be used as an opportunity for the Field Supervisor to encourage the Student Teacher in reflective self-analysis regarding strategies, techniques, and skills to be honed or incorporated to improve the Student Teacher’s performance prior to the next formal observation. The Field Supervisor and the Student Teacher should engage in discussions about observed knowledge, skills, and dispositions.

The Field Supervisor and Student Teacher, as a result of the post-observation conference, will establish a list of goals to be accomplished prior to the next formal observation.

Below are some suggested questions professional Field Supervisors may use to help engage a Student Teacher during post-observation conferences:

1. What was your overall impression of how the lesson went?
2. What do you feel were strengths of the lesson?
3. What do you feel could be improved upon for your next lesson?
4. Did students accomplish the goals you established for them? How can you tell? What did you do to ensure that they were successful?
5. What classroom management issues arose for you? Could you have planned for that? If so, how? If not, what do you know now that will help you plan for your next lesson?

Use of the following will serve you well in your post-observation conferences: using an approachable voice; demonstrating care and concern in a professional manner; demonstrating empathy; using open-ended questions; inquiring about student teacher’s intent/purpose; and using self-reflective questioning techniques.

**Field Supervisors may include Cooperating Teachers, building administrators and/or other district personnel on post-observation conferences if it is felt that this will provide clarification regarding duties and responsibilities or establishing expectations for the Student Teacher’s performance, continuance and/or withdrawal from the Student Teaching experience.

Observation Records/Analysis

After an observation is completed, the professional Field Supervisor should prepare for a post-observation conference with the Student Teacher (and if necessary or desired, with the Cooperating Teacher). The analysis of data for a post-observation conference should be:

- Objective
- Accurate
- Clear to all parties
- Relevant to Student Teacher performance (regarding knowledge, skills or dispositions)
- Clearly connected to desired changes (in knowledge, skills or dispositions)

Observation Techniques (Examples only; others are encouraged. The names used here may not coincide with the terminology with which the Field Supervisor is most familiar.)

Below are suggested observation techniques (and descriptions) for Field Supervisors who are looking for specific behaviors from Student Teachers:
### Skill/Area Being Observed | Suggested Observational Technique
---|---
Individualized Instruction | Class Traffic, Sampling
Indicators of Student Thinking/Participation | Selective Verbatim
Student Involvement in a Lesson | Verbal Flow, Interaction Analysis, At Task
Teacher Talk | Selective Verbatim, Interaction Analysis
Individual Supervisor Observation | Global Scan

**At (On) Task:** This technique provides useful data on engagement levels of individual students. On-task behaviors should be clearly delineated for students so that the Field Supervisor can monitor what may be off-task behaviors.

**Class Traffic:** Recording the movement of the Student Teacher and one or two students regarding how much traffic there is in the classroom. This may be used to determine the effectiveness of classroom management. Categories to use in mapping the movement include teacher movement, directed student movement, non-directed purposeful student movement, and non-directed non-purposeful student movement.

**Interaction Analysis:** The use of a variety of categories of verbal behaviors exhibited by the Student Teacher to both encourage and discourage student verbal behaviors during a lesson (e.g., praise of students, criticism of students, directions to students, etc.).

**Global Scan:** General information about what is happening in a classroom, this technique offers Field Supervisors the opportunity to discuss a variety of issues with Student Teachers about classroom behavior and management, content delivery, level of (in)activity, etc.

**Sampling:** Similar to At-Task, this observation technique calls for coding at regular intervals. The focus can be on Student Teacher or classroom student behavior. Some coding examples might include:

- A – Assisting
- I – Individualizing instruction
- M – Managing (MB, managing behaviors, ML, managing language)
- O – Observing
- P – Presenting, etc.

**Selective Verbatim:** Recording exactly what a person says within specific categories (directions, standard American English, feedback, etc.)

**Verbal Flow:** Recording who is talking to whom. Various categories may also be recorded, i.e., teacher questions, student response, student question, teacher response, teacher praise, etc.

### Submission Deadlines of Student Teacher Evaluation Forms

At or near the beginning of each academic quarter, Field Supervisors are sent a packet of forms to be completed for each Student Teacher. This packet will include a checklist which will have deadline dates listed beside each form type. **Please submit your forms in a timely manner** to ensure a progressive flow of information regarding the performance of your Student Teacher(s). Please alert your Cooperating Teachers that they are to complete and return the Student Teacher Attributes Scale **twice** during the semester and to forward them in a timely manner.
A completed state Pedagogy Assessment Record/Instrument must be completed for each student and submitted to the Office of Field Experiences upon a student’s completion of the course.

**LiveText Requirements**

Student Teachers must upload their completed Unit Plan to LiveText. Field Supervisors are responsible for entering the Final Student Teaching Evaluation (FSTE) data into the Assessment Rubric assigned to Student Teaching on LiveText.

Should a supervisor be unable to enter the data, s/he should notify the Director of Field Experiences with a list of students whose data should be entered on LiveText. The Director of Field Experiences is listed as a co-instructor on each section of student teaching for the express purpose of being able to ensure that all FSTE data is entered.

No FSTE data from any student should be overlooked or not entered.

**Washington Performance-Based Pedagogy Assessment Instrument (PPA)**

Field Supervisors must be familiar with and administer (at least twice for each Candidate) the PPA. The dates of administration must be noted on the document, and Field Supervisors must note how each item is met by the Candidate. Additional training and information on the PPA (which is currently being redesigned into the Evidence-Based Pedagogy Assessment (or EBPA) Instrument) will be provided by the Office of Field Experiences on an as needed or as requested basis.

**The Time Factor**

Because Field Supervisors visit Student Teachers in various districts over the course of a day, week, or quarter, it is imperative to be organized and systematic. Obtaining/Noting the following will assist you in planning your formal and informal observations of the Candidate (a Contact/Information Form/Organizer is included at the back of this handbook. These will not be submitted to the Office of Field Experiences—rather, they are designed as a tool to assist you in fulfilling your duties in a timely and efficient manner. Feel free to use your own form/format if you choose.):

1. Student Teacher and Cooperating Teacher contact information (including email address(es), home and cell phone numbers, school address, etc.).
2. Individual Student Teacher classroom/daily schedules.
3. Names of Student Teachers located within the same building/school.
4. Schedule of dates/times for formal observations and pre- and post-observation conferences. Informal visits may be arranged based on the Student Teacher knowledge of planned activities/lessons s/he would like for the Field Supervisor to see, but there should also be (at least one) non-pre-arranged informal visit(s).
5. Dates and times of scheduled three-way conferences with Student Teacher and Cooperating teacher, especially regarding pre-student teaching information, mid-term evaluation and conference, and final evaluation and conference.

Field Supervisors should plan to visit each Student Teacher during different class periods on different days of the week to gain a better idea about the Candidate’s professional progress and development.
Withdrawal of a Student Teacher from the Student Teaching Experience

Withdrawal from the Student Teaching experience may be initiated either by the Student Teacher or by the professional Field Supervisor in collaboration with the Cooperating Teacher. It is important to note Student Teachers and, indeed, the university, are guests in the buildings in which Student Teaching is completed. As an invitation has been extended, it may also be rescinded. If the offer or placement is rescinded, the Office of Field Experiences will investigate to determine if a second placement request is warranted. Student Teachers should be made aware that their professional dispositions, demonstration of initiative, etc., will ensure that the invitation remains in place. The university does not have a ‘back up plan’ in the case of an invitation’s being rescinded.

1. When the request comes from the Student Teacher, he/she must first meet with both the Cooperating Teacher and the Field Supervisor to discuss issues that necessitate a withdrawal. In addition, the Student Teacher should immediately make an appointment with the Director of Field Experiences to discuss the conditions for which a withdrawal is being sought. Following the meetings with the Director of Field Experiences and the Field Supervisor and Cooperating Teacher, the Student Teacher will be offered the chance to either (1) continue in the placement with stipulations based on the Student Teacher’s and Cooperating Teacher’s understanding of the situation; or (2) officially withdraw from Student Teaching. Should the latter be chosen, a full academic quarter must elapse between the time of withdrawal and the beginning of the new student teaching experience. The Candidate will be required to reapply for student teaching by the deadlines established for the quarter in which that additional experience is sought.

2. When the request be the result of a recommendation by the Field Supervisor (or by the Cooperating Teacher via the Field Supervisor), the Student Teacher will immediately make an appointment with the Director of Field Experiences. When appropriate, seeking and requesting assistance from other professionals, such as teachers, building administrators and university faculty, shall be requested.

The Field Supervisor and the Cooperating Teacher must produce appropriate documentation of the Student Teacher’s inability or unwillingness to overcome identified weaknesses after repeated counseling. Agreement must be reached among the Field Supervisor, the Cooperating Teacher and, when applicable or possible, a building administrator that all efforts have been exhausted and formal withdrawal is the best course of action. If this is the case, the Field Supervisor will submit a Student Teacher Withdrawal/Reassignment form (available in the packet of forms sent to Field Supervisors or by request to the Office of Field Experiences). This form must detail the reasons for the requested withdrawal and be submitted with any and all supplemental supporting evidence/documents. This form must be discussed with both the Student Teacher and Cooperating Teacher and should be signed by them, as well as by the Field Supervisor and the Director of Field Experiences, when/if the withdrawal and/or reassignment be approved.

Because withdrawal from Student Teaching interrupts a Candidate’s academic plans, alternatives for degree completion should be offered to the Student Teacher by the Field Supervisor prior to the Student Teacher’s meeting with the Director of Field Experiences.
The Field Supervisor may defer to the Director to deliver possible options or alternatives. Alternatives for degree completion **may or may not** include:

a. Convert the Student Teaching experience into an advanced practicum experience, in which specific goals and objectives (known as a Plan of Improvement. Examples are available as needed from the Director of Field Experiences) are outlined and monitored. The option to reapply for student teaching exists should the Candidate successfully complete the advanced practicum, but one full academic quarter must elapse between the successful completion of the practicum and the beginning of the next student teaching experience. The Candidate will be required to reapply for student teaching by the deadlines established for the quarter in which that additional experience is sought. The Candidate should understand that Student Teaching is a by-permission-only course (see below for more information), and the decision to allow a second Student Teaching experience should not be assumed to be pre-approved, as approval will be based on evaluations, communications by and with the student, and the student’s compliance with and demonstration of knowledge, skills, and dispositions as they relate to the stated goals of the Center for Teaching and Learning and the Department of Educational Foundations and Curriculum; **or**

b. **(Preferred to c. below)** Evaluate, along with the Candidate’s academic advisor, the Candidate’s transcript to determine if there are other available options for graduation and/or degree completion that do not require Student Teaching. It is the student’s **responsibility** to contact his/her advisor in a timely manner to ensure a plan of action is established. The Field Supervisor and the Office of Field Experiences will not be responsible for arranging these discussions nor for evaluation of a student’s transcript, but should be available for consultation with the advisor regarding a student’s participation in the field experience; **or**

c. Must be approved by the Director of Field Experiences prior to being discussed as an option with the Student Teacher. This option may not be available to all candidates in all quarters. Approval of this option rests entirely with the Office of the Vice President for Undergraduate Affairs.

This option involves the possibility of converting the Student Teacher’s major to an Individual Studies major. This must be done via the Office of the Associate Vice President for Undergraduate Studies, and should be offered **only after** the first two options have been investigated and deemed to be impossible. Information regarding requirements for successful completion of this major (and possible degree completion) is available at [http://www.cwu.edu/~avpugrad/individualstudy.html](http://www.cwu.edu/~avpugrad/individualstudy.html).

**Please note, choosing Option C obligates the candidate** to make arrangements with the Office of Undergraduate Studies for degree completion, and that the Department of Educational Foundations and Curriculum and the Office of Field Experiences, other than initial advising, will not be involved in the process. An unsuccessful student teaching experience leading to the development of this major will not entitle the student to any preferential treatment based on initial planned graduation date and/or degree confirmation. Candidates opting to complete an Individual Studies major will do so via a timeline established by and with the Office of the Associate Vice President for Undergraduate Studies to ensure programmatic efficacy.
Should the student choose this option, reapplication for student teaching may not occur until three academic years have elapsed.

**Policy on Repeating the Student Teaching Experience**

**Student Teaching is offered by permission only.** The course is unique in that its participants represent, throughout the State of Washington and the world, both the University and the Teacher Education Program. Students permitted to enroll must demonstrate the knowledge, skills, and dispositions appropriate for degree completion and certification in the State of Washington.

If a Student Teacher is unsuccessful during the first attempt at student teaching, s/he may request a second student teaching placement. This, too, will be offered by permission only. The Director of Field Experiences, in consultation with the Field Supervisor(s) and Cooperating Teacher(s) involved in the initial experience, the Chair of the Department of Educational Foundations and Curriculum, the Associate Deans of the College of Education and Professional Studies and/or the Dean of the College of Education and Professional Studies, and in consultation with the Student Teacher in question, will determine whether the Student Teacher will be allowed to student teach a second time. An action plan will be developed so that the student may demonstrate remediation of areas where improvement was deemed necessary.

If a second Student Teaching experience is permitted, **one full academic quarter must elapse between the quarter of initial placement and the second placement.** During this quarter, the Candidate will work closely with Teacher Education Faculty and the Director of Field Experiences to ensure the established Plan of Improvement is being implemented or has been successfully completed. Should the Candidate decide to seek a second Student Teaching experience, s/he must reapply **by the deadline** established by the Office of Field Experiences for the quarter in which Student Teaching is sought.

As the process of documentation of Student Teaching and needed improvements is extensive, and as consultation with interested parties is collaborative, a repeated student teaching experience should be successful.

**A student may not repeat the Student Teaching experience more than twice.**

If a Candidate has questions about course repetition, University policy is clearly stated on page 33 of the 2006-2007 Undergraduate/Graduate catalog. Candidates should be made aware, however, that as Student Teaching is a by-permission-only course, permission must be sought for each enrollment.

**Work Stoppage Policy** (taken from the Student Teaching Handbook, p. 38)

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, either in person, via email or via telephone, to their Field Supervisor.
3. It shall be the responsibility of the University Field 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 Field Supervisor 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.

**Final Course Grade/Agreements with Cooperating Teacher**

Student Teachers will receive a grade of Satisfactory (S) or Unsatisfactory (U) at the end of the Student Teaching quarter. To ensure that everyone (Student Teacher, Cooperating Teacher, and Field Supervisor) is in agreement about a Student Teacher’s performance, early and on-going formal and informal visits should be established and executed. Pre- and post-conference observations and three-way conferences are all used to ensure that there are no ‘surprises’ for anyone at any point during the Student Teacher’s field experience.

Grades must be entered into Safari by the deadlines established by the Registrar’s Office for the quarter in which the supervision occurred.

Though rare, disagreements with Cooperating Teachers over a Student Teacher’s final grade have occurred. Reasons for these disagreements are based, usually, on a philosophical mis-match of Student and Cooperating Teachers; a difference of opinion regarding classroom management between the Student and Cooperating Teachers; concerns regarding the personal knowledge, skills, and dispositions of the Student Teacher; and, most often, because of the lack of adequate and appropriate supervision and/or communication from the professional Field Supervisor regarding the Student Teacher’s progress and performance. Frequent visits to the Student Teacher and an appropriate number of conferences with the Student and Cooperating Teachers are imperative for agreements regarding Student Teacher final grades.

**The professional Field Supervisor has the ultimate authority to assign a grade to the student,** but, in cases where the assigning of a grade may not be easily accomplished, this should be done in consultation with the Student Teacher, the Cooperating Teacher, and any building administrators or principals, and/or other school district personnel as is deemed necessary.

Please note: school districts often have their own protocols and procedures regarding the final evaluation of Student Teachers. It should be made clear to the Student Teacher that achieving a letter grade of Satisfactory (S) for the Student Teaching experience will not automatically win the recommendation of Cooperating Teachers, colleagues within the building, or building administrators and principals with whom s/he has worked. **The reputation that a Student Teacher establishes within a district as a result of student teaching is separate and distinct from the letter grade s/he receives.**

Again, while disagreements over final grades have rarely occurred, the possibility of them occurring should be recognized.
Completing Travel and Reimbursement Forms

The nature of the work of a Field Supervisor will require travel to and from various Student Teaching sites. In order to remain fiscally current, Field Supervisors are required to submit all travel and mileage reimbursement forms to the Office of Field Experiences NO LATER than the 10th of the month following the travel for which reimbursement is sought.

Historical trends indicate that reimbursement forms have come in variously throughout the quarter, particularly at the end of the quarter, but that practice will no longer be observed. The completion of forms in a timely manner assures the office that official travel has occurred, it allows us to track expenses as they occur, and it fosters a positive working relationship between this office and the University’s accounting office. There are restrictions regarding reimbursement about which the University has policies, and it is in your best interest to submit the forms by the required date. Timely submission assures Field Supervisors that the reimbursement to which they are entitled is processed in an efficient manner. Questions about form completion and submission may be directed to the Office of Field Experiences.

All forms should be legible and submitted in a professional manner. It is highly recommended that reimbursement forms be submitted in a word processed format to eliminate the possibility of delay in submitting the request or receipt of the reimbursement.

Any illegible or unprofessionally produced forms will be returned to the Field Supervisor for correction and resubmission.