Reporting on the Quality of Teacher Preparation

Title II
Higher Education Act

Presented to

The Office of the Superintendent of Public Instruction
State of Washington

By

The Center for Teaching and Learning
College of Education and Professional Studies
Central Washington University

April 7, 2009
TITLE II INSTITUTIONAL REPORT


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State: Washington
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Section IA. Pass Rates

Program completers for whom information should be provided are those completing residency certificate program requirements in the 2007-2008 academic year (September 1, 2007 – August 31, 2008). Do not include completers of alternative-route programs.

Table 1: Single-Assessment Institution-Level Pass-rate Data:
Regular Teacher Preparation Program, 2007-2008

<table>
<thead>
<tr>
<th>Assessment Code</th>
<th># Taking Assessment</th>
<th># Passing Assessment</th>
<th>Institutional Pass Rate</th>
<th>Statewide Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>014</td>
<td>316</td>
<td>316</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>021</td>
<td>71</td>
<td>71</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>041</td>
<td>9</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>061</td>
<td>20</td>
<td>20</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>069</td>
<td>10</td>
<td>10</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>081</td>
<td>25</td>
<td>25</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>089</td>
<td></td>
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</tr>
<tr>
<td>098</td>
<td>10</td>
<td>10</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>100</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>113</td>
<td>12</td>
<td>12</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>120</td>
<td>3</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>133</td>
<td>16</td>
<td>16</td>
<td>100%</td>
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</tr>
<tr>
<td>173</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### Table 2: Aggregate And Summary Institution-Level Pass-rate Data:
**Regular Teacher Preparation Program, 2007-2008**

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Assessment Code #</th>
<th># Taking Assessment</th>
<th># Passing Assessment</th>
<th>Institutional Pass Rate</th>
<th>Statewide Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERMAN CONTENT KNOWLEDGE</td>
<td>181</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPANISH CONTENT KNOWLEDGE</td>
<td>191</td>
<td>7</td>
<td>7</td>
<td>100%</td>
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<tr>
<td>BIOLOGY CONTENT KNOWLEDGE</td>
<td>235</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CHEMISTRY CONTENT KNOWLEDGE</td>
<td>245</td>
<td>2</td>
<td>2</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>PHYSICS CONTENT KNOWLEDGE</td>
<td>265</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>READING SPECIALIST</td>
<td>300</td>
<td>40</td>
<td>40</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>EDUC. EXCEPTIONAL STUDENTS: CK</td>
<td>353</td>
<td>17</td>
<td>17</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>ENGL TO SPEAKERS OF OTHER LANGUAGES</td>
<td>360</td>
<td>40</td>
<td>40</td>
<td>100%</td>
<td>85%</td>
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<tr>
<td>GENERAL SCI CONTENT KNOWLEDGE</td>
<td>435</td>
<td></td>
<td></td>
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<tr>
<td>MIDDLE SCHOOL SCIENCE</td>
<td>439</td>
<td>10</td>
<td>10</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>MARKETING EDUCATION</td>
<td>560</td>
<td>3</td>
<td></td>
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<tr>
<td>EARTH SCIENCE CONTENT KNOWLEDGE</td>
<td>571</td>
<td>1</td>
<td></td>
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<td></td>
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<tr>
<td>THEATRE</td>
<td>640</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPECIAL ED PRESCHOOL/EARLY CHILD</td>
<td>690</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGRICULTURE</td>
<td>700</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEALTH &amp; PE: CK</td>
<td>856</td>
<td>31</td>
<td>31</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

1The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled ‘Number Taking Assessment’ since a completer can take more than one assessment.

### Table 2: Aggregate And Summary Institution-Level Pass-rate Data:
**Regular Teacher Preparation Program, 2007-2008**

<table>
<thead>
<tr>
<th>Institution Name: Central Washington University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Code: 4044</td>
</tr>
<tr>
<td>Number of program completers: 460</td>
</tr>
<tr>
<td>Number of program completers found, matched, and used in passing rate calculations: 459</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Assessment Code #</th>
<th># Taking Assessment</th>
<th># Passing Assessment</th>
<th>Institutional Pass Rate</th>
<th>Statewide Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggregate: Basic Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggregate: Professional Knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggregate: Academic Content Areas (math, English, biology etc.)</td>
<td>628</td>
<td>628</td>
<td>100%</td>
<td>99%</td>
<td></td>
</tr>
<tr>
<td>Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggregate: Teaching Special Populations (special education, ESL…)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggregate—Performance Assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Summary Totals and Pass Rates | 459 | 459 | 100% | 100% |

1The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled ‘Number Taking Assessment’ since a completer can take more than one assessment.
2Institutions and/or States did not require the assessments within an aggregate where data cells are blank.
3Number of completers who took one or more tests in a category and within their area of specialization.
4Number who passed all tests they took in a category and within their area of specialization.
5Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.
Section IB. Other strategies to assess content knowledge

Describe any strategies other than the WEST-E used to assess the content knowledge of your program completers.

The Center for Teaching and Learning (CTL) (the NCATE accredited unit) ensures candidate competency in areas of content and pedagogy before the candidate enters a professional role. This is an important element in the education of new teachers for two primary reasons. First, it ensures that only qualified candidates enter the teaching workforce, thus positively affecting the learning of students. Second, assessments provide useful feedback to the responsible programs, departments, and faculty. The data are used to improve the quality of the professional programs in the Center for Teaching and Learning.

Assessments focus on two primary areas: content and pedagogy. The department responsible for content and/or pedagogical area(s) assesses content expertise. Completion of the content coursework and the end-of-major assessment requires candidates to:

- Complete coursework of major area of emphasis.
- Meet competencies and learner outcomes for each course.
- Meet competencies and learner outcomes for the major degree program.
- Satisfy department end-of-major assessment procedures.

Completion of the pedagogical coursework and the end-of-the-major assessment requires candidates to:

- Complete the required coursework in the professional sequence (core) as described in the Teacher Certification Handbook. (see Appendix A).
- Complete student teaching as described in The Student Teaching Handbook, including successful completion of the WA State Performance-based Pedagogy Assessment (PPA) (see Appendix B).
- Pass the WA Educator Skills Test – Exit (WEST-E) in the endorsable content area(s).

Faculty in the Center for Teaching and Learning agreed in the early 1990s to use student outcome measures as guides for the evaluation of candidates. All outcomes are informed by state and national standards, by the professional literature, and by input from professionals in the field. During 2003, the CTL designed and implemented a unit-wide assessment system. The system is based upon four new domains and 26 standards. Each standard is supported by proficiencies, which are measured by aligned assessment strategies. The data from each assessment are aggregated into a database and reports are then distributed to the appropriate levels of the CTL governance structure. (Please see the graphic representation of this in Appendix C) The domains, standards, and proficiencies that are related to preservice teacher candidates are listed below.

Domain I: Evidence of Candidate Learning

CTL Standard #1. Candidates demonstrate subject matter knowledge in areas of endorsement

Proficiencies—Candidates demonstrate in-depth understanding of:
1. Essential Academic Learning Requirements (WAC a)
2. Subject matter content knowledge (WAC b)
3. Inquiry, critical analysis, and synthesis of subject knowledge

CTL Standard #2. Candidates demonstrate a thorough understanding of pedagogical content knowledge

Proficiencies – Candidates demonstrate:
1. Instructional strategies for developing reading, writing, critical thinking, and problem-solving skills in content areas (WAC p)
2. Multiple explanations and effective instructional strategies so that all students can learn content
3. Planning and management of instruction based on knowledge of the community, and curriculum goals specific to content (WAC s)
4. Presentation of content to P-12 students in challenging, clear, and compelling ways
5. Effective integration of education technology specific to content

CTL Standard #3. Candidates demonstrate a thorough understanding of professional and pedagogical knowledge and skills

Proficiencies – Candidates demonstrate:
1. An understanding of the social, historical, and philosophical foundations of education (WAC c)
2. An understanding of school law, educational policies and issues associated with abuse (WAC g and j)
3. Knowledge of how students learn (Theories of Learning)
4. Reflective practices and ability to make necessary adjustments to enhance student learning
5. An ability to consider school, family, and community contexts in connecting concepts to students’ prior experience and applying ideas to real-world problems

CTL Standard #4. Candidates reflect dispositions expected of professional educators
Proficiencies – Candidates:
1. Reflect upon and adjust personal attitudes/beliefs to meet the needs of communities where they work

CTL Standard #5. Candidates demonstrate a positive impact on student learning
Proficiencies – Candidates:
1. Accurately assess using formal and informal strategies
2. Analyze student learning and make appropriate adjustments to instruction
3. Monitor student learning
4. Report (during Student Teaching) assessment outcomes of P-12 student performance

CTL Standard #6. The CTL collaborates with school partners on evaluation of field experiences
Proficiencies – The CTL and school-based faculty:
1. Share and integrate resources and expertise to support candidates’ learning in field experiences
2. Are involved in designing, implementing, and evaluating the conceptual framework and the school program
3. Participate in the CTL’s and school partners’ professional development activities and instructional programs for candidates and children
4. Jointly determine the specific placements of student teachers to maximize the learning experiences for candidates and P-12 students

CTL Standard #7. The CTL designs, implements, and evaluates field experiences
Proficiencies – Candidates:
1. Apply and reflect on the content, professional, pedagogical knowledge, skills, and dispositions in a variety of field settings supported through programmatic offerings

CTL Standard #8. The CTL designs, implements, and evaluates curriculum experiences, field experiences, and clinical experiences relative to diversity
Proficiencies – The CTL faculty:
1. Develop curriculum based on a well developed knowledge base that helps candidates demonstrate knowledge, skills, and dispositions related to diversity
2. Develop field experiences based on a well developed knowledge base that helps candidates demonstrate knowledge, skills, and dispositions related to diversity
3. Review assessment data that provides information about candidate’s ability to work with all students

CTL Standard #9. Candidates have opportunities to learn from a diverse representation of faculty.
Proficiencies – The CTL faculty:
1. Represent diversity in relation to ethnicity, race, gender, language, and exceptionality
2. Are knowledgeable about and sensitive to preparing candidates to work with diverse students, including students with exceptionalities

CTL Standard #10. Candidates have opportunities to learn with a diverse representation of candidates
Proficiencies – The CTL faculty:
1. Ensure a diverse representation of candidates in professional education courses on campus and in schools
2. Encourage active participation of candidates from diverse cultural backgrounds

CTL Standard #11. Candidates have opportunities to work with a diverse representation of P-12 students.
Proficiencies – The CTL faculty design experiences and clinical practices that:
1. Encourage candidates to interact with a variety of students, regardless of ethnicity, gender, and ability

Using the standards listed above, each program has developed proficiencies to ensure a candidate’s mastery of exit competence and has established a multitude of assessment strategies to discern levels of candidate competence. Multiple sources of evidence are important to ensure the reliability of the conclusions drawn from the assessment procedure. Not all assessment methods are appropriate for all types of proficiencies, and Central Washington University has devoted time and effort to the development of multiple indices of candidate performance.
At the initial level, proficiencies in both content and pedagogy are assessed through one or more of the following formats: midterm and final exams, research papers, on-line research, portfolios, capstone experiences, senior theses, senior projects, oral exams and interviews, and public presentations. Aggregate student performance is assessed through standardized test scores, course grades, faculty review, field-based demonstrations of competence, and portfolio assessment rubrics.

Section IC. Positive impact

Describe the current strategies used to assess the program completers’ “positive impact on student learning.”

Four indicators use assessment results to demonstrate positive impact on student learning. Candidates must demonstrate the ability to use formative (ongoing) and summative (final) evaluation techniques in order to assess positive impact on student learning, program goals and objectives, and their own teaching by demonstrating the ability to:

- Evaluate positive impact on student learning using a candidate-designed and implemented unit of instruction
- Use performance based and authentic assessment using strategies and assessment forms to gauge students' learning
- Select and administer appropriate measures for summarizing student performance
  - Pre-test assessment results
  - Post test assessment results
  - Other assessment results
- Written description of gains in student learning
- Report assessment results of positive impact on student learning to parents

A variety of sources are used by field faculty to provide evidence confirming that these indicators have been met. Examples include reflective papers, portfolios, informal student growth reports, and formal observations (e.g., those by field faculty and cooperating teachers), and the WA State PPA. During the student teaching experience, field faculty complete a minimum of three formal observations and provide a minimum of five seminars per quarter for pre-service teacher candidates (Appendix B, The Student Teaching Handbook, p. 20). The following data sources are specified in The Student Teaching Handbook (Appendix B, pages 18-19):

- 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;
- At the end of the university term, a final evaluation conference is conducted in the same manner as the mid-term.
- University supervisors observe the student teacher present a variety of lessons. University supervisors observe and confer with the student teacher a minimum of three times.
- 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.
- 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.
- 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.
Note that standard observation forms are used by field faculty and cooperating teachers (The Student Teaching Handbook, Appendix B, pages 40-52). Candidates are required, among many other elements in student teaching, to submit “Student Growth Reports” as written evidence of their ability to assess individual needs and report the positive impact on student learning. Candidates write reflections as they observe P-12 teachers, and as they work with P-12 teachers in a variety of settings. Pre-service teacher candidates align the curriculum with the appropriate WA State Essential Academic Learning Requirements (EALRs), use Washington Assessment of Student Learning (WASL) data to ascertain P-12 student learning acquisition, and work to enhance deficit knowledge and skills during their student teaching experience. In addition, candidates use myriad measurement techniques (pretest/post-test evaluations, standardized tests, teacher-made tests, and performance-based authentic assessments) learned during program preparation to collect data about student learning.

At the end of the student teaching experience, preservice teacher candidates receive a “Final Student Teaching Evaluation” (see Appendix D). The culminating comprehensive assessment report indicates the level of effectiveness (positive impact on student learning) demonstrated during student teaching in a P-12 school setting. A record of the final evaluation informs the Center for Teaching and Learning on how well CWU candidates are performing. Candidates must demonstrate foundational knowledge and ability in the following areas:

- Use of Constructivism
- Use Foundational Knowledge
- Instructional Planning for Effective Teaching
- Classroom Management and Discipline
- Assessment of Student Performance
- Diverse Populations
- School, Home and Community
- Professionalism
- Communication
- Technology related to instruction
- Knowledge of Essential Academic Learning Requirements (EALRs) and Washington State Learning Goals (Read, Think, Know, Understand)
- Align EALRs and learning goals with subject matter content.

In order to achieve positive outcomes, preservice teacher candidates must demonstrate “how they know what their students know and what their students are capable of doing.” Student learning is assessed frequently to determine if a lesson has been effective. If candidates are having difficulty teaching to different levels exhibited in the classrooms, they receive immediate feedback from the cooperating teacher and/or field supervisor. During meetings with the field supervisor, individual help in the form of ideas, materials, and proven examples is provided to ameliorate any difficulty. Early and continual observation, evaluation, and feedback helps candidates develop a sense of understanding and accomplishment in teaching all children to learn. During this experience, the EALRs are reinforced and used as reference criteria to assess instructional impact.

Before candidates are required to demonstrate exit competencies, a variety of formative assessments are used to demonstrate subject matter acquisition (e.g., class portfolios, tests, research papers, reflective papers, micro-teaching analyses, teaching philosophy, conceptual framework, and reflective evidence from practica experiences).

Preservice teacher candidates are required to compile end-of-program documentation to demonstrate their preparation for positive impact on P-12 student learning. This documentation provides evidence of their effectiveness in evaluating knowledge and skills of P-12 learners. Student demographics, assessment techniques, Individual Education Programs (IEP) development, classroom management and discipline techniques, and behavioral analyses are among the types of evidence that candidates include.

All programs leading to an endorsement require that candidates demonstrate competence with respect to norm-referenced, teacher-made, and authentic/performance-based assessments. Each endorsement area has one or more courses that are program specific concerning assessment of student learning. For example:

- Physical Education makes use of, among others, norm-referenced motor proficiency tests and health and fitness tests (e.g., The President’s Council Physical Fitness Test). Candidates demonstrate
competency in classes during microteaching and practica, and by producing programmatic portfolios; and

- Special Education uses curriculum-based assessments, criterion-referenced assessments, and norm-referenced assessments; candidate competency is assessed in courses, in EDSE 495 Practicum, and through production of a program portfolio.

Additional required documentation and forms completed by field supervisors during the Student Teaching Field Experience are located in The Student Teaching Handbook (Appendix B, pages 40-52) and online.

Section II. Program information (Do not include candidates in alternative-route programs.)

(A) Number of students in your teacher preparation program at your institution:

Please consider the number of students enrolled (full admission status) in your teacher preparation program during the 2007-2008 academic year (September 1, 2007 – August 31, 2008), including all areas of specialization, in providing the following data.

1. Total number (headcount) of students enrolled (full admission status) during Fall Quarter or Fall Semester: 401 (note: this number may not always be equal to the number of program completers for September 1, 2007 – August 31, 2008)

(B) Information about supervised student teaching: (for the purpose of this report, student teaching refers to the culminating clinical experience used to determine candidates’ competence in the professional roles for which they are preparing)

1. Total number of students enrolled in supervised student teaching during the 2007-2008 academic year: 515

2. Please provide the numbers of supervising faculty who were:

- 8 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

- 1 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

- 24 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution’s regular faculty.

- 1 Other, please describe. (Rexton Lynn, Director of Field Experiences and administrative exempt employee, supervised one elementary education student in fall 2007.)

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

3a. Total faculty (headcount) assigned to supervise student teaching during the 2007-2008 academic year (September 1, 2007 – August 31, 2008): 34

3b. Total faculty FTE assigned to supervise student teaching during the 2007-2008 academic year (September 1, 2007 – August 31, 2008): 549.33

Define the process that was used to calculate faculty FTE:

A) # of candidates X 16 of credits / 40.5 = 13.56

(Faculty FTE = Contact Hours (Teaching Hours for 1 FTE).
Contact hours = (# of candidates x # of course credits) divided by 15 [1 contact hour = 15 enrolled hours] / 40.5. (Teaching hours for PT faculty = 45, for FTTT faculty = 36, average = 40.5.)

B) faculty credit hours = individual FTE for full-time tenure-track faculty 36

C) faculty credit hours = individual FTE for fulltime non-tenure track & adjunct faculty 45

4. The student/faculty ratio, based upon the total number of faculty was: 15.61

5. The student/faculty ratio, based upon faculty FTE was: 37.97

6. The average number of hours per week required of student participation in supervised student teaching in these programs was: 35 hours. The total number of weeks of supervised student teaching required is 10. The total number of hours required is 350 hours.

7. If your teacher preparation program offers a range of hours of supervised student teaching/internship options, please describe: N/A

(C) Please describe the range of field experiences required in your teacher preparation program per WAC 181-78A-264 (6). “Field experience” is defined by WAC 181-78A-010 (5) as “a sequence of learning experiences which occur in actual school settings or clinical or laboratory settings. Such learning experiences are related to specific program outcomes and are designed to integrate educational theory, knowledge, and skills in actual practice under the direction of a qualified supervisor.”

<table>
<thead>
<tr>
<th>FIELD EXPERIENCE</th>
<th>Field Experience Courses</th>
<th>REQUIRED HRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCS 300 Pre-Autumn Field Experience</td>
<td>4 cr., 14 day minimum</td>
<td></td>
</tr>
</tbody>
</table>

Candidates have several opportunities to experience diverse learners in different settings. Because learning to teach is a developmental process, all teacher education candidates are exposed to different students in different settings early in their program of study in EDCS 300 Pre-Autumn Experience. These experiences place candidates into schools for a minimum of fourteen days at the same time public school sessions begin. The primary purpose is for candidates to observe and begin to understand the processes and procedures, expectations, and the demands and activities involved in preparing for, and beginning, the instructional year. Candidate observations are guided through ten learning objectives and recommended learning experiences. These are articulated for candidates in the Field Experience Handbook, which they first use during EDCS 300 Pre-Autumn Experience. Opportunities to "work in different school/classroom settings and with different students" are evident in several objectives of this course experience. For example, Objective H, Learning Experience #1 asks preservice teacher candidates to describe, by writing their observations of the occupational character of the community, types of industry or commerce present, and the socio-economic level of the residents. In Objective I, Learning Experience #2, preservice teacher candidates are asked to observe a classroom with students from different ethnic backgrounds. (Required of all Teacher Education candidates.)

| EDCS 442 Student Teaching | 16 cr., 10 wks |

Student teaching is the capstone experience for candidates in the teacher education program of the Center for Teaching and Learning. Student teaching is the point at which candidates apply knowledge and skills which they have developed under the auspices of the conceptual framework to the nexus of theory and practice. Candidates are assigned to master teachers familiar with the constructivist-learning model that is part of the Center for Teaching and Learning’s conceptual framework. The master teacher, university supervisor, and student teacher form a professional team working to develop teaching skills and pedagogical knowledge fundamental to the growth of the student teacher. The candidate must demonstrate competence by student teaching a full quarter for each specialization for which they wish to be endorsed and successfully completing all competencies on the WA State Performance-based Pedagogy Assessment Instrument. The student teaching experience reveals the Center for Teaching and Learning commitment to ensuring its graduates are prepared to be exceptional educational leaders who demonstrate knowledge, skills, and attitudes necessary to educate diverse populations. (Required of all Teacher Education candidates.)
<table>
<thead>
<tr>
<th>FIELD EXPERIENCE</th>
<th>Field Experience Courses</th>
<th>REQUIRED HRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRD 309 Reading II</td>
<td>5 cr., 3 days content/instruction, 2 days tutoring per week for 10 wks</td>
<td></td>
</tr>
<tr>
<td><strong>Content and methodology of phonics and structural analysis, vocabulary development, comprehension and assessment. Reading II prepares prospective teachers to teach reading in the elementary classroom. The course includes a component in which candidates are assigned to tutor elementary school students throughout the quarter. As part of tutoring, preservice teacher candidates analyze children’s reading abilities using an Individualized Reading Inventory (IRI) and plan instructional programs in reading, incorporating the Washington Essential Academic Learning Requirements and the readers’ needs. As pre-service teacher candidates tutor children, they incorporate theories and practices taught in coursework. This is a required course in the Elementary Education major.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDEC 292 Assisting in the Child-Centered Classrooms</td>
<td>5 credits</td>
<td></td>
</tr>
<tr>
<td><strong>Assisting in the Child-Centered Classroom allows future teachers to experience site-based application of philosophy, theory, and best practices that meet (P – 3rd) children’s needs. Under the supervision of an experienced early childhood facilitator and a university supervisor, candidates are engaged with young children in developmentally appropriate activities, including observing and recording behavior, assisting the early childhood teacher, planning curriculum and evaluating the program. (This course is required in the Early Childhood Education major &amp; minor.)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDEC 493.1 Practicum and Issues in Early Childhood Education</td>
<td>15 credits</td>
<td></td>
</tr>
<tr>
<td><strong>The ECE Practicum (15 credits required) is the capstone of the Early Childhood Education major. Candidates apply philosophical concepts, ideas, and strategies learned in their coursework to primary-aged (P – 3rd grade) students. Under the supervision of an experienced early childhood teacher and a university faculty member, candidates work collaboratively to develop and implement unit/lesson plans. Preservice teacher candidates gain experience in classroom management skills &amp; strategies, assessment techniques, materials, curriculum, and instructional accommodations for special needs students as they continue to construct their knowledge base concerning child development. Candidates are expected to meet professional standards required of all school site teaching staff, including attendance, punctuality, confidentiality, preparation, community awareness, and appearance. The ECE practicum also prepares preservice teacher candidates for an otherwise more successful student teaching experience. (A minimum of 15 credits of EDEC 493 required in the Early Childhood Education major.)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDSE 495 Special Education Practicum</td>
<td>5-16 Credits</td>
<td></td>
</tr>
<tr>
<td><strong>The Special Education Practicum is an end-of-program experience for candidates preparing to become teachers of “students with exceptionalities.” The practicum provides practical experiences with students having learning, behavioral, cognitive and/or physical disabilities in a public school classroom. Candidates apply teaching and learning principles and theory to practice, including behavior management techniques to help children achieve maximum potential. Candidates interact with their physical and social environment to create knowledge. Practicum supervisors observe candidates weekly, giving feedback and discussing learner outcomes consistent with the objectives of the practicum. As an end-of-program assessment, special education endorsement candidates complete a portfolio of artifacts from the practicum demonstrating knowledge and skills across key state and professional practice standards. This culminating ‘exit interview’ is video recorded and saved as evidence of the students’ performance. The Special Education Practicum is a meaningful experience that prepares candidates to be “facilitators of learning in a diverse world.” (This course is required in the Special Education major.)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDBL 492 Bilingual Ed/Teaching English as a Second Language Practicum</td>
<td>1-15 Credits (3 req.)</td>
<td></td>
</tr>
<tr>
<td><strong>The Bilingual Education/TESOL Practicum provides an opportunity for preservice teachers to examine in a field setting what actually occurs in the education of linguistically diverse students. University candidates relate theory, philosophy, and best practices in the field setting while practicing the skills of working with diverse language learners as they develop English language skills. (This course is required in the Bilingual Education/TESOL and TESL minors.)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### FIELD EXPERIENCE

#### Field Experience Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRD 493 Reading Practicum</td>
<td>5 credits</td>
</tr>
<tr>
<td>PE 340A: Practicum I</td>
<td>1 credit</td>
</tr>
<tr>
<td>PE 340B: Practicum II</td>
<td>2 credits</td>
</tr>
<tr>
<td>PE 340C: Practicum 3</td>
<td>2 credits</td>
</tr>
<tr>
<td>BEME 432 Business and Marketing Education Methods</td>
<td>5 credits</td>
</tr>
<tr>
<td>EDEL 323 Teaching Elementary School Mathematics</td>
<td>4 credits</td>
</tr>
<tr>
<td>ENG 430 Teaching English in the Secondary School</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

**The Reading Practicum** is the culminating course for preservice teacher candidates preparing for elementary teaching with a minor in reading. Candidates work with children in elementary schools, applying theory to practice. Reflective discussions and feedback from the university supervisor and cooperating teachers are also meaningful parts of the reading practicum. Candidates keep a reflective journal regarding preparation, practice, assessment, and interactions with children, teachers and supervisors. Recognizing and relating the application of theory to practice is an integral component of the Reading Practicum. Candidates work with children of all reading abilities to be "facilitators of learning in a diverse world." (This course is required in the Reading minor.)

Students observe and assist in PE classes at elementary and secondary levels in a local school for four hours per week throughout the quarter.

Physical education 20 hour teaching practicum. Students are required to work with students K-12 for a total of 20 hours in a Physical Education setting.

Students are required to work with parents and children in an after school program. Students are required to teach movement skills to children and fitness activities to parents 2 evenings per week.

Methods of Teaching Business and Marketing provides candidates with a variety of field experiences: a classroom observation visit to assess classroom management techniques, student behavior, discipline techniques, and pre-teaching contact with the teacher; teach at least one class based on a lesson plan developed in the methods class; and participate in a demonstration of the Ellensburg High School classroom technology. (This course is required in the Business Education and Marketing Education majors).

Teaching Elementary School Mathematics is a course that utilizes the constructivist model of learning. In interactions with their physical and social environments, candidates help students to create knowledge and to apply it. Among some of the activities for the course, each candidate is assigned a content area. He/she prepares three to five instructional methods to teach a particular skill. In planning to teach, each candidate prepares lesson plans that include our state’s academic learning requirements, grade level benchmarks, objectives, methods, example problems with solutions, ways of assessing the understanding of the content or mastery level of the students, and alternative approaches in case even one student needs more work. Each candidate presents this sample lesson plan to the whole class for review and feedback. Further, each candidate is assessed on the preparation of lesson plans, use of manipulatives, teaching effectiveness of the mathematical concept, and over-all presentation. During the quarter, candidates utilize their skills in mathematical content and pedagogy by tutoring and interacting with a child or group of children in a classroom. In this process, candidates experience the process of teaching mathematics to a diverse group of learners. (This course is required in the Elementary Education major and the Special Education P-12 Broad Area major.)

Teaching English in the Secondary School includes field experiences in a variety of schools and classrooms. Working with teachers and students, English Education candidates apply their content and pedagogical understanding in middle and high school classrooms. They help prepare and deliver lessons in language arts. They participate in writing feedback groups for young writers, and communicate online, with teachers at a distant site, to assist in the design of writing assignments in computer literacy and health. (This course is required in the English Education major.)
<table>
<thead>
<tr>
<th>Courses with Embedded Field Experiences</th>
<th>REQUIRED HRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRD 412 Assessment in Reading</td>
<td>3 credits</td>
</tr>
<tr>
<td>Content and methodology of literacy assessment practices. Candidates enrolled in Assessment in Reading are required to complete a case study on a K-8 student that includes observing and interpreting literacy competencies and developmental needs. Data is collected and reported in a diagnostic case study format that includes correct administration of assessments, completed protocols, comprehensive data analysis, and appropriate conclusions and recommendations. (This course is required in the Reading Education minor.)</td>
<td></td>
</tr>
<tr>
<td>EDSE 310 Introduction to Special Education</td>
<td>4 credits</td>
</tr>
<tr>
<td>Introduction to Special Education is designed to introduce prospective teachers to the legal requirements of special education including eligibility, programming, and instruction. Key topics include an understanding of each eligibility area served by special education and strategies for addressing these differences. Preservice teacher candidates are required to observe in a special education K-12 classroom and submit a written reflection on where they went, what they saw, and what they thought of the experience.</td>
<td></td>
</tr>
<tr>
<td>EDSE 433 Preschool for Children with Developmental Delay</td>
<td>3 credits</td>
</tr>
<tr>
<td>Preschool for Children with Developmental Delay provides candidates with an overview of services for children with disabilities, ages birth to six, including legislation, risk factors, educational development, alternative delivery systems and intervention approaches and environments. Preservice teacher candidates are offered the opportunity to observe in a special education early intervention or preschool classroom and submit a written reflection of where they went, what they saw, and what they thought of the experience.</td>
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</tr>
<tr>
<td>FCSE 426 Methods &amp; Materials of Teaching Fam. and Consumer Sciences</td>
<td>3 credits</td>
</tr>
<tr>
<td>FCSE preservice teachers design, implement, and assess one fifty-minute integrated lesson plan for ninth grade students in high schools. This lesson integrates “family and consumer sciences” curriculum with Technology, Math and Science objectives. The lesson is presented in high school classrooms by FCSE candidates, which concludes with a one-to-two-page reflection paper on the project and process. The course instructor assesses the plan, presentation, and reflection. (This course is required in the Family and Consumer Sciences Career and Technical Education Teaching major.)</td>
<td></td>
</tr>
<tr>
<td>IET 430 Methods of Teaching Industrial Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>Methods of Teaching Industrial Education – each student is required to visit a Technology Education program during the quarter and provide a written and oral report of the site-visit. Additionally, at least two lessons will be developed and implemented at either the elementary, middle, and/or high school level by each candidate.</td>
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</tr>
<tr>
<td>IET 433 Industrial Education Laboratory Planning</td>
<td>3 credits</td>
</tr>
<tr>
<td>Industrial Education Laboratory Planning prepares preservice candidates for planning a school shop and lab, new construction and remodeling of facilities, management of industrial education facilities and inventories (records of tools, equipment, and materials), and safety and student personnel. Each student visits at least two Technology Education public school programs and provides a written and oral report of each visit. The emphasis on the visit is on lab organization, equipment, facility use, inventories, and safety.</td>
<td></td>
</tr>
<tr>
<td>Math 324 Methods and Materials in Math-Secondary*</td>
<td>4 credits</td>
</tr>
<tr>
<td>Methods and Materials in Math-Secondary is a course that combines classroom theories of instruction, assessment and curriculum practices with classroom teaching in the public schools. Preservice teacher candidates use pedagogical understanding to develop and teach a series of lessons to their peers. Personal and peer reflection regarding lessons are combined with instructor feedback to enable the student to develop teaching skills. Additionally, candidates observe local mathematics classrooms assessing and reflecting on a minimum of four pedagogical issues. After model teaching and classroom observations, candidates develop, teach, and assess two lessons in local public classrooms implementing instructional, assessment, and curriculum practices with...</td>
<td></td>
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</tbody>
</table>
## FIELD EXPERIENCE

### Courses with Embedded Field Experiences

<table>
<thead>
<tr>
<th>Course</th>
<th>REQUIRED HRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>deliberate purpose and planning. Additionally, candidate help develop a WASL remediation plan. These experiences are self-assessed through a reflection paper, peer assessed through a feedback form, and instructor evaluated with a rubric.</td>
<td></td>
</tr>
<tr>
<td>Math 499E Senior Seminar: Secondary Mathematics**</td>
<td>3 credits</td>
</tr>
<tr>
<td><em>Senior Seminar: Secondary Mathematics</em> is a course that combines classroom theories of instruction, assessment and curriculum practices with classroom teaching in a public school. Preservice teacher candidates are required to: spend in a minimum of ten hours in a public school observing and participating in the classroom; write, teach, and assess two problem solving lessons; and write a reflection explaining the fears and successes of teaching math using problems. (This course is required for the Mathematics Teaching major and minor.)</td>
<td></td>
</tr>
<tr>
<td>MUS 329 General Music Methods</td>
<td>4 credits</td>
</tr>
<tr>
<td><em>General Music Methods</em> is required for all music education majors. The course includes field experience in partnership with the Ellensburg School District. Students engage in observation and teaching at each of the three elementary schools in the general music classroom. Feedback on student lesson planning, instruction, and reflection is provided by university faculty and cooperating teachers. Students engage in self- and peer-evaluation to identify and refine elements of instructional practice for future individual growth.</td>
<td></td>
</tr>
<tr>
<td>PE 342B Movement Analysis and Application II</td>
<td>4 credits</td>
</tr>
<tr>
<td>Students identify critical components of manipulative movements. Specifically examined are movements that require striking, striking with a long handled implement and striking with a short handled implement. The culminating project is to teach one of these skills to public school students.</td>
<td></td>
</tr>
<tr>
<td>PSY 495 Directed Research</td>
<td>1-5 credits</td>
</tr>
<tr>
<td><em>Directed Research</em> provided candidates with the opportunity to provide one-to-one behaviorally-based instruction to young children enrolled in the Ellensburg School District Developmental Preschool.</td>
<td></td>
</tr>
<tr>
<td>SED 481 Teaching Traffic Safety Ed: Classroom &amp; Simulation</td>
<td>3 credits</td>
</tr>
<tr>
<td><em>Teaching Traffic Safety Education: Classroom and Simulation Instruction</em> provides candidates with instruction on methods, materials, and techniques for teaching traffic safety education in classroom and simulation environments. Each pre-service teacher candidate develops and presents at least one classroom lesson to high school students. Additionally, the candidates observe their peers’ lessons and provide comments and feedback to the pre-service teacher candidate. (This course is required in the Safety Education minor.)</td>
<td></td>
</tr>
<tr>
<td>SED 482 Teaching Traffic Safety Education: In-Car</td>
<td>5 credits</td>
</tr>
<tr>
<td><em>Teaching Traffic Safety: In-Car</em> prepares candidates to develop efficient drive routes and teach in-car lessons to novice drivers. Hands-on teaching experience is provided to high school students currently enrolled in local diver education programs. The number of lessons taught varies by the number enrolled in the course, with an average of 10+ lessons taught per candidate. Each candidate develops a lesson plan for each BTW lesson which are spread over the six-week summer session. Pre-service teacher candidates must prepare and teach the lesson, as well as evaluate the student driver. Opportunities also exist to communicate with parents. (This course is required in the Safety Education minor.)</td>
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</tr>
<tr>
<td>SCED 301 Interdisciplinary Science Inquiry</td>
<td>5 credits</td>
</tr>
<tr>
<td><em>Interdisciplinary Science Inquiry</em> integrates concepts from biology, chemistry, earth science, and physics to actively investigate the world and learn specific science processes. Candidates apply course content by developing an inquiry lesson or unit and teaching it to students in community elementary schools. (This course is required by the Middle Level Science Minor.)</td>
<td></td>
</tr>
<tr>
<td>FIELD EXPERIENCE</td>
<td>REQUIRED HRS.</td>
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<tr>
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</tr>
<tr>
<td>SCED 322 Science Education in the Elementary School</td>
<td>4 credits</td>
</tr>
<tr>
<td>SCED 323 Teaching Middle School Mathematics and Science</td>
<td>3 credits</td>
</tr>
<tr>
<td>SCED 324 Science Education in the Secondary Schools</td>
<td>4 credits</td>
</tr>
<tr>
<td>SCED 420 Inquiry Activities for Elementary School Science</td>
<td>3 credits</td>
</tr>
<tr>
<td>SCED 422 Advanced Teaching Strategies in Elementary Science</td>
<td>3 credits</td>
</tr>
<tr>
<td>TH 420 Drama in the Schools K-12</td>
<td>5 credits</td>
</tr>
</tbody>
</table>
| TH 207 Introduction to Children's Drama | 3 credits | Introduction to Children’s Drama includes a field experience at the conclusion of the class. Together candidates create an original dramatic performance. Candidates receive feedback from their peers and the instructor after rehearsals. They then perform the short play or puppet shows at local schools. Additional competencies include, whenever possible, working with classroom teachers to include drama and play making in the curriculum and holding drama related on-site
### FIELD EXPERIENCE

<table>
<thead>
<tr>
<th>Courses with Embedded Field Experiences</th>
<th>REQUIRED HRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>workshops, These experiences includes discussions with school children. (This course is required in the Theatre Education major.)</td>
<td></td>
</tr>
<tr>
<td>TH 492 Practicum in Producing and Touring Theatre</td>
<td>12 Credits</td>
</tr>
</tbody>
</table>

Field experience is core to Practicum in Producing and Touring Theatre. Each spring, students work with faculty mentors in producing complete productions which are then toured to Washington State schools (primarily primary schools) for at least six weeks of the quarter. Students also prepare workshops that are presented to classrooms, in addition to the production. Each year they visit over 40 schools presenting more than 50 performances, reaching audiences of 20,000 – 25,000 children, parents, and teachers. (This course is an approved elective in the Theatre Education major that is highly recommended and encouraged by advisors.)

* Math 324

This course is taught at CWU Ellensburg and Lynnwood. For 2007-2008, 18 students participated at the CWU Ellensburg and 12 at CWU Lynnwood. Each of these students created a mathematics unit for 6-12 grades and taught either 1 or 2 individual lessons and one team-taught lesson from their unit in a local classroom. Each student completed a self assessment of the lessons they taught and observed and completed a peer assessment. The instructor of the course observed at least one of the lessons taught and completed an assessment of the lesson planning and teaching. After all lesson plans were revised and assessments completed the students attached all the documents in the Secondary Math Portfolio and wrote a reflection on their teaching and collaboration with the classroom teacher.

** Math 499E

This course is taught at CWU Ellensburg and Lynnwood. For 2007-2008, 19 students participated at the CWU Ellensburg and 10 at CWU Lynnwood. Each of these students created a problem-based team-taught lesson for grades 6-12 and delivered it in a local school. Each student completed a self assessment of the lesson they taught and observed and completed a peer assessment. The instructor of the course observed the lessons taught and completed an assessment of the lesson planning and teaching. After the lesson plan was revised and assessments completed, the students attached all the documents in the Secondary Math Portfolio and wrote a reflection on their teaching and collaboration with the classroom teacher.

### (D) Information about state approval or accreditation of teacher preparation programs:

1. Is your teacher preparation program currently approved or accredited by the state?  
   X Yes

2. Is your teacher preparation program currently under a designation as “at risk” or “low-performing” by the state (as per section 208 (a) of the HEA of 1998)?  
   X No
### Section III. General Information (Do not include information on alternative-route programs.)

(A) Identify the federal, state, and private grants to improve teacher quality received by your teacher preparation program for the 2007-2008 academic year (Sept. 1, 2007 – Aug. 31, 2008):

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Grants Received</th>
</tr>
</thead>
</table>
| Dr. Stuart Boersma | 1. Yakima ESD: Yakima Valley Transition Math Project (Year 2 of 3) ($26,398)  
  2. NSF: Quantitative Reasoning in the Contemporary World (Year 1 of 3) ($13,021) |
| Dr. Rob Brammer | 1. Elementary School Counseling Partner Support, ESD 105, Yakima ($15,000) |
| Gerald Connolly | 1. OSPI: Special Education Technology Center 2007-2008 ($300,277) |
| Dr. Bobby Cummings | 1. National Writing Project: Central Washington Writing Project 2008-2009 ($57,000)  
  4. National Writing Project: Tech Seed Site ($7,000) |
| Dr. James DePaepe | 1. USDE: Teaching our Past for the Future (Year 3 of 3) ($33,240)  
  2. Yakima School District: Through the LENS: Building Success in Science—Ensuring Success in Math & Literacy (Year 1 of 3) ($24,752) |
| Carey Gazis, Dr. Martha Kurtz, Dr. Beth Pratt-Sitaula, Dr. Ian Quitadamo, Steven Wenger | 1. NSF: New, GK-12: Yakima Watershed Activities to Enhance Research in Schools (Yakima WATERS) (Year 2 of 5) ($566,298)  
  2. NSF: Supplement: New, GK-12: Yakima Watershed Activities to Enhance Research in Schools (Yakima WATERS) (Year 1 of 2) (49,187) |
| Dr. Melanie Madlem | 1. Washington State Public Health Association: Washington State Public Health Association Journal (Years 1-3 of 3) ($7,500) |
| Dr. Kirk Mathias | 1. Everlast Climbing, Inc.: A Tool for Research & Teaching: Building Partnerships Through Climbing ($14,388) |
| Dr. Mark Oursland | 1. WA HECB: Excellence in Science & Mathematics Teaching ($47,971)  
  2. WA HECB: Teacher Quality in the Okanogan Valley Project ($177,480) |
| Dr. James Pappas | 1. WA HECB: Expanding CWU Student Work-Study Participation to Environmental, Educational, Community Health, and Social Services Non-Profit Agencies ($35,000) |
| Dr. Beth Pratt-Sitaula | 1. NSF: Collaborative Research: Teachers on the Leading Edge: Linking K-12 Earth Science Teachers to Earthscope (Year 1 of 3) ($1) |
| Dr. Bret Smith | 1. National String Project Consortium: String Project Site (Year 1 of 4) ($10,000) |
(B) Identify any awards received by your program, your program faculty, or your students during the 2007-2008 academic year (September 1, 2007 – August 31, 2008):

**FACULTY**

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Award Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Kirk Mathias</td>
<td>Outstanding Washington Teacher Educator, CWU Teacher PEAB (College of Education and Professional Studies)</td>
</tr>
<tr>
<td>Dr. Ian Quitadamo</td>
<td>Outstanding Washington Teacher Educator, CWU Teacher PEAB (College of Education and Professional Studies)</td>
</tr>
</tbody>
</table>
| Dr. Bret Smith        | Outstanding Washington Teacher Educator, CWU Teacher PEAB (College of Education and Professional Studies)  
                       | Elected Chair of Special Research Interest Group on Assessment for MENC.          |
| Mr. Mark Lane         | President of WMEA                                                              |

**PROGRAM AWARDS**

<table>
<thead>
<tr>
<th>Department</th>
<th>Award Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Department</td>
<td>Largest CMENC chapter in the state (Collegiate Music Educators National Conference), received Chapter Award.</td>
</tr>
</tbody>
</table>

**STUDENT AWARDS/HONORS**

<table>
<thead>
<tr>
<th>Student</th>
<th>Award Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toby Weston, Music</td>
<td>Top 10 Student Teacher Award, CWU PEAB</td>
</tr>
<tr>
<td>Chris Ward and Ryan</td>
<td>Won Concerto Competition</td>
</tr>
<tr>
<td>Uldall, Music</td>
<td></td>
</tr>
<tr>
<td>Rachel Rice, Music</td>
<td>CWMEA president</td>
</tr>
<tr>
<td>Christy Wans, Music</td>
<td>Won Northwest Music Festival Award in Spokane ($600 and a performance with Spokane Symphony)</td>
</tr>
<tr>
<td>Brian Rascon, Music</td>
<td>Semifinalist, National Trumpet Competition</td>
</tr>
<tr>
<td>CWU Student Sextet</td>
<td>Semifinalists in National Trumpet Competition</td>
</tr>
<tr>
<td>Vocal Jazz 1</td>
<td>Invited to perform at International Association of Jazz Educators national conference in New York, New York</td>
</tr>
<tr>
<td>Mark Seidl, Music</td>
<td>3rd Place, National Association of Teachers of Singing competition</td>
</tr>
<tr>
<td>Burke Anderson, Music</td>
<td>Received Dale Hubbard Award for contributions to Band Program</td>
</tr>
<tr>
<td>Holly Bolyard, Music</td>
<td>Received Galucci Scholarship (Department Honor) for 2008-2009</td>
</tr>
<tr>
<td>Kristi Kilgore</td>
<td>Received Graduate Teaching Assistantship at University of Colorado, Boulder for Fall 2007 (continues through 2009)</td>
</tr>
<tr>
<td>CWU Horn Ensemble</td>
<td>Presented a concert at SOURCE, May 2008</td>
</tr>
<tr>
<td></td>
<td>Selected as invited performing ensemble to 40th International Horn Symposium, annual conference of International Horn Society, Denver, Colorado, July 2008.</td>
</tr>
<tr>
<td></td>
<td>Performed, with CWU Brass Choir, at February 2008 WMEA Conference, Yakima, WA.</td>
</tr>
</tbody>
</table>
2007-2008 Title II Report: CWU

2007-2008 Department of Education Scholarship Winners

<table>
<thead>
<tr>
<th>Student</th>
<th>Scholarship Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brandi Johansen</td>
<td>Albert E. Gerritz Scholarship</td>
</tr>
<tr>
<td>Emily Garland</td>
<td>Alfred D. And Genevieve E. Gallucci Scholarship</td>
</tr>
<tr>
<td>Shari Schindler</td>
<td>Gladys H. Hart Memorial Scholarship</td>
</tr>
<tr>
<td>Millie Crawford</td>
<td>Marit Thomas Rhoads Scholarship</td>
</tr>
<tr>
<td>Leslie Ridge</td>
<td>Norine M. Gann Memorial Scholarship</td>
</tr>
<tr>
<td>Amy Mascara</td>
<td>Samuelson Scholarship</td>
</tr>
<tr>
<td>Andre Demos</td>
<td>Neal and Linda Ottmar Endowed Scholarship</td>
</tr>
<tr>
<td>Mary Seider</td>
<td>Gene &amp; Charlotte Balint Scholarship</td>
</tr>
<tr>
<td>Katy Wood</td>
<td>William Floyd Scholarship</td>
</tr>
</tbody>
</table>

Outstanding Student Teachers (Ten are awarded by the Teacher Professional Education Advisory Board) at the end of each Spring Quarter.) The award recipients for 2007-2008 were:

- Taylor Barnes, Elementary Education
- Barbara Petzoldt, Elementary Education
- Cassandra Chalker, Elementary Education
- Joel Raff, Special Education
- Elise Dann, Elementary Education
- Heidi Sullivan, Visual Art
- Guadalupe Gonzales, Elementary Education
- Toby Weston, Music Education
- Brian Kirby, Physical Education
- Kristina Rolstad-Williams, Elementary Education

(C) 1. Describe the applicant selection process for your program, including a list of specific admission requirements other than passage of the WEST-B:

Application information and forms for admission to the Teacher Preparation Program are available on the web at [www.cwu.edu/~cert](http://www.cwu.edu/~cert). To be admitted to the Center for Teaching and Learning Residency Teacher Education Program, a candidate must submit a complete application for admission. Criteria include:

- A 3.0 grade point average for the last 45 graded quarter credits (the total may exceed 45 if an entire quarter is needed to achieve the minimum 45). Conditional acceptance may be granted to individuals with a 2.8 GPA. Transcripts for all college/university course work must be submitted directly to the Certification Office. These transcripts are in addition to transcripts submitted to the Office of Academic Services.

- A completed "Character and Fitness Supplement" form. Central Washington University is committed to preparing teachers who are not only effective educators, but to those who demonstrate a professional standard within their communities. Central takes very seriously the "teacher as a role model" and is cognizant of the fact that our candidates and graduates reflect the underlying values of our institution. Answering "YES" to items on the form requires that candidates meet with the Certification Officer before a decision regarding admission is made. All court documents and police records are to be submitted before that meeting, as well as an applicant's detailed written explanation. In determining whether (a) particular conviction(s) will prevent admission to the Teacher Preparation Program, the following and any other relevant considerations shall be weighed:

- Age at the time the criminal act was committed
- Motive for commission of the crime
- Classification of the criminal act, particularly those involving controlled substances or harm to children
- Criminal history and likelihood the criminal conduct will be repeated
- Recency of the criminal conviction
Review of "Character and Fitness Supplement" form by the Professional Practices Office of the Office of the Superintendent of Public Instruction and clearance of the candidate prior to a recommendation for teacher certification.

Failure to disclose information or false answers to the questions on the Character form at the time of application may result in denial of program admission, removal from the program and/or denial of certification. Candidates convicted of certain crimes while completing the program may not be recommended for certification by Central Washington University.

Minimum score of 24 on each of two recommendation forms completed by former teachers, employers or professors (one must be from a professor or former teacher). Recommendations by a relative are not acceptable.

Competency in basic skills must be demonstrated by the following:

- Passing of the WEST-B (Washington Educator Skills Test – Basic)
- Completion of one of the following:
  - Earned a minimum grade of "C" in the following prerequisite courses (or direct course equivalencies):
    - ENG 101 Composition & ENG 102 Composition; and
    - MATH 101 Mathematics in the Modern World, MATH 163 Pre-Calculus Mathematics I, MATH 163 Pre-Calculus Mathematics II, MATH 164 Foundations of Arithmetic, MATH 170 Intuitive Calculus, or 172 Calculus
  - Bachelor’s or Graduate degree from an accredited institution
  - A direct transfer agreement Associate’s Degree
- Signed Fingerprint information form
- Proof of Purchase (copy of receipt or invoice) of the College LiveText Edu Solutions Software.
- Submission of the Dispositional Survey
- Candidates enrolled in other colleges and universities who plan to enroll in a program leading to teacher certification at CWU may apply for admission to the Teacher Preparation Program in the same manner as candidates enrolled at CWU; however, a decision about acceptance into the program will remain pending until admission to the University is granted.

2. Number of applicants for the 2007-2008 academic year (September 1, 2007 – August 31, 2008: 635

3. Number of applicants not admitted during the 2007-2008 academic year (September 1, 2007 – August 31, 2008): 89

4. Number of program completers for the 2007-2008 academic year (September 1, 2007 – August 31, 2008): 495

5. Number of candidates who completed student teaching/internship, but did not complete the program during the 2007-2008 academic year (September 1, 2007 – August 31, 2008): 34

6. Number of candidates who completed the program, but were not recommended for certification during the 2007-2008 academic year (September 1, 2007 – August 31, 2008): 9

(D) Identify the “screening” points for your program candidates:

1. Describe the types of “screening” activities for your candidates.

   - The grade point average of each teacher conditionally-admitted candidate is monitored quarterly. These candidates may be seen by the Candidate Admission, Recruitment, and Retention (CARR) committee of the Center for Teaching and Learning (CTL).
   - When preservice teacher candidates have applied for student teaching, their grade point average is checked; if they do not have at least 3.0 for their last 45 graded credits, they are not allowed to student teach.
Quarterly, each endorsement program coordinator must approve each of the discipline's teacher education candidates for student teaching in the specific subject area.

Each quarter, a list of student teaching applicants and certification applicants is circulated to the faculty in the Center for Teaching and Learning. Faculty are asked to identify any student teaching candidates about whom they have concerns in the areas of personal or professional fitness. Then faculty are individually contacted for specific information about the candidate.

Bilingual Education/TESOL, Early Childhood Education, English/Language Arts Education, Foreign Languages Education, Health Fitness Education, Reading Education, and Special Education have required practica, which serve as screening points within those specializations.

2. As the result of your screening process/activities, identify the number of candidates who did not continue in your program in 2007-2008: 5 (This is an estimate, as such data have not been kept. The Center for Teaching and Learning is working to develop an electronic assessment system for data collection and compilation.)

(E) Describe how your program provides for experience(s) with diverse populations.

Consistent with its mission of preparing teachers who will be facilitators of learning in a diverse world, the Teacher Education Programs of Central Washington University provide multiple opportunities for preservice teacher candidates to work with different students in different school and classroom settings.

EDCS 300 Pre-Autumn Experience

Preservice teacher candidates have several opportunities to experience diverse learners in different settings. Because learning to teach is a developmental process, all teacher education candidates are exposed to different students in different settings early in their program of study in EDCS 300 Pre-Autumn Experience. These experiences place candidates into schools for a minimum period of fourteen days at the same time public school sessions begin. The primary purpose is for candidates to observe, and begin to understand the processes and procedures, expectations, and the demands and activities involved in preparing for, and beginning the instructional year. Candidate observations are guided through ten learning objectives and recommended learning experiences. These are articulated for candidates in the Field Experience Handbook, which they first use during EDCS 300 Pre-Autumn Experience (See Appendix E, pp. 8-26). Opportunities to "work in different school/classroom settings and with different students" are evident in several objectives of this course experience. For example, Objective H, Learning Experience #1 asks preservice teacher candidates to describe, by writing their observations of the occupational character of the community, types of industry or commerce present, and the socio-economic level of the residents. Objective I requires pre-service teacher candidates, in Learning Experience #1, to observe a variety of levels (primary, elementary, middle, and secondary) in the P-12 system. In Learning Experience #2 of the same objective, preservice teacher candidates are asked to observe a classroom with students from different ethnic backgrounds.

Throughout the Curriculum

Exposure to schools and students involves more than the Pre-Autumn Experience and student teaching. Many courses and instructors embed field expectations in their course requirements by asking preservice teachers to gain further experience with diverse learners. For example, EDF 302: Introduction to Students with Exceptionalities is a course all preservice teacher candidates are required to take. In addition to other outcomes, preservice teacher candidates learn about gifted and talented students, students with cultural and linguistic diversity, and students with disabilities. Pre-service teacher candidates are expected to work with P-12 students and teachers or parents, and are evaluated through a rubric-based performance assessment of the production of a project and presentation that reflects those experiences. EDCS 431: Multicultural Education is also a course that all pre-service teacher candidates are required to take. In this course, preservice teacher candidates complete an interview with a K-12 student who comes from a background that is ethnically, culturally, and socio-economically different from their own. They ask a series of educational related questions and complete a reflection on the process and information gathered.
EDCS 442 Student Teaching

The syllabus for EDCS 442 Student Teaching provides specific criteria for candidates relative to diversity. Learner Outcome “g” states candidates are to “Create instructional opportunities adapted to different approaches of learning by pupils from diverse, cultural or linguistic backgrounds, pupils with exceptionality, and pupils at various levels of academic ability and talent.” (see The Student Teaching Handbook, Appendix B, page 8). Diversity is defined as:

- Diversity refers to differences among learners, settings, and outcomes.
- 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.
- Diversity encompasses differences in the settings in which learning takes place (e.g., differences in group size or setting: classroom, laboratory, field).
- Diversity encompasses differences in the planned outcomes of learning (e.g., theoretical/applied, affective/cognitive/psychomotor).

Student Teaching Evaluation

Further evidence of “opportunities to work with other classrooms and different students,” is found under Diverse Populations on the Final Student Teaching Evaluation form (see Appendix D.). Assessment of competency is clearly described, and the criteria are given to all candidates and their evaluators (supervisory faculty, cooperating teachers, and building principals).

Preservice teacher candidates incorporate culturally responsive teaching and learning and multicultural perspectives into the required written thematic unit as evidence of long range curricular planning and evidence of the enhancement of the student’s learning and growth. Evidence is provided through evaluation of the unit, and observations and videotaping of teaching lessons.

Candidates must demonstrate their ability to “be facilitators of learning in a diverse world” and work effectively with students of various backgrounds, including gender, (dis)abilities, and racial and/or ethnic populations by demonstrating their ability to:

- Focus on learning as the important product of teaching, and the teacher’s role as a facilitator of learning; and
- Facilitate learning with an emphasis on individual differences and the impact of the racial, cultural, gender, linguistic, and socio-economic diversity of children.

The following performance indicators are rated on a scale of 1-5, and the descriptive conditions for evaluation are provided in rubric format.

- Demonstrating understanding of the various values, life styles, history, and contributions of various identifiable subgroups of society.
- Working effectively with students from racial and/or ethnic populations.
- Working with parents of students from racial and ethnic populations.
- Preparing culturally responsive lessons for students.
- Demonstrating positive impact on students from diverse racial/ethnic groups.
- Demonstrating positive impact on students requiring special instruction.
- Dealing with dehumanizing biases of racism, sexism, prejudice and discrimination.

Moreover, Central makes a concerted effort to arrange the overwhelming majority of its student teaching placements outside of Kittitas Valley, in districts that represent a greater diversity. 41 of 515 student teachers (approximately 8%) were placed in the Kittitas Valley during AY 2007-2008. This does not mean that Kittitas Valley is without diversity, nor does it mean that pre-service teacher candidates who are placed there do not receive diversity experience. The ethnicity statistics for Kittitas Valley for 2007-08 reveal that 840 of 5038 students (16.6%) are from ethnically diverse backgrounds. Ellensburg School District, where the majority of student teaching placements are made in the Valley, reported 549 of its 2976 students (18.4%) as being ethnically diverse. 31.1% of the students in Ellensburg schools qualified for free or reduced lunches, 12% received special education services, and 6.1% received transitional bilingual services.

The second largest number of student teacher placements for 2007-2008 was in the Yakima School District (34 candidates, or 6.6%). In October 2007, 71.3% of its 14,431 students were reported as
being ethnically diverse; 78.2% as qualifying for free or reduced lunch programs; 12.1% received special education services; 26.4% received transitional bilingual services; and 21.5% were identified as migrant students.

The third largest number of student teacher placements for 2007-2008 was in the Wenatchee School District, where 31 of 515 student teachers (6%) were placed. Wenatchee is a district in which 43.7% of the students identified as being ethnically diverse; 52.2% of the students qualify for free or reduced lunch; 10.8% received special education services; 20.4% received transitional bilingual services, and 16.4% were identified as migrant students.

Of the 69 school districts used for student teacher placements, 21 districts represented populations where Euro-Americans were, in fact, a minority. This represents 30.4% of the districts in which teacher candidates were placed. Of the 515 teacher candidates, 142 (or 27.5%) were placed in these districts.

Of the 69 school districts used for student teacher placements, 23 districts served a population with a free and reduced lunch rate of greater than 50%. This represents 33.3% of the districts in which teacher candidates were placed. Of the 515 teacher candidates, 159 (or 30.8%) were placed in these districts.

Of the 69 school districts used for student teacher placements, 61 districts served a population with special education needs at greater than 10%. This represents 88.4% of the districts in which teacher candidates were placed. Of the 515 teacher candidates, 439 (or 85.2%) were placed in these districts.

Of the 69 school districts used for student teacher placements, 28 served a population of transitional bilingual students at greater than 10%. This represents 40.5% of the districts in which teacher candidates were placed. Of the 515 teacher candidates, 218 (or 42.3%) were placed in these districts.

Of the 69 school districts used for student teacher placements, 13 districts served a population with migrant students greater than 10%. This represents 18.8% of the districts in which teacher candidates were placed. Of the 515 teacher candidates, 115 (or 22.3%) were placed in these districts.

In addition, one candidate completed student teaching with the Department of Defense Dependent Schools in Germany.

CWU prepares pre-service teacher candidates through a constructivist framework, and embodies the mission of "preparing teachers as facilitators of learning in a diverse world." The CWU Teacher Preparation Programs takes great pride, and expends great effort in offering opportunities for experiences with different students in different settings to all of its teacher education candidates.

Section IV. Contextual Information.

Please use this space to provide information that describes:

(A) Student population served by your institution

Typically, candidates are residents of Washington, particularly the western and central regions of the state. Some candidates come from other states within the northwest, as well as abroad. In the academic year 2007-2008, 2,485 bachelor's degrees were awarded. Approximately 65% of teacher education candidates are transfer students (primarily from Washington's community colleges).

Central Washington University admits applicants who are able to demonstrate potential for academic success regardless of where they live. Candidates participate in programs on the Ellensburg campus, as well as on six-university center campuses located in the townships of Steilacoom, SeaTac, Lynnwood, Moses Lake, Yakima, and Wenatchee. Candidates are enrolled in teacher preparation programs at CWU Centers at Des Moines, Lynnwood, and Pierce CWU-Centers in Western Washington and at Wenatchee and Yakima in Eastern Washington. Electronically mediated education has made it possible for Center-based candidates and Ellensburg-based candidates to learn together from a distance.
Standards for admission, quality of instruction or quality of faculty are not compromised. All candidates, regardless of location, must meet equal admission and exit standards. The University Centers account for 15% of the University's FTEs, and 17% of its headcount. The Centers have broadened the University's student profile in recent years. For Fall 2007, the average age of students enrolled at the Centers is 29 as compared to an average age of 22 for an Ellensburg-based student. Approximately 16% of education candidates reported their ethnicity as either Black/non-Hispanic, American Indian/Alaskan Native, Asian/Pacific Islander, Hispanic, or foreign. Additionally, 71% fulltime undergraduate education students were women. (54% of fulltime undergraduate degree-seeking students are women.)

(B) Mission of the “unit”

The primary mission of the Central Washington University Center for Teaching and Learning (CTL) is to provide the highest possible quality education to all persons admitted for study in professional education, with particular but not exclusive attention given to residents of the central region of Washington State. Unbound from traditional disciplinary constraints, the CTL is committed to creating and maintaining a connecting forum across academic departments where faculty and candidates meet to explore new visions, refine existing administrative structures, and implement program renewal for the preparation of facilitators of learning in a diverse world.

The standards and proficiencies of the Center for Teaching and Learning are articulated within four Domains:

- Domain I: Evidence of Candidate Learning
- Domain II: Assessment of Teaching and Learning
- Domain III: Evidence of CTL Faculty Performance
- Domain IV: Evidence of Institutional Performance

(C) Institution (history, mission)

Historical Brief

The evolution of Central Washington University and, in essence, the unit for the preparation of professional educators, began in 1890 when the sole purpose and mission of the institution was the preparation of teachers. The first legislature, to fulfill the intent of the Federal Statehood Enabling Act, established Washington State Normal School in Ellensburg, Washington. Its first and only building was Barge Hall. Now the central administration building, Barge Hall still carries the title, "Washington State Normal School" above its front entrance. Just down the hall from the President's office is the exact geographic center of the State of Washington, and the enduring title on this building continues to send the message of Central's historic state-centered dominance in school personnel preparation. In 1937, the Normal School became Central Washington College of Education. In 1961, it was renamed Central Washington State College; and in 1977, the institution was renamed once more as Central Washington University.

Mission

The Latin phrase, illustrated on the seal of Central Washington University, *Docendo Discimus*, "by teaching we learn," is the cornerstone of the University's historical purpose, which also provides its distinctiveness. The Center for Teaching and Learning is the place where *Docendo Discimus* is emphasized and teaching as the means of facilitating learning is closely examined and practiced. Every member of Central's academic faculty engages in this teaching and learning paradigm, but the conceptual framework that grounds the Center for Teaching and Learning members' work is directly connected to preparation of school personnel. The success that Central has had in fostering student/professor partnerships in learning, scholarly endeavors and the application of knowledge for the purpose of solving human and societal challenges are woven by association into the university mission. This has enabled Central to evolve into a regional comprehensive university.

As a comprehensive university, CWU provides a quality education to nearly 9,000 students at the baccalaureate and masters levels in a variety of programs. The University carries out its mission by fostering an environment that nurtures the emotional, physical, intellectual, social, and ethical development of each student. That environment is marked by a progressive multi-campus...
organization, which promotes small class sizes and a demonstrated concern for each student as an individual. The Central Washington University mission challenges candidates to address the ambiguities of an ever-changing world by preparing them for professional careers and as independent lifelong learners. They are educated to become conscious of themselves as members of a pluralistic society, to become skilled communicators, to develop their abilities to analyze and synthesize information, and to make ethically informed decisions. In part, the CWU mission states:

**Central Washington University’s mission is to prepare students for responsible citizenship, responsible stewardship of the earth, and enlightened and productive lives. Faculty, staff, students, and alumni serve as an intellectual resource to assist central Washington, the state, and the region in solving human and environmental problems. Qualified faculty and staff create a community that encourages and supports the emotional, personal, and professional growth of students from a variety of backgrounds.**

Through its multicultural, multiethnic, and multiracial student body, study abroad programs, and curricula, the University provides all candidates with the opportunity to learn about diverse cultures and people.

Central is committed to serve the needs of Washington’s citizens through strong liberal arts general education, undergraduate education, graduate education, and continuing education programs. The successful completion for programs of study results in degrees and certificates. Academic offerings include humanities, sciences; visual and performing arts; and professional and technical fields of education, business, applied sciences and engineering technologies. Continued assessment and accreditation reviews ensure the renewal and vitality of all University programs.

Central Washington University's mission is to prepare students for responsible citizenship, responsible stewardship of the earth, and enlightened and productive lives. Faculty, staff, students, and alumni serve as an intellectual resource to assist Central Washington, the state, and the region in solving human and environmental problems.

(D) Type(s) and delivery of teacher preparation program(s) offered (e.g. undergraduate, MIT, school partnership)

Central Washington University offers 31 undergraduate and post-baccalaureate programs leading to Washington State residency teacher certification with a variety of endorsements (no MIT programs are offered). Endorsement programs generally constitute undergraduate majors or minors and categorized as either “discipline-specific” (certified to teach grades 4-12 in a specific content area) or “content-generalist” (certified to teach a variety of subjects across grade levels). Endorsement programs are housed in different departments across three colleges (the College of Education and Professional Studies, the College of the Sciences, and the College of Arts and Humanities). For example, the History department is located in the College of Arts and Humanities while the Mathematics department is located in the College of the Sciences. The majority of content-generalist programs are located in the Department of Education. These programs include Reading, Teaching English as a Second Language, Bilingual, Early Childhood, Elementary, and Special Education endorsement programs. Four of the programs leading to endorsements at “all levels” (i.e., Bilingual Education, Teaching English as a Second Language, Reading, and Special Education) are housed in the Department of Education.

In 2007-2008, the CWU Center for Teaching and Learning (CTL) offered eight partnership programs using a student cohort model. These included: CWU-Lynnwood - El. Ed. (major)/TESL,(minor); CWU-Lynnwood - BA, Mathematics: Teaching Secondary; CWU-Wenatchee - El.Ed. (major)/Sp. Ed.(minor); CWU-Yakima - El.Ed. (major) /TESL(minor); CWU-Pierce - El. Ed. (major) /Reading (minor); CWU-Des Moines - El. Ed. (major) /ECE (major); CWU-Des Moines at Green River - El.Ed. (major)/Science Ed (minor); CWU-Moses Lake - Certification Only.

Agreements were also made to continue the yearlong internship programs in 2007-2008 using a PDS model, in Ellensburg Thorp, Easton, Cle-Elum/Roslyn, Kittitas, Mattawa, and Damman.
(E) Faculty composition (e.g. full-time tenure track, National Board certified teachers, etc.)

During the time period beginning September 1, 2007 through August 31, 2008, the Center for Teaching and Learning consisted of 173 faculty. One hundred-one faculty (58%) were full-time equivalent (FTE) tenured or tenure track while the remaining seventy-two faculty (42%) were lecturers. One faculty member is still in phased-retirement and two one-year contracted faculty have National Board Certifications.

(F) Collaborative activities

Partnerships

One of the strategic emphasis areas includes the development of partnerships with community agencies, including schools and local and state professional K-12 groups. The Central Washington University 2006-2011 strategic plan includes a section on building mutually beneficial partnerships with the public sector, industry, professional groups, institutions, and the communities surrounding our campuses, which involves relationships with community agencies that have been formed or are still in initial planning stages.

Planning for these partnerships includes aspects of funding that is affected through the following: (a) the Center for Teaching and Learning and colleges base funding as necessary for academic courses and programs for K-12 practitioners; (b) professional development activities delivered through the CWU Continuing Education Office; and (c) such external funding as necessary for professional development schools and Title II collaborations. Additional long-range planning for other K-12 partnerships will be developed through the continued CWU strategic planning process and the CTL planning process.

Moreover, the State of Washington has, through promulgation of WACs 181-78A-065 (3), 181-78A-140, and 181-78A-145, mandated that state-funded universities create Professional Education Advisory Boards (PEABs). The boards advise, review, and make recommendations regarding the development, implementation, and revision of programs for the preparation of elementary, middle-level and secondary school personnel.

At CWU, the policy of the Center for Teaching and Learning (CTL) states,

The Center for Teaching and Learning of Central Washington University (CWU) shall be in conformity with the provision of WAC 181-78A-065, which establishes and maintains Professional Advisory Boards (PEABs) for all programs that result in specific certification through the State of Washington. The CTL, acting as the unit that internally governs professional education, shall cooperate with PEABs on decisions related to the development, implementation, and revision of its professional preparation programs.

The program of Teacher Professional Education Advisory Board (PEAB) follows bylaws that govern the deliberation, decision-making, and formalization of school-based personnel recommendation. Additionally, the PEAB is mandated by law to review one or more program standards, and as needed, notify the University in writing of changes necessary to bring the program into compliance. The CWU Teacher PEAB reviews and makes recommendations to the University in a three-year cycle regarding:

- policies used to develop agreements between the University and agencies providing field sites for field experiences;
- curriculum material and media collection;
- proposed revisions to reflect local district policies related to changing demographics curriculum, organization, and laws;
- current professional developments, which may impact the design of the professional preparation program; and
- reviews of program standards.

The Teacher Professional Education Advisory Board (PEAB) is composed of eleven members representing Washington's education associations, P-12 teachers, public school principals, private
schools, and professors and administrators of the Center for Teaching and Learning. The PEAB meets a minimum of four times per year to discuss and provide advice on critical issues pertaining to the CWU teacher preparation program and its candidates. A special feature of the Teacher Education PEAB each June is the selection and honoring of ten student teachers that are recommended through evaluations of performance by supervisory faculty (see page 15 for a list of students). During 2007-2008, the Teacher PEAB participated in the following decision-making and clarifying activities: review of unit governance and resources, review of in-depth information concerning field experience and placement data, follow-up data from the first/third year teacher surveys, and program evaluation data.

The Center for Teaching and Learning (CTL), through the Department of Education and the Director of Field Experiences, works with school districts throughout the state to design and implement internships, practica, and field experiences, including student teaching. Collaborative supervisory teams review CTL learner outcomes, state and NCATE standards related to field experiences to facilitate student involvement in a variety of school-related activities and constructivist applications.

Through formal relationships with school districts, department faculty, student teaching supervisors, and other field supervisors collaborate with school administrators and teachers to review and plan for quarterly or yearly placements for practica, field experiences, internships and student teaching. Student teaching and internship planning and placement include meetings with teachers and administrators to introduce University field experience expectations, and requirements and commitments of all partners. University faculty members review the goals and objectives of the field experiences at this time.

Agreements exist for programs and courses that collaborate in planning and implementation of learning goals with outside agencies and schools. Specific agreements include:

- Careers in Education (43 schools)
- Educational Services Districts (9 ESDs)
- Field Experience Placements –Student Teaching (69 districts)
- Excel Program (Ellensburg School District)
- Discovery Middle School (Ellensburg School District)
- The Mt. Stuart Partnership Program (Ellensburg School District)
- Pre-Autumn Experience (69 Districts)
- Year-Long Program (5 Districts)

Pre-Autumn Experience

This field experience introduces the candidate to the opening of school, professional relationships, school/community relationships, school district organization, instructional support, and resource services. Candidates are assigned to schools for a minimum of 14 days when public schools begin their school year, and before the beginning of fall quarter at CWU.

Careers in Education Program

In an effort to provide a seamless and articulated program that builds upon a developmental preparatory model, 43 school districts are contracted to provide 90 hours of practical experience for high school students who believe they would like to become teachers. This contract is a recruitment tool to introduce potential candidates to the profession of teaching. Learning outcomes and requirements are identical to the Pre-Autumn Experience, although the experience may not fall during the same timeframe.

Student Teaching

This final clinical experience provides candidates with fulltime authentic learning within a public school environment. School and university personnel work together under contractual agreement to ensure candidate achievement of specific learning outcomes. All candidates must complete this experience for each endorsement they are seeking.
Excel Program

The Ellensburg School District and the Center for Teaching and Learning (CTL) have collaborated in what was a pilot program in 1995 to provide candidates and at-risk high school students enhanced learning opportunities. Discussions between the district and the CTL regarding revamping the program to make it more performance-based are currently in progress. The Excel Program is Ellensburg’s only Alternative High School.

Kittitas Valley/Central Washington University Partnership

The Kittitas Valley School District/CWU partnership, consisting of six school districts (Cle Elum-Roslyn, Darnam, Easton, Ellensburg, Kittitas, and Thorp), has formed a consortium that includes a yearlong, field-based teacher preparation program with candidates placed in a variety of public schools throughout Kittitas County, depending on their education major and site preference. To improve student achievement in the partnership, master teachers and university professors engage in a planned series of professional activities to renew curriculum, instruction, or assessment. The relationships developed by master teachers, university faculty and school administrators through these activities further facilitate professional interactions within the learning community.

The program has two major strands: classroom instruction and fieldwork. Candidates are required to complete a series of courses related to their education major prior to beginning the professional education sequence. They begin the school year with the Pre-Autumn Field Experience followed by internships during Fall and Winter Quarters. During the internships, candidates are required to participate in the classroom a minimum of 10-12 hours per week. They can rotate to other classrooms quarterly or stay with the initial cooperating teacher, depending on schedules. Candidates are supervised weekly and seminars are scheduled monthly. They are evaluated through a portfolio assessment that includes a compilation of required artifacts. Student Teaching (a fulltime, quarter long field experience) is completed during Spring Quarter, and candidates are evaluated using the CWU Student Teaching evaluation forms.

Other

As exists in almost every teacher preparation unit, there are numerous faculty who combine their work with the work of schools for the purposes of refining knowledge bases, conducting research and, ultimately, improving the quality of education. The following are some examples of collaborative work accomplished by Center for Teaching and Learning (CTL) faculty.

- University Field Supervisors work with school districts and cooperating throughout the state to place and supervise students in both Pre-Autumn and the student teaching experience, the capstone experience in our teaching program. School district staff also come into CWU courses and seminars to help bridge theory and practice. Planning for these events takes place in a collaborative manner. Districts seek candidates to fill their vacancies. University supervisors provide thousands (collectively) of recommendations of our students to districts seeking to fill vacancies. 2007-2008 Field Supervisors were Dr. Rexton Lynn, Dr. Steve Nourse, Dr. Kim Jones, Dr. Dennis Martinen; Dr. Gary Ballou, Dr. Lanny Fitch, Dr. Sheri Mycue, Dr. Leslie Elsaesser, Dr. Sharel Babcock, Ms. Janie Matheson, Ms. Cindy Vielbig, Ms. Helen Clement, Ms. Judy Longstreth, Ms. Mary Scheyer, Mr. Frank Foster, Ms. Jane Smoke, Mr. Alex Alexandrou, Ms. Pat Lassanske, Mr. Al Kelling, Mr. Bob Lebard, Mr. John Beard, Mr. Joe St. Jean, Ms. Kathy Paris, Ms. Linda Reed, Mr. Jerry St. George, Mr. Gary Fendell, Mr. Dean Weberling, Ms. Carol Bishop.

- Dr. Ken Briggs teaches HED 445 Health Promotion which continues to be a capstone course that requires the development of a "Job Ready" Portfolio. Students are also instructed in interview skills and job getting skills. This course is a great springboard into their student teaching and it helps problem solve student teaching challenges before they begin.

- Dr. Jan Bowers is working with the National Alliance for Family and Consumer Science (FCS) Education, consisting of 15 institutions, to develop and manage a shared national FCS teacher licensure program for place-bound learners. The collaborative project is establishing a national bank of distance learning opportunities to facilitate a national learning community for FCS teacher education.
• Dr. Rebecca Bowers is a member of the Ellensburg Schools Foundation Executive Board.

• Dr. Carol Butterfield and the Reading/Literacy program has established partnerships with a variety of school districts and agencies to assist in teacher candidates in reading practica. Districts and agencies include: Ellensburg School District; Kittitas School District; Kittitas County Head Start, Ellensburg, WA; Title One Family Literacy Event – Storytelling, Ellensburg, WA; Children’s Activity Museum, Ellensburg, WA; Ellensburg Renewable Energy Office, Gary Nystedt, Director; Discovery Middle School Program, Ellensburg School District; Damman School District; Thorp School District; Selah School District; Tacoma School District; Lacey/North Thurston School District; Puyallup School District; Bethel School District; Wenatchee School District; and observations and volunteer work in the following districts: Edmonds, Everett, Shoreline, Seattle, Issaquah.

• Dr. Patsy Callaghan serves as a member and Vice-Chair of the Board of Directors of Educational Service District #105 and participates with that organization in strategic planning, as well as in discussions of grant options within the context of service to the students, the schools, and the region’s communities. As a member of the Association of Educational Service Districts, Dr. Callaghan serves on a three-member team that reviews School Improvement Plans and recommends six-year school accreditations.

• Drs. Jennifer Cates and Scott Schaeffer (Psychology) collaborated with Royal High School and the GEAR UP Program to have Masters’ students in School Counseling, School Psychology and Mental Health counseling work with Royal students in completing their college admissions essays, financial aid materials, and applications.

• Dr. Chris Curran and other Special Education Faculty were extensively involved in working with P-12 schools. She/they:
  1. Worked with Ellensburg School District as the CTL Liaison to Interagency Task Force on Alternative Education
  2. Worked with Ellensburg School District and Special Services Office to Arrange Practicum Placements. Supervised Practicum Students in Ellensburg and Selah School Districts (EDSE Practicum Coordinator)
  3. Supervised EDSE Practicum students in a full-day full quarter long practicum in Ellensburg and Selah School Districts
  4. Worked with Ellensburg School District to develop and monitor an alternative middle school (Discovery School) located in Black Hall, home of the Department of Education, on the CWU campus.

• Under the directorship of Dr. Bobby Cummings, the Central Washington Writing Project, in its 16th year of operation, develops and maintains a corps of teacher leaders who conducts in-service programs in writing in the schools. These teachers prepare for staff development leadership at the Central Washington Writing Project 4-week, an intensive Summer Institute for Teachers.

The Central Washington Writing Project has a school partnership contract with several schools to provide a group of teacher consultants to conduct staff development on teaching writing over the next 3 years. These staff development activities include instructional coaching, assessment of student work, development of school imbedded teacher leadership mentoring, teaching demonstrations, reciprocal classroom visits, and the facilitation of professional learning communities.

Dr. Cummings also works with Central Washington Writing Project teachers to implement two school partnerships which will document in a national study the most effective strategies for teaching writing in middle schools. There are two partnership schools in the study and one non-partnership school. Each partnership school receives $12,000 a year for four years of staff development in writing. The non-partnership school receives $8,000 a year for the next four years.
The Writing Project is offering teachers a second institute on the implementation of Classroom Based Assessments this summer. Last year, the Project conducted a year-long CBA project for 12 teachers from both sides of the mountains.

Dr. Cummings serves on the WEST-E Content Committee, the OSPI Writing Assessment Steering Committee, and the COE Standards Setting Committee.

Central Washington Writing Project teacher consultants assess English language arts teacher candidates at the end of the capstone course for: best practice in teaching writing, knowledge of assessment, understanding and application of research and theories to teaching, and instructional planning.

- Dr. Jim DePaepe is the evaluator on the Thorp History Grant, which involves U. S. History content and classroom based assessment training for teachers. Up to 65 teachers in 12 school districts of Eastern Washington receive U. S. History content training once each month by attending workshops at Central Washington University. Historians from around the Northwest present the content. These teachers also receive training in providing classroom-based assessments, which will be required by WA State in 2008.

- Robyn Downs and Dr. Andrew Downs provide consultative support in the area of Applied Behavior Analysis and behavioral support to the Collaborative Training Classroom (CTC) at Children’s Village in Yakima, WA. This classroom is a collaborative venture between CWU and several ESD 105 districts including Selah, East Valley, Yakima, West Valley, and Naches. Robyn and Dr. Downs also supervise approximately 10 CWU education students per quarter who provide educational interventions in the CTC.

- Dr. Leslie Elsaesser, Coordinator of the CWU-Lynnwood Center, hired several practicing teachers as adjunct faculty, including Kim Mathey, Lori Soderberg (Edmonds), and Chuck Millsap (Seattle).

- Elise Forier and the Theatre Arts Education program participated in a variety of events with schools and school districts, including:
  1. Theatre Education students enrolled in our practicum course TH 420 winter quarter, taught on-site workshops to elementary and high school students at:
     - Eisenhower High School in Yakima
     - Lincoln Elementary School in Ellensburg, grades K-3
  2. Twenty three Theatre Arts students participated in the Monologue Project, which was an arts program designed by Gear Up and The Power of Hope, conducted on site in conjunction with Toppenish Middle School, and Harris Middle School in Sunnyside. Grade 6-7,
  3. A touring production of “The Adventures of Don Quixote” toured to elementary schools in Washington State for most of Spring quarter. In addition to performances for children, CWU students also taught workshops in theatre arts for some schools. Grades K-5. “Don Quixote” visited:
     - Mount Stuart Elementary, Ellensburg
     - Harrah Elementary, Harrah, WA
     - Vista Elementary, Kennewick, WA
     - Manson Secondary, Manson, WA
     - Starbuck Elementary, Starbuck, WA
     - Washington Elementary, Hoquiam, WA
     - Salter’s Point, Steilacoom, WA
     - Valley View, Ellensburg
     - Mansfield Elementary, Mansfield, WA
     - Whitson Elementary, White Salmon, WA
     - Monument Elementary, Quincy, WA
     - Hiawatha Elementary, Othello, WA
     - Dayton Elementary, Dayton, WA
     - Kittitas Elementary, Kittitas, WA
4. Approximately 100 children from Mount Stuart Elementary School in Ellensburg attended a staged reading and talk back in the Tower Theatre with author Spring Hermann and CWU student actors of the new play "Mama Tomcats Flying School" in January, 2008. 3rd grade
5. Theatre Arts faculty member Elise Forier taught three playwriting workshops to high school students at the High School Thespian Conference Tech Festival at Roosevelt High School in Seattle on October 11, 2008. Grades 10-12

- Dr. Stephen Jefferies is on the Council for Physical Education for Children (COPEC), a national advisory committee for elementary school physical education. Dr. Jefferies also continues to organize the PELINKS4U website, with an average of 1100 visitors daily from 85 countries.

- Dr. Terry Martin, English Department, interviewed high school student scholarship applicants as part of her work on the Washington PRIDE Foundation Student Scholarship Committee.

- Dr. Kirk Mathias and Dr. Stephen Jefferies continue to collaborate with the Renton and Ellensburg School Districts on their Physical Education for Progress (PEP) grants, which include curricula development and technology in the classroom. Dr. Mathias is the grant director and both he and Dr. Jefferies are trainers and grant evaluators for the Renton School District. Additionally, both Dr. Jefferies and Dr. Mathias work with the Thorp School District’s Health and Fitness program, which is a field site for students to enhance teaching skills. Dr. Mathias has also worked with schools in Renton, Seattle, Portland and San Francisco to integrate technology into Physical Education/Health classrooms.

- Dr. Stephen Moore and Dr. Tom Wellock in History Education presented the Thorp Teaching American History Grant information to Kittitas County K-12 teachers.

- Dr. Stephen Moore remained involved with his teacher candidates in mentoring middle school students in the Wahluke district regarding History Day projects, usually through his course HIST 301, Pacific Northwest History or UNIV 309 Service Learning.

- Dr. Mark Oursland and Dr. Martha Kurtz, along with other Mathematics and Science faculty, are continuing to work with the Cle Elum school district to integrate Science, Mathematics, and technology into the Math and Science high school curriculum. This program is also being used as a vehicle to integrate more technology and field experiences into the Mathematics and Science Teacher Preparation Programs.

- Dr. Bruce Palmquist continued to work with a variety of classes on a variety of collaborations:
  1. SCED 322 candidates continued to deliver science lessons in elementary school classrooms (since the 1997-98 school year). This class is offered every quarter so these partnerships are used every quarter. Partner districts have included Kittitas, Ellensburg, Auburn, Damien, Kent, and Federal Way (from oldest to most recent partnership). Affected course:
  2. SCED 323 (middle level math/science minors) students have observed and taught science lessons in Ellensburg and Selah SD classrooms for the past three years.
  3. SCED 324 students have observed and taught science lessons to students from Ellensburg and Quincy SD on and off for at least the past eight years.
  4. SCED 420 students have taught science lessons in Ellensburg (at least eight years) and Auburn (four years).
  5. SCED 422, Candidates have taught science lessons and done action research projects in Kittitas, Auburn, Kent, and Ellensburg SD classrooms.

- Under the leadership of Mr. Perez, the HED 446 Elementary Health Education Curriculum classes have continued to provide quarterly health fairs for the 2 elementary schools in Ellensburg and one in Kittitas. These health fairs have averaged 180+ people in attendance and the evaluations are impressive. Approximately 60 elementary majors develop hands-on carnival-
like booths in which children can participate. Parents and students attend the evening even
designed to education them about health behavior and making good healthy choices.

- Dr. Lee Plourde is involved with Professional Development Schools with the Wenatchee and
Waterville School Districts. Preservice teacher candidates complete practicum experiences and
student teaching in both districts. In addition, Dr. Plourde participates in professional development
activities with teachers in the schools.

- Dr. Ian Quitadamo teaches SCED 301: Interdisciplinary Science Inquiry where students and
faculty work with community stakeholders (City of Ellensburg, Puget Sound Energy, Kittitas
Ecobuilding Guild, and various corporations) to investigate alternative energy and sustainability
topics. Students design and conduct authentic research and generate results with broad
significance for the greater community. Community partners also participate in a student-driven
research symposium at CWU. He recently became a member of the Washington Science
Teachers Executive Board as a representative of the Teachers of Teachers of Science group, an
organization that includes faculty teaching pre-service science methods courses across
Washington State.

- Dr. Andrea Sledge was the Co-principal investigator on the HECB grant, TQOV: Teacher Quality
in the Okanogan Valley.

- Dr. Bret Smith continued (since 2004) collaboration with Yakima Symphony Orchestra and ESD
105 ArtFusion (US Department of Education grant) for chamber music in schools program serving
7 schools in 3 Yakima Valley districts. Developed teacher guide for YSO student concert, aligning
all programs with state EALRs. Other Music Department collaborations include:

  1. Choral Festival (25 choirs, 1000 students)
  2. Wind Festival (40 bands. 1800
  3. Orchestra Festival (26 orchestras, 800 students)
  4. YVMEA Solo/Ensemble Contest (200 students)
  5. WMEA State Solo/Ensemble Contest (1200 students)
  6. John Moawad Invitational Jazz Festival (30 groups, 600 students)
  7. Sonatina Festival (400 students, 1200 attendees including teachers)
  8. Suzuki Association Conference (20 teachers workshops, 500 students)
  9. Central Cello Celebration (50 participants, including 6-12, college,
     professional)
  10. Trumpet Festival (50 student participants, 10-12 and collegiate)
  11. Sounds of Summer Drum Line camp (100 participants)
  12. Kairos Lyceum (25 9-12 and collegiate participants)
  13. Laughing Horse Youth Orchestra Festival (65 student participants, 4-12)
  14. Preparatory String Program (65 K-12, homeschool, private school students, 15 CWU
     students teaching in program)
  15. The music program at the Ellensburg Christian School is entirely implemented by CWU
     students.

- Dr. Stephanie Stein (Psychology) coordinates a benchmark assessment program at Lincoln
Elementary School using the DIBELS and CBM math. All K-5 students are assessed three times
a year using these brief measures and then class reports and individual progress graphs are
provided to the teachers to help with instructional planning and to share with parents. More
intensive progress monitoring is also provided for students at risk. The project is staffed by a
graduate assistant in school psychology and volunteer graduate and undergraduate students in
psychology and education.

- Dr. Elizabeth Street is a consultant with Morningside Academy of Seattle, a laboratory school for
elementary and middle school students. Through the Morningside Teachers’ Academy, Dr. Street
assists with dissemination of the Morningside Model of Generative Instruction to public and
private K-12 schools throughout the United States and Canada. Her largest implementation is at
the Riverside Indian School in Anadarko, OK where the focus is on improving reading skills and
scores of students.
Section IV. Certification.

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the Higher Education Act, Title II: Reporting Reference and User Manual.

Signature of Persons Who Prepared the Report

____________________________________
C. Rexton Lynn, Ed.D.
Interim Associate Dean, College of Education and Professional Studies

Signature of Person Responsible for Teacher Preparation Program:

____________________________________
Connie Lambert, Ph.D.
Interim Dean, College of Education and Professional Studies

Certification of review of submission:

____________________________________
James L. Gaudino,
President
TEACHER PREPARATION PROGRAM

2007 – 2008 STUDENT HANDBOOK

FOR UNDERGRADUATES AND GRADUATES (CERTIFICATION-ONLY)

Central Washington University
Teacher Certification
400 East University Way
Ellensburg, WA 98926-7414
(509) 963-2661

www.cwu.edu/~cert
INTRODUCTION

This Student Handbook has been created to assist students who are interested in pursuing a course of study at Central Washington University that will lead to certification in Washington State as a teacher in the K-12 system. Information is contained herein for students who are planning to pursue a Bachelor's degree program along with teacher certification, as well as for those students who have already obtained a Bachelor's degree and are now wishing to obtain Certification-Only.

This Handbook will be an important resource for your preparation at CWU, but does not override other important resources which you are encouraged to consult: namely, the CWU University Catalog, on-line CWU information at www.cwu.edu and in-person meetings with your advisors for your major, minor, and professional education courses.
STAFF

CENTER FOR TEACHING AND LEARNING
Dr. Connie Lambert, Director
Dr. Andrea Sledge, Coordinator of Professional Certification Program

COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES
Dr. Rebecca Bowers, Dean
Dr. Ethan Bergman, Associate Dean
Dr. Connie Lambert, Associate Dean

TEACHER CERTIFICATION OFFICE
Judi Robinette, Program Coordinator
Crystal Weddington, Program Support Supervisor and Certification Officer
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The Center for Teaching and Learning (CTL) is the NCATE-accredited unit that provides oversight for all CWU school personnel preparation programs. The CTL is intended to facilitate communication between and among the respective disciplines that contribute to the preparation of educators. CTL programs include the preparation of teachers, school administrators, school counselors, and school psychologists.

**ACCREDITATION**

Central Washington University’s state-approved Teacher Preparation Program is accredited regionally by the Northwest Commission on Colleges and Universities (NWCCU), as well as nationally by the National Council for Accreditation of Teacher Education (NCATE), and is in compliance with the No Child Left Behind federal legislation.

**CONCEPTUAL FRAMEWORK**

Supporting the mission, purpose, and governance structure of the CTL is the "Constructivist" philosophy. This philosophy asserts that:

a. Knowledge is actively created by the learner
b. Knowledge is "constructed" or made meaningful when learners relate new information to prior knowledge or existing structures of knowledge
c. Knowledge "constructs" are shaped by experience and social interaction, and
d. Members of a culture collaboratively establish knowledge

The framework for the professional preparation programs is divided into four strands:

a. Facilitator of Learning as Expert Learner
b. Facilitator of Learning as Knowledge Specialist
c. Facilitator of Learning as Master of the Art and Science of teaching, and
d. Facilitator of Learning as Teacher/Specialist Scholar

The four strands are interactive. The general education course requirements focus on developing the student as an expert learner. The student's major and minor programs provide the indepth study required for the knowledge specialist. The professional core, including learner outcomes and field experiences, prepares the student to be a master of the art and science of teaching. A formal graduate degree program, where the student synthesizes knowledge and experience, establishes the student as a teacher/specialist scholar. Ultimately, the overall goal is to prepare teachers, administrators, counselors, and psychologists who are facilitators of learning in a diverse world.

For information about the school administrator program, contact the Department of Education at (509) 963-1461. For information about the school counselor and school psychologist programs, contact the Department of Psychology at (509) 963-2381.

**CONSTRUCTIVISM**

The conceptual framework adopted by Central Washington University’s Center for Teaching and Learning is that of "constructivism." As conceptualized by the Center, and paraphrased here, constructivism asserts that knowledge is 1) richer when created by the learner, 2) more meaningful for the learner when it is related to prior knowledge, 3) shaped by both the social and non-social experiences of the learner, and 4) in a variety of ways is collaboratively established within the culture of the learner. Ensuing are brief clarifications of each assertion. The degree to which individual faculty accept constructivism as a viable model of learning and source for sound pedagogical practice varies to some degree.

1. The assertion that **knowledge is richer when created by a learner** is simply the recognition that an active participation in observing, classifying, interpreting, etc. one’s world leads to a greater understanding of it. Such participation may take many forms, including purely symbolic engagement.
The key element in the participation is that it be active; i.e., its goal holds the interest of the learner. Such interest is influenced by many factors, including extrinsic motivations (e.g., receiving a good grade on a test) and the competition of other interests. However, when the interest is primarily influenced by a personal commitment to understand an aspect of one's world, the learning is more complete.

2. The assertion that **knowledge is more meaningful when related to prior knowledge** reflects the belief that new understandings of one's world build upon previous understandings of it. Individuals are never "blank slates" upon which a circumscribed set of experiences (e.g., a particular course of study) can lead to a completely new understanding. Indeed, even radically changed understandings of aspects of one's world are richer when a learner can compare it to previous personally held understandings.

3. The assertion that **knowledge is shaped by both the social and non-social experiences of an individual** acknowledges the somewhat arbitrary distinction between the two in regard to learning in any domain. Here, non-social experiences refer to that array of experiences individuals typically accept as part and parcel of their non-human interactions. One's experiences in this "physical" world are filtered through their social interactions. Likewise, many aspects of one's social world are tempered by one's understanding of physicality.

4. The assertion that much of **knowledge is collaboratively established within a cultural milieu** reflects the belief that, to lesser and greater degrees, what one "knows" is dependent on cultural relevance. Such a belief does not argue that "Truth" is culturally relative. Rather, it argues that the observed, classified, interpreted, etc. is often dependent on a world view adherent to an extant culture.

**WHAT THE STATE EXPECTS OF ALL TEACHER CANDIDATES [WAC 180-78A-270 (1)]**

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

- The state goals* and essential academic learning requirements.**
- The subject matter content for the area(s) they teach, including relevant methods course work and the essential areas of study for each endorsement area for which the candidate is applying.
- The social, historical, and philosophical foundations of education, including an understanding of the moral, social, and political dimensions of classrooms, teaching, and schools.
- The impact of technological and societal changes on schools.
- Theories of human development and learning.
- Inquiry and research.
- School law and educational policy.
- Professional ethics.
- The responsibilities, structure and activities of the profession.
- 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.
- The standards, criteria and other requirements for obtaining the professional certificate.
- Research and experience-based principles of effective practice for encouraging the intellectual, social, and personal development of students.
- Different student approaches to learning for creating instructional opportunities adapted to learners from diverse cultural or linguistic backgrounds.
- Area of exceptionality and learning including, but not limited to, learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.
- Effective instructional strategies for students at all levels of academic abilities and talents.
- Instructional strategies for developing reading, writing, critical thinking, problem solving and performance skills.
- The prevention and diagnosis of reading, writing, critical thinking, and problem solving skills.
- Classroom management and discipline, including: 1) individual and group motivation for encouraging positive social interaction, active engagement in learning, and self-motivation; 2) effective verbal, nonverbal, and media communication for fostering active inquiry, collaboration, and supportive interactions in the classroom.
- 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 censuring 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.

(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.

*State (Student Learning) Goals:

≡ READ with comprehension, WRITE with skill, and communicate effectively and responsibly in a variety of ways and settings.
≡ KNOW and APPLY the core concepts and principles of mathematics; social, physical and life sciences; civics, history and geography; arts; and health and fitness.
≡ THINK analytically, logically, and creatively, and INTEGRATE experiences and knowledge to form reasoned judgments and solve problems.
≡ UNDERSTAND the importance of work and how performance, effort and decisions directly affect future career and educational opportunities.

** The State essential academic learning requirements (EALRs) will be addressed in a variety of your courses.

ADMISSION TO CWU

Students can apply for admission to CWU online at http://www.applyweb.com/apply/cwu/index.html. You must be admitted to CWU in order to enroll in courses.

TUITION AND FEES

The most current information on CWU tuition and fees can be found online at http://www.cwu.edu/~finaid/attendance_cost.html.

CERTIFICATION

CWU is approved by the Washington State Board of Education to offer programs that lead to teacher certification. To be awarded Washington certificates, candidates must be at least 18 years of age. Completion of requirements for a degree does not guarantee that all requirements for certification have been met. In order to be certified, a candidate must demonstrate good moral character and physical fitness as defined by WAC 180-79A-155. Fingerprint clearance from the State Patrol and FBI will be required prior to any practicum, pre autumn, and/or student teaching experience.

TEACHER PREPARATION PROGRAM

General Information

The Teacher Preparation Program is administered through the College of Education and Professional Studies and the Center for Teaching and Learning Executive Board. The Provost and Vice President for Academic Affairs, in collaboration with the Dean of the College of Education and Professional Studies, appoints faculty to serve on an advisory council which advises the Dean on program policies. Admission to the University does not guarantee a student admission into the Teacher Preparation Program. Students must be fully admitted to the Teacher Preparation Program prior to taking any courses in the Department of Education’s majors and minors, or the professional education program courses. All candidates desiring consideration for admission must make formal application (see attached FORMS DIRECTORY). Additional application materials can be obtained online at www.cwu.edu/~cert.
Deadline Dates

Processing of applications takes time. To insure the thorough review of transcripts, letters of recommendation, etc., it is required that all application materials for admission to the Teacher Preparation Program be submitted by the following dates: Winter, November 1; Spring, February 15; Summer, May 1; Fall, August 1 for Ellensburg campus; June 30 for Center campuses. Not meeting these deadlines may jeopardize your admission for the quarter requested and may also inhibit your preregistration for education courses for the next quarter.

Admission Requirements

1. A 3.0 grade point average for at least the last 45 graded quarter credits (the total may exceed 45 if an entire quarter is needed to achieve the minimum 45). Acceptance can be granted to individuals with a 2.8 GPA, with the provision those individuals meet the 3.0 GPA prior to enrolling in Block II courses and making application for student teaching and certification.

2. Completed APPLICATION FOR ADMISSION TO TEACHER EDUCATION.

3. Completed CHARACTER AND FITNESS SUPPLEMENT. Answering "YES" to any question on the form will require that you meet with the Certification Officer prior to a decision regarding admission. All court documents should be submitted prior to that meeting. False answers to the questions on the form may result in denial of program admission and/or certification.

4. Signed FINGERPRINTING/CERTIFICATION REQUIREMENTS form. (You do not need to send fingerprint cards in at the time of application to the teaching program, but you do need to read the FINGERPRINTING/CERTIFICATION REQUIREMENTS form, sign it, and mail it to the Certification Office with your application for admission.)

5. Minimum score of 24 on each of two RECOMMENDATION FORMS completed by teachers, employers, or professors (one must be from a teacher at the grade school, high school, or college level). Forms cannot be completed by a relative.

6. Proof of Purchase (copy of receipt or invoice) of the College LiveText edu solutions software. Software can be purchased online from www.college.livetext.com or from the CWU Wildcat Shop. [If you are applying to an off-campus co-hort program, proof of purchase will not be required until the off-campus site has notified you of acceptance into their program.]

7. Pass all portions of the WEST-B examination.

8. Complete one of the following:
   - Prerequisite Courses: ENG 101 and 102, and; MATH 101, 153, 154, 164, 170 or 172.
   - Bachelor's degree from an accredited institution.
   - A direct transfer agreement Associates degree.

Submit completed application to Teacher Certification, Central Washington University, 400 East University Way, Ellensburg, WA 98926-7414.
HELPFUL STEPS TO FOLLOW IF YOU ARE A TEACHING CANDIDATE AT CENTRAL WASHINGTON UNIVERSITY

Are you admitted to Central Washington University?

NO

Contact CWU Admissions in Mitchell Hall, (509) 963-1211, or www.cwu.edu/~cwuadmis/ to apply.

YES

Have you applied to the Teacher Preparation Program?

NO

Complete the application online at www.cwu.edu/~cert

YES

Have you been formally admitted to the Teacher Preparation Program?

NO

Contact the Certification Office (Black Hall 228 or (509) 963-2661).

YES

If you are pursuing a Bachelor's degree, have you formally declared your major/minor?

NO

Go to the appropriate major/minor department and complete a declaration form.

YES

If you are Certification-Only, have you requested your credit evaluation from the Certification Office?

NO

Have you spoken with an advisor?

NO

Go to the appropriate department and meet with an advisor.

YES

Register for the necessary classes to complete your education program.

Note: Failure to begin the program within one year from date of acceptance may result in cancellation of admission to the teacher preparation program.
WEST-B Test

All individuals applying for admission to CWU’s Teacher Preparation Program are required to meet the minimum passing score on the basic skills assessment exam. This basic skills exam is the WEST-B (Washington Educator Skills Test - Basic). This exam is administered state-wide six times each year. Basic skills assessments typically test knowledge in reading, mathematics, and writing. Test items will be in various formats, including multiple choice and written responses.

The West-B exam will assess the basic skills in reading, mathematics, and writing needed to do the job of teaching. For example, even teachers who are not teaching math must be able to assign grades and interpret data about students’ scores on tests, so competency in understanding and calculating percentages is important for all teachers.

Registration information, test dates, test fees, etc. can be found online at http://www.west.nesinc.com/

WEST-B Registration and Test Fees: The WEST-B consists of three separate subtests: Reading, Mathematics, and Writing. Candidates may register for and take one, two, or all three subtests at an administration. The non-refundable registration fee is $30. The test fee for each subtest is $17. The registration and test fees are required at the time of registration. A limited number of vouchers are available through the CWU Teacher Certification Office to cover the costs of the WEST-B test. A voucher application can be found in the Forms Directory.

Examinees may register online at www.west.nesinc.com or by using the registration form in the WEST-B Registration Bulletin. Copies of the registration bulletin may be obtained from testing offices or departments of education at Washington colleges and universities or from:

WEST-B Program
National Evaluation Systems, Inc.  Telephone: (800) 784-4999
P.O. Box 340460  24-hour automated information service
Sacramento, CA 95834-0460

Certification-Only (for students who already possess a Bachelor’s Degree)

Persons holding a baccalaureate degree from Central Washington University or another accredited college may earn the Residency Teaching Certificate by satisfactorily completing the professional education program courses and at least one college endorsement program. Certification-Only applicants should be aware that they may be required to take additional courses (in addition to their previous degree) in their endorsement area department. A credit evaluation must be completed by the Certification Office to determine exactly what courses will be needed for certification. The Certification-Only program can usually be completed within five to six quarters.

Endorsements for certification-only are generally equivalent to the teaching majors and minors as shown in the undergraduate catalog. Check with the Certification Office for current endorsement requirements. Transfer credits can be accepted on certification-only programs. Final approval of subject endorsement programs lies with the individual subject's department.

EDCS 311, 316, 444, 442, and PSY 315 must be completed at CWU and be no older than 10 years at the time of application for the Residency Certificate.

Alternative Admission Procedures in Teacher Preparation

Students who do not have the required grade point average, or who do not pass portions of the WEST-B exam, may apply for provisional admission to the teacher preparation program by alternative means through the following procedure.

1. Applications will be made in writing to the Candidate Admissions, Recruitment and Retention (CARR) Committee, in care of the Associate Dean’s Office, College of Education and Professional Studies. This committee meets three times per year (October, February, and May)
to consider applications for the following quarters (Winter, Spring, and Summer/Fall). The
deadline to submit your appeal application is the end of the first week of the quarter you are
submitting it.

The written application will include the following:

a. A letter from the applicant’s major advisor that supports the following:
   Applicant's academic ability
   Service experience
   Growth, commitment, and motivation
   Potential for graduate study (following graduation from the undergraduate program)
   Potential for success in working with diverse groups
   Other criteria appropriate to the applicant's potential as a teacher
   Other extenuating circumstances that may have affected the applicant's grades and test
   scores

b. One supporting letter from a former employer, supervisor, or other individual
   knowledgeable of the applicant's experiences in working with young people.

c. A personal essay by the applicant that describes his/her educational goals and
   objectives.

2. An interview with the CARR may be required.

3. Those admitted will be monitored on a quarterly basis by the CARR and will meet all admission
   requirements prior to student teaching.

4. Students who have been admitted to the teacher preparation program via CARR will receive
   personal guidance to facilitate completion of their undergraduate degrees and receipt of their
   certificates.

For further information, contact the Teacher Certification Office.

**Graduation/Certification Requirements for Teacher Preparation Program**

1. No grade lower than a C in major, minor, and professional education program courses.

2. Minimum GPA of 2.5 in major, minor, and professional education program courses.

3. Minimum GPA of 3.0 for last 45 graded credits. In calculating the last 45-credit GPA, the total
   may exceed 45 if an entire quarter is needed to achieve the minimum 45.
RECORDS RETENTION

Teacher Preparation Program admission regulations are administered by the Associate Dean, College of Education and Professional Studies. Personal folders are maintained in the Associate Dean's Office for each student enrolled in a teaching program at Central Washington University. If you are absent from the University for one year or more, your records in the Associate Dean's office will be destroyed.

TRANSFER STUDENTS

Students entering Central Washington University with a transferable Associate of Arts degree from an accredited Washington community college will need to meet the admission requirements for the Teacher Preparation Program prior to enrolling in any education courses. These students are frequently surprised to find that, after finishing two years of community college, they have more than two years left to complete an education degree. That is because the AA degree required 90 credits and, when transferred to CWU, satisfies only the Basic and Breadth requirements which can generally be completed in 60 credits at CWU. Community college students can make good use of the additional 30 credits required by the AA by selecting courses at the community college which may meet major, minor, or, in some cases, professional education program courses. Course equivalencies which have been established between Central Washington University and various Washington two- and four-year colleges can be found online at http://www.cwu.edu/~cwuadmis/equiv/college-list.html.

GENERAL ED (BASIC & BREADTH) COURSE RECOMMENDATIONS

In fulfilling “General Education Requirements,” students pursuing elementary-level teaching certificates are advised to take at least one course which deals with minority ethnic groups, at least one course in English or American literature, mathematics, music, public speaking, and a laboratory course in the biological sciences.

FORMAL DECLARATION OF MAJOR AND MINOR

Undergraduate students who are pursuing a Bachelor's degree and certification must formally declare their major prior to the completion of 100 credits. Failure to do so will prevent you from preregistering for courses in a timely manner. Contact your major department's advisor for assistance in completing this declaration. (Certification-Only students do not declare a major/minor, but do request a credit evaluation from the Teacher Certification office.)

EXIT EXAMINATIONS

The WEST-E exit examination (PRAXIS II) will be required as of September 1, 2005. Candidates for the Residency Teaching Certificate or wishing to add teaching endorsements to their existing teaching certificates will need to pass this exam for each endorsement they seek certification in. A listing of the appropriate test to take for each endorsement area follows.
## Teaching Endorsements & Corresponding WEST-E (Praxis II) Exams

<table>
<thead>
<tr>
<th>Licensure Area</th>
<th>Test Code</th>
<th>Test name</th>
<th>Qualifying Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual</td>
<td>20360</td>
<td>Teaching English to Speakers of Other Languages</td>
<td>580</td>
</tr>
<tr>
<td>Biology</td>
<td>20235</td>
<td>Biology: Content Knowledge</td>
<td>152</td>
</tr>
<tr>
<td>Business Education</td>
<td>10100</td>
<td>Business Education</td>
<td>560</td>
</tr>
<tr>
<td>Chemistry</td>
<td>20245</td>
<td>Chemistry: Content Knowledge</td>
<td>152</td>
</tr>
<tr>
<td>Dance</td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Designated World Languages</td>
<td>10191</td>
<td>Spanish: Content Knowledge</td>
<td>160</td>
</tr>
<tr>
<td>- Spanish</td>
<td>20173</td>
<td>French: Content Knowledge</td>
<td>*</td>
</tr>
<tr>
<td>- German</td>
<td>20181</td>
<td>German: Content Knowledge</td>
<td>*</td>
</tr>
<tr>
<td>Drama</td>
<td>10640</td>
<td>Theater</td>
<td>*</td>
</tr>
<tr>
<td>Earth Science</td>
<td>20571</td>
<td>Earth Science: Content Knowledge</td>
<td>*</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>20021</td>
<td>Education of Young Children</td>
<td>170</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>10014</td>
<td>Elementary Education: Content Knowledge</td>
<td>141</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>20360</td>
<td>English to Speakers of Other Languages</td>
<td>580</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>10041</td>
<td>English Language, Literature, &amp; Composition: Content Knowledge</td>
<td>158</td>
</tr>
<tr>
<td>Family &amp; Consumer Sciences Education</td>
<td>10120</td>
<td>Family and Consumer Sciences</td>
<td>*</td>
</tr>
<tr>
<td>Health/Fitness</td>
<td>20856</td>
<td>Health &amp; Physical Education: Content Knowledge</td>
<td>149</td>
</tr>
<tr>
<td>History</td>
<td>10081</td>
<td>Social Studies: Content Knowledge</td>
<td>157</td>
</tr>
<tr>
<td>Library Media</td>
<td>10310</td>
<td>Library Media Specialist</td>
<td>600</td>
</tr>
<tr>
<td>Marketing Education</td>
<td>10560</td>
<td>Marketing Education</td>
<td>640</td>
</tr>
<tr>
<td>Mathematics</td>
<td>10061</td>
<td>Mathematics: Content Knowledge</td>
<td>134</td>
</tr>
<tr>
<td>Middle Level – Humanities</td>
<td>10049</td>
<td>Middle School English Language Arts</td>
<td>158</td>
</tr>
<tr>
<td>- Humanities</td>
<td>20089</td>
<td>Middle School Social Studies</td>
<td>157</td>
</tr>
<tr>
<td>Middle Level – Math/Science</td>
<td>20069</td>
<td>Middle School Mathematics</td>
<td>152</td>
</tr>
<tr>
<td>- Mathematics</td>
<td>10439</td>
<td>Middle School Science</td>
<td>145</td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- General</td>
<td>10113</td>
<td>Music: Content Knowledge</td>
<td>150</td>
</tr>
<tr>
<td>- Choral</td>
<td>10113</td>
<td>Music: Content Knowledge</td>
<td>150</td>
</tr>
<tr>
<td>- Instrumental</td>
<td>10113</td>
<td>Music: Content Knowledge</td>
<td>150</td>
</tr>
<tr>
<td>Physics</td>
<td>10265</td>
<td>Physics: Content Knowledge</td>
<td>140</td>
</tr>
<tr>
<td>Reading/Literacy</td>
<td>20300</td>
<td>Reading Specialist</td>
<td>540</td>
</tr>
<tr>
<td>Science</td>
<td>10435</td>
<td>General Science: Content Knowledge</td>
<td>153</td>
</tr>
<tr>
<td>Social Studies</td>
<td>10081</td>
<td>Social Studies: Content Knowledge</td>
<td>157</td>
</tr>
<tr>
<td>Special Education P-12</td>
<td>20353</td>
<td>Education of Exceptional Students: Core Content Knowledge</td>
<td>152</td>
</tr>
<tr>
<td>Technology Education</td>
<td>10050</td>
<td>Technology Education</td>
<td>590</td>
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<tr>
<td>Traffic Safety</td>
<td>10867</td>
<td>Driver Education</td>
<td>150</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>10133</td>
<td>Art: Content Knowledge</td>
<td>155</td>
</tr>
</tbody>
</table>

* Scores not set

To locate current information on frequently asked questions, costs, cut-off scores, testing sites and dates, go to [http://www.ets.org/praxis/prxwa.html](http://www.ets.org/praxis/prxwa.html). The CWU Testing Center is an approved testing site.
MAJOR AND MINOR CONCENTRATIONS

To achieve certification, students must select a major that leads to a University endorsement for teaching in the schools of Washington State. Endorsable majors and minors are described in the University Catalog. Undergraduate students should contact the departments to request information about major requirements. Certification-Only students (those who already have a Bachelor’s Degree) should contact the Teacher Certification office for a credit evaluation for their intended endorsements.

CWU TEACHING ENDORSEMENTS AND DEPARTMENTS THEY ARE HOUSED IN

<table>
<thead>
<tr>
<th>ENDORSEMENT</th>
<th>DEPARTMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual Education</td>
<td>Education</td>
</tr>
<tr>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Dance</td>
<td>Health Human Performance and Recreation</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>Education</td>
</tr>
<tr>
<td>Earth Science</td>
<td>Geology</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>Education</td>
</tr>
<tr>
<td>English/Language Arts</td>
<td>English</td>
</tr>
<tr>
<td>English As a Second Language</td>
<td>Education</td>
</tr>
<tr>
<td>Family &amp; Consumer Science</td>
<td>Family &amp; Consumer Science</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>Health/Fitness</td>
<td>Health Human Performance and Recreation</td>
</tr>
<tr>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td>Industrial Education</td>
<td>Industrial &amp; Engineering Technology</td>
</tr>
<tr>
<td>Library Media</td>
<td>Education</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Middle Level Math/Science</td>
<td>Mathematics/Education/Science Education</td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
</tr>
<tr>
<td>Music: Choral</td>
<td>Music</td>
</tr>
<tr>
<td>Music: Instrumental</td>
<td>Music</td>
</tr>
<tr>
<td>Physics</td>
<td>Physics</td>
</tr>
<tr>
<td>Reading</td>
<td>Education</td>
</tr>
<tr>
<td>Science</td>
<td>Science Education</td>
</tr>
<tr>
<td>Social Science</td>
<td>History</td>
</tr>
<tr>
<td>Special Education</td>
<td>Education</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>Theatre</td>
</tr>
<tr>
<td>Traffic Safety</td>
<td>Industrial &amp; Engineering Technology</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Art</td>
</tr>
</tbody>
</table>
ADVISING

Students are responsible for seeking out advisors in their specific disciplines. Questions pertaining to specific major and minor requirements should be addressed to the specific major or minor departments. Advisors within the Education Department can answer questions pertaining to the professional education program courses. Questions regarding admission and certification requirements can be addressed by the Teacher Certification Office. For a list of advisors in each endorsement area, please contact the departments listed below.

<table>
<thead>
<tr>
<th>Endorsement Area</th>
<th>Department</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual Ed</td>
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<tr>
<td>Biology</td>
<td>Biology</td>
<td>963-2731</td>
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<tr>
<td>Chemistry</td>
<td>Chemistry</td>
<td>963-2811</td>
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<tr>
<td>Dance</td>
<td>Health Human Perf. &amp; Rec.</td>
<td>963-1911</td>
</tr>
<tr>
<td>Drama</td>
<td>Theatre Arts</td>
<td>963-1750</td>
</tr>
<tr>
<td>Early Child Ed</td>
<td>Education</td>
<td>963-1461</td>
</tr>
<tr>
<td>Earth Science</td>
<td>Geology</td>
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<td>Elementary Ed</td>
<td>Education</td>
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<tr>
<td>English/Language Arts</td>
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<td>963-1546</td>
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<td>ESL</td>
<td>Education</td>
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<td>Family and Consumer Science</td>
<td>Family &amp; Cons. Science</td>
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<td>French</td>
<td>Foreign Languages</td>
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<tr>
<td>German</td>
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<td>963-1218</td>
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<td>963-1911</td>
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<tr>
<td>History/Social Studies</td>
<td>History</td>
<td>963-1655</td>
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<td>Japanese</td>
<td>Foreign Languages</td>
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<td>Mathematics</td>
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<td>Music</td>
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<td>Physical Ed</td>
<td>Health Human Perf. &amp; Rec.</td>
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<td>Physics</td>
<td>963-2727</td>
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<td>Reading</td>
<td>Education</td>
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<tr>
<td>Safety Ed</td>
<td>Industrial Engineering</td>
<td>963-1756</td>
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<td>Science Ed</td>
<td>Science Education</td>
<td>963-2929</td>
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<tr>
<td>Social Studies</td>
<td>History</td>
<td>963-1655</td>
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<tr>
<td>Spanish</td>
<td>Foreign Languages</td>
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<td>Special Ed</td>
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</tr>
<tr>
<td>Visual Art</td>
<td>Art</td>
<td>963-2665</td>
</tr>
</tbody>
</table>

INTERSTATE CERTIFICATION COMPACT

Graduates of the Teacher Preparation Program are legally qualified for certification in states which are party to the interstate certification compact. Following is a listing of states that participate with Washington in the Interstate Certification Compact for teachers:

Alabama  Hawaii  Montana  Pennsylvania  Rhode Island  South Carolina  Tennessee  Texas  Utah  Vermont  Virginia  West Virginia
Alaska   Idaho   Nebraska  Nevada  New Hampshire  New Jersey  New Mexico  New York  North Carolina  North Dakota  Ohio  Oklahoma  Oregon
RESIDENCY CERTIFICATE

The Residency Teaching Certificate is normally awarded simultaneously with the Bachelor's degree. If you are pursuing Certification-Only, you will be awarded a Residency Teaching Certificate at the completion of your program. First-time Residency Certificates will not have an expiration date. However, as soon as the teacher completes two years of provisional (under contract) teaching, the Superintendent of Public Instruction will issue a new Residency Teaching Certificate to the teacher, and it will have a 5-year expiration date on it. The teacher will then have 5 years to complete the advanced Professional Teaching certificate program. Additional information on Washington State's Residency Certificate requirements can be found at the Superintendent of Public Instruction's web site at www.k12.wa.us.

PROFESSIONAL CERTIFICATE

Upon completion of two years provisional (under contract) teaching, teachers are required to earn the second level teaching certificate, the Professional Certificate.

The Professional Certificate is performance-based. The performance indicators for the Professional Certificate standards will be consistent across university programs as will the professional growth plan (PGP) format. The Professional Certificate relies heavily on the production of school/classroom-based performance indicators that are evaluated by members of the professional growth team. The Professional Growth Plan is intended to reflect the candidate’s teaching context and requires that the candidate provide evidence that demonstrates a positive impact of his/her teaching upon student learning.

The Professional Certificate cannot be awarded until provisional status has been met. The Professional Certificate is intended to be a coordinated package that includes courses, internships, experiences, district inservice and projects designed to achieve the goals of the candidate’s professional growth plan. The process requires collaboration among members of the professional growth team to reach consensus regarding the content - course work, experiences, competencies, knowledge, and skills - of candidate’s Professional Growth Plan. The Professional Growth Team is comprised of the candidate, a colleague specified by the candidate, a college or university advisor, and a representative from the school district in which the candidate teaches.

Delivery can be through a variety of media, including flexible scheduling, distance education, and/or electronic components. The primary focus of the professional growth plan core is the provision of continuous evidence of positive impact of student learning.

The Professional Certificate at CWU is comprised of 15 quarter credits over three sections:


Candidates attending this seminar will review standards and criteria for professional certification and, with guidance from their district and university team members, identify evidence/indicators to meet each criterion using the common Professional Growth Plan format. *The Pre-assessment Seminar will culminate with the approval of the Professional Growth Plan by the Professional Growth Team.

Professional Growth core (9 quarter credits)

The core of the Professional Growth Plan will differ depending on individual professional development needs of candidates. Candidates may choose to:

- Enroll in college courses for credit;
- Enroll in professional development courses. These courses may involve attending workshops and/or conferences, participating in district inservice and staff development activities, completing independent research projects or internships, or other activities as recommended by the Professional Growth Team; or
- Combine college courses and professional development courses in order to successfully meet program criteria.
ECTL 609: Pro. Cert. Culminating Seminar (2 quarter credits)

Evidence for each of the Professional Certificate criteria will constitute a portfolio, which will be submitted in electronic and paper formats to the Professional Growth Team for evaluation prior to the culminating seminar. Candidates attending this seminar will present final documentation and evidence of professional certificate level knowledge, skill and performance. The professional growth team will evaluate the portfolio relative to the requirements of the Professional Certificate and, if the portfolio meets all criteria, make a recommendation for Professional Certification to the CWU Teacher Certification Office.

Additional information on Washington State’s Professional Certificate requirements can be found at the Superintendent of Public Instruction's web site at www.k12.wa.us.

FIELD EXPERIENCES

**PRE-AUTUMN:** Students should complete Pre-Autumn Field Experience (EDCS 300) during the second or third quarter of the sophomore year. Since it is offered only in August-September, students should enroll for EDCS 300 prior to their junior year. EDCS 300 must be completed prior to student teaching. Applications for EDCS 300 are available on the computers located in the Education Technology Center in Black Hall and also online at www.cwu.edu/~education and are due the first week of Spring Quarter to the office of Education, located in Black Hall Room 101 (phone 509-963-1460). Students need not be admitted to the Teacher Preparation Program prior to applying for EDCS 300, but must be admitted by August 1 of the year they wish to complete EDCS 300. Fingerprint clearance from the Washington State Patrol and the FBI is required prior to beginning the Pre Autumn experience.

**PRACTICUM:** Practicum must be applied for in advance. Check with your major advisor for application information. Students completing Practicum in Special Education, Early Childhood Education, and Traffic Safety must have fingerprint clearance from the Washington State Patrol (WSP) and the FBI.

**STUDENT TEACHING:** Candidates for student teaching must apply early. Please be aware of application deadlines. Applications are available online at www.cwu.edu/~education, and are submitted to the office of Education, located in Black Hall Room 101, (phone 509-963-1460).

Fingerprints must be cleared by the WSP and FBI prior to submitting an application for student teaching. In addition, students with “yes” answers on their “character and fitness” forms must have written clearance for certification from the OSPI Office of Professional Practices prior to submitting an application for student teaching. Students must also file their applications for certification and graduation during the same time period as when applying for student teaching. Certification/graduation applications are enclosed in this packet, as well as online at www.cwu.edu/~cert. Student should submit their fingerprint card to the Washington State Patrol nine months prior to starting student teaching.

The following requirements must be met prior to student teaching:

1) Full admission to the Teacher Preparation Program;
2) 3.0 GPA for the last 45 graded quarter credits;
3) Successful completion of the professional education program courses (NOTE: EDF 302, EDCS 424, or EDCS 444 may be completed after student teaching);
4) 75 percent of major and minor completed;
5) Fingerprint and character clearance from the Washington State Patrol, FBI, and Superintendent of Public Instruction;
6) Proof of purchase of the $1 million liability insurance;
7) Students must take (not necessarily pass) the WEST-E (Praxis II) exam prior to student teaching;
8) Completed APPLICATION FOR GRADUATION AND FINAL CERTIFICATION on file with Teacher Certification Office; and

9) Approval for student teaching by the student's major and minor departments.

Most student teaching assignments will be made at centers outside Kittitas County. The student teaching centers are located in the counties of Kittitas, Yakima, King (especially urban school districts), Pierce, Snohomish, southern Chelan, and western Grant. Student requests for choice of student teaching centers and grade levels will be considered, with final responsibility for student teaching placement resting with the Director of Student Teaching. Student teachers may not enroll in additional course work during their student teaching experience.

**FINGERPRINTING**

Candidates for the teacher certificate must submit fingerprints to the Washington State Patrol and the FBI for a background investigation. Background and criminal history information is made available to the school district where the candidate is placed to student teach. No candidate may begin pre autumn, a practicum in Special Education, Early Childhood Education, or Traffic Safety, apply for student teaching, student teach, or be certified to teach until authorization is received from WSP, FBI, and the Office of Professional Practices of the State Superintendent of Public Instruction. Fingerprint clearance is valid for two years. Fingerprinting is done electronically through a local Educational Service District (ESD). The fee is approximately $90. Please contact your local ESD to schedule an appointment.

**PROFESSIONAL EDUCATION PROGRAM COURSES**

The following "core" courses will be required of all Teacher Preparation students:

- **EDCS 300** Pre-Autumn Field Experience 4 credits
- **EDF 301** Teaching: An Orientation 3 credits
- OR **EDF 301A** Introduction to Education 1 credit
  *(EDF 301A is allowed and required only for those students who have successfully completed another institution's equivalency to CWU's EDF 301)*
- **EDF 302** Introduction to Students with Exceptionalities 4 credits
- **PSY 314** Human Growth and the Learner 4 credits
- **EDCS 424** Reading in the Content Fields (for secondary teaching) 3 credits
- **EDCS 431** Multicultural Education 3 credits

The following courses require pre-requisites EDF 301 or EDF 301A, and PSY 314:

- **EDCS 311** Teaching: Classroom Management and Assessment 5 credits
- **EDCS/BSED 316** Educational Technology 3 credits
- **EDCS 444** Educational Issues and the Law 3 credits
- **PSY 315** Psychology for the Classroom 4 credits

The following course requires completion of 75% of major and minor or subject endorsement area and completion of all professional education program courses:

- **EDCS 442** Student Teaching 16 credits

**NOTE:** EDF 302, EDCS 424, and EDCS 444 may be completed after student teaching.

**GRADE POINT REQUIREMENT FOR CERTIFICATION**

Students must have a 3.0 minimum grade point average for the last 45 graded quarter credits prior to student teaching and certification being recommended. In addition, grade point average can be no lower than 2.5 in the professional education program courses, nor any lower than 2.5 in the institutional endorsement.
NATIONAL BOARD CERTIFICATION

CWU offers support to teachers wishing to pass the National Board Certification exam. Information on the exam requirements can be found online at www.nbpts.org. Passing this exam will meet Washington state requirements for the Professional Teaching certificate. Teachers who obtain the Professional certificate through this means will have a 10-year hiatus from taking further course work to keep their certificate up-to-date and will also be eligible for teacher salary bonuses.

CATALOG

The Undergraduate/Graduate Catalog, a catalog of course descriptions and degree options, is available online at www.cwu.edu/catalogs.html. You may also purchase the catalog from the CWU Wildcat Shop, 400 East University Way., Ellensburg, WA 98926-7449, telephone 509-963-1311.

TEACHER CERTIFICATION AT CWU CENTERS

Initial teacher training, leading to the Bachelor of Arts in Education degree, is available at the following CWU Centers. Applicants to these programs must apply and be admitted to the Teacher Preparation Program as discussed earlier in this handbook. You must also contact the Center you are interested in attending for further admission information.

Lynnwood Center
Snoqualmie Hall at Edmonds Community College
20000 68th Ave W
Lynnwood, WA 98036-5999
(425) 640-1574
www.cwu.edu/lynnwood

Des Moines Center
2400 S. 240th Street
Building 29, Room 261
Des Moines, WA 98198
(206) 439-3800
www.cwu.edu/desmoines

Pierce County Center
9401 Farwest Drive Southwest
Lakewood, WA 98498-1999
(253) 964-6636
www.cwu.edu/piercecounty

Wenatchee Center
1300 Fifth Street
Wenatchee, WA 98801
(509) 665-2600
www.cwu.edu/wenatchee

Yakima Center
1000 S. 12th Ave
Deccio-Higher Education Center
Yakima WA 98902
(509) 574-6894
www.cwu.edu/yakima

REGIONAL ARCHIVES

CWU’s Archive, situated in the Bledsoe-Washington Archives Building adjacent to campus, gives graduate students the opportunity to research local and regional topics. With photos, public records, manuscripts and other materials, the collection provides a basis for social science and humanities research.

CULTURE & LEISURE TIME

Historic Ellensburg and the surrounding region have much to offer, as can be seen by looking at the town’s web site at http://www.ellensburg-wa.com/. On campus, there are two theatres and several concert facilities, which provide musical, theatrical, film, and lecture programs to suit every taste. In addition, the University’s Sarah Spurgeon Art Gallery offers many diverse and interesting exhibitions.
Several other galleries in Ellensburg, including the Clymer Museum, feature art of the Western U.S., while others specialize in contemporary art. Hallmarks of Ellensburg in summer are its Jazz in the Valley festival and the County Fair and Labor Day Rodeo, which is the fourth largest in the United States. Bibliophiles will keep busy visiting the half dozen or more shops selling new and used books and magazines. Because of the many antique and collectible shops here, Ellensburg is a collectors’ haven. Above all, visitors and those who come to stay find it a friendly and hospitable place.

Less than a two-hour drive to the west is Seattle with its many attractions, including historic and colorful Pike Place Market, the Pacific Science Center, Pioneer Square, museums, gardens, shops, book stores, and restaurants for all tastes and budgets. Yakima, 30 minutes to the south, is the center of the state’s fruit industry and offers an interesting assortment of dining, shopping, and cultural opportunities. Only 35 miles from Ellensburg, across the Columbia River, is The Gorge Amphitheater, where well-known, popular artists perform in concert all summer long. Spokane, with its cultural events and restaurants, is less than three hours to the east. Ellensburg is truly in the heart of the state.

Outdoor recreation enthusiasts flock to Ellensburg in all seasons. It is only 20 minutes from the beautiful Cascade Mountains and the Wenatchee National Forest, where you can hike, downhill ski, cross country ski, fish, camp and more. CWU is about 25 miles from the Columbia River, an awe-inspiring natural wonder and a playground for water sports. The Yakima River cuts its way through the stunning local scenery of the Kittitas Valley, where hiking, camping, skiing, bicycling, fishing, horseback riding, river rafting, fly fishing and other sports are a way of life. No matter what your favorite form of outdoor recreation is, finding it close to Ellensburg is easy.

UNIVERSITY AND COMMUNITY SERVICES

HOUSING AND DINING SERVICES

The Office of Residential Services offers graduate students a variety of on-campus living accommodations. Apartment rentals start at $365 a month for a studio unit and increase to $505 for a three-bedroom, family unit. Rentals off campus range from about $275 to $600 per month. The University also makes available rooms in residence halls for graduate students where room and board cost between $4,460 and $5,760 for the nine-month academic year, depending on the meal plan selected. Four dining halls are available on campus, each with different menus. There are many restaurants, fast-food facilities, as well as full-service grocery stores near campus.

LIBRARY

CWU’s Library contains more than 505,000 bound volumes, over 600,000 government documents, 85,000 maps, more than one million micro texts, 14,000 audio materials, and 1,900 current serial subscriptions. The Library’s Media Program provides comprehensive resources to faculty and students, allowing for graphic, photographic, and audio productions. It has 20 electronic databases for users, including First Search. Its on-line public catalog (CATTRAX) is available on the Internet at http://www.lib.cwu.edu/. CWU’s Library participates in a national interlibrary loan program to aid students and faculty with their research. It is also linked to the state of Washington’s cooperative library project, affording the University use of the direct, on-line catalog for browsing through the collections of all six state universities. Housed within the Library System are the University’s listening facilities and Music Library, which contains about 10,000 sound recordings, as well as music scores, music books, and music reference books.
MEDICAL CARE

The Kittitas Valley Community Hospital is a 50-bed, acute care facility located less than a mile from campus. Its staff is well qualified to handle a wide range of medical, surgical, and other health care needs, and it has a 24-hour emergency room. An excellent health care plan is available to students through the University.

ELLENSBURG SCHOOLS

The Ellensburg School System includes one high school, one middle school and three elementary schools. The district serves 2,957 students, who are taught by 165 teachers. The district and CWU cooperate in an alternative high school program housed at the University that offers students educational opportunities while providing University faculty and students practical experience. The Ellensburg School District offers a Highly Capable Program for talented and gifted children in grades K through 8, and there is a bilingual program for Spanish-speaking children. Breakfast and lunch programs are available. Currently, Ellensburg is the lead district in a state-funded, 10 district technology share-grant designed to bring state-of-the-art instruction into the classroom. Some 268 classrooms are linked through this program. There are also several competitive teams, both academic and non-academic. The Ellensburg Life Skills team is currently ranked first in the nation. Other school districts within commuting distance to CWU are Cle Elum, Thorp, and Kittitas. High school juniors and seniors who qualify may participate in the Running Start program, which enables them to take university courses and earn high school and college credit at the same time.

DAY CARE

CWU maintains a licensed day care/preschool program that operates during the academic year from 7:30 a.m. to 5 p.m., Monday through Friday. In summer, a six-hour per day program is available. Open to children aged 2 through 7, it is available to all CWU enrolled students. The office of University Recreation provides an after school program for children in the 1st through 5th grades, as well as a Summer Playground program from June to September for children aged 5 through 13. It is best to enroll children in these programs early, as they operate on a space-available basis.

CAREER SERVICES

Career Services is a comprehensive resource for students involved in job searches. It maintains a library of useful information, including data about current openings. Knowledgeable counselors are available to assist in the job search process.

SPORTS & RECREATION

Sports and recreational facilities are plentiful. CWU’s competitive teams include 1995’s NAIA Division II football champions. At the same time, intramural activities abound, and there is plenty of equipment. The many facilities include a swimming pool, track, weight rooms and more for individual fitness activity. The University Activities Center rents equipment such as skis, tents and river rafts for individual use at reasonable fees.

COMPUTER AND TELECOMMUNICATION RESOURCES

CWU’s multi-platform computing environment offers continuous power, through a backbone data network, to all university facilities. Students and faculty have access to e-mail, the World Wide Web, and other Internet resources. Computer labs, offering both Macintosh and Windows-based programs, are available across campus for student use.
FINANCIAL AID

Financial aid is available through the University from federal and state funds for students demonstrating financial need. Application for financial aid should be made no later than March 1. Employment opportunities, both on and off campus, are typically available as well. Financial aid information is available online at http://www.cwu.edu/~finaid/ or by calling (509) 963-1611.

MASTER’S PROGRAM

CWU does not offer a combined master's/certification program. If you are interested in obtaining both teacher certification and a master's degree, you should complete your certification program first. Master’s program information can be obtained from:

Graduate Studies
Central Washington University
400 East University Way
Ellensburg, WA 98926-7510

Telephone: (509) 963-3101, Fax (509) 963-1799
E-mail: masters@cwu.edu
Web site: http://www.cwu.edu/~masters/
FORMS DIRECTORY

The required forms below are available online at
www.cwu.edu/~cert

APPLICATION PACKET FOR ADMISSION TO TEACHER PREPARATION PROGRAM:

  CWU Application for Admission to Teacher Education
  Character and Fitness Supplement
  Fingerprinting/Certification Requirements Form
  Recommendation Form (2 required, one must be from a teacher or a professor)

TEACHER PREPARATION PROGRAM CHECKLIST

APPLICATION FOR THE WEST-B TEST VOUCHER

APPLICATION PACKET FOR BACHELOR’S DEGREE AND/OR FINAL CERTIFICATION:

  Application Information for Bachelor’s Degree and Final Certification
  CWU Application for Graduation
  Application for a Washington Residency Teaching Certificate
  Character and Fitness Supplement
  CWU Graduating Senior Questionnaire
Appendix B:

Student Teaching Handbook
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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 course courses.
   d. At least 75% of major and minor (grade of C or higher) courses completed.
   e. Have OPP and comprehensive WSP/FBI fingerprint clearance.
   f. Proof of purchase of $1M liability insurance, effective for quarter of Student Teaching.
   g. Proof of having taken or registered to take the WEST-E on a date that will occur prior to the first day of Student Teaching.

6. **Course Requirements**

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

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

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

8. **Learner Outcomes**

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

   a. Demonstrate knowledge of Washington State education reform efforts, including:
      1. Education Reform Act of 1993 (RCW 28A.630.885)
      2. Washington State Learning Goals (Read, Think, Know, Understand)
   b. Design instructional plans that address and incorporate the Washington State Essential Academic Learning Requirements with the local school context.
   c. Present evidence demonstrating positive impact on K-12 students.
   d. Present evidence demonstrating application of constructivist theory.
e. Present evidence demonstrating interaction involving parents in K-12 learning.
f. Demonstrate effective skills in communicating both within and outside of school, including, parents, social agencies, and colleagues, where appropriate.
g. Create instructional opportunities adapted to different approaches of learning by pupils from diverse, cultural or linguistic backgrounds, pupils with exceptionalities, and pupils at various levels of academic ability and talent.
h. Reflect on and evaluate instructional choices in terms of self-knowledge, professional knowledge, and ethical decision making.
i. Assess the impact of his/her teaching on student learning.
j. Articulate possible ways to address student’s strengths and limitations.
k. Demonstrate constructivist teacher behaviors that encourage the participation of all learners in educational opportunities.
l. Make appropriate curricular judgments based on physical, intellectual, emotional, social and cultural aspects of the learner.

9. **Course Performance Indicators**

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

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

c. Students will videotape and critique their teaching at least once during the student teaching experience.
10. **Assessment**

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

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

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

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

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

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

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

11. **Grading**

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

   a. Central Washington University is responsible for requesting all student teaching placements.

   b. Individual school districts accept or deny placements based on the merits of individual students' applications.

   c. Students may be asked to interview with the principal or teacher who is considering the requested placement, and the offer of a placement may depend on the student’s ability to demonstrate the knowledge, skills, and dispositions expected of an emerging professional.

   d. Interested schools may ask for supporting evidence of student knowledge, skills, and/or dispositions in the form of additional writing samples, copies of transcripts, etc. It is the student's responsibility to arrange for these documents to be delivered to the schools, in a timely manner, if requested.

   e. All placements are dependent upon the feasibility of University-approved supervision and vary according to district preferences and demands on district personnel and resources.

   f. Students may not seek their own placements. Should any of the following situations occur, the placement may be jeopardized:

      i. Arranging for a placement directly with a school or district administrator or teacher.

      ii. Having someone other than the university-approved supervisor act on the student's behalf in order to make a placement (parents, relatives, friends, etc.).

   g. Students will not be placed in a school building where they: a) attended and/or graduated; b) previously worked or currently works; c) has relatives working or have recently worked; d) has relatives or children attending or have recently attended; or e) has a personal connection.

   h. Preferences indicated on the Student Teaching Interview Questionnaire will be taken into consideration, but there is no guaranteed placement in a particular school district, building, or with a particular cooperating teacher.

   i. Based on the number of students being placed by CWU, a specific geographic area, or subject type placement, may not be available each term;

   j. If a placement appropriate to a student's major and/or certification area(s) is unavailable in the term for which they apply, the student teaching experience may have to be postponed.

   k. Placements will be sought for students only in endorsement areas for which certification is sought, and that at least 75% of student teaching must be completed in the major area.

   l. Students are responsible for arranging their own housing and transportation, and that these cannot be determining factors for placement.

13. **ADA Statement**

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

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

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

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

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

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

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.
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 II
Approximate time: Weeks 2-4

1. Assume full-time teaching, performing all instructional activities, classroom management, and pupil supervision.

Stage III
Approximate time: Weeks 4-10

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. Conferring 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 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.
(b) Acts of unprofessional conduct.
(8) Information submitted in the course of an investigation by a law enforcement agency or by child protective services regarding school related criminal activity.

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.
# RECORD OF STUDENT TEACHER CONTACTS

Central Washington University  
Department of Education

Student Teacher: ____________________    ____________________    ____________________   
_________________________________    School        Quarter/Year

(Record the date of each contact you make with your student teacher in the appropriate box.)

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**REQUIRED STUDENT TEACHING DOCUMENTS:**

**Students**

- □ Constructivist Document (signed jointly w/CT) ¹
- □ Unit Plan ¹
- □ Observation/Teaching Log ¹

**Supervisor Comments**

**Supervisors**

1  2  3  4  5

- □ Observation Form □ □ □ □ ³
- □ Pedagogy Assessment 2x ¹
- □ Student Teacher Final Evaluation ¹
- □ Record of Student Teacher Contacts ¹
- □ Professional Growth Plan ¹
Cooperating Teachers

☐ Coop. Teacher Experience & Orientation Form ¹
☐ Invoice Voucher ¹
☐ Video Critique (optional) ²
☐ Student Teacher Attributes From 2x ¹
☐ Evaluation of Supervisor ¹

LEGEND

¹ = due to Jan
² = checked by supervisor
³ = retained by supervisor

__________________________________________  ________________
CWU Supervisor Signature                  Date
Cooperating Teacher Experience and Orientation
Central Washington University
Department of Education

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
Documentation of Collaboration and Discussion of Constructivism

Central Washington University
Department of Education

_________________________ and I, ________________________________,
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: ____________________ Cooperating Teacher: ____________________

School: ___________________ District: _____________ Qtr/Yr: ________________

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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</thead>
<tbody>
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</table>

**Hours Observing**  ____  
**Hours Teaching**  ____  
**TOTAL HOURS**  ____  

Cooperating Teacher Signature  Date  
Student Teacher Signature  Date  University Supervisor Signature  Date  

46
Directions: The cooperating teacher completes this form at least two times during student teaching.

Student Teacher __________________________ School __________________________
Cooperating Teacher __________________________ Subject/Grade____________________
Date __________________________

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 more than 2 times ______________________ Prepared most of the time
   _____ 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

   Comments:

7. **Sensitivity** (open-minded, accepts differences and diversity)

   ____ Insensitive to  ____ Occasionally sensitive to  ____ Consistently sensitive to others’ needs

   Comments:

8. **Learns from Others** (Observes and listens to others, accepts constructive comments, and responds 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,   _____ Clear and effective

   some problems

   Comments:

12. **Written Communication** (writes with clarity)

   _____ Unclear/Disorganized   ________________ Understandable,   _____ Clear and effective

   some problems

   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. 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 (WAC 180-78A-540).

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

CTL 1 - Candidates demonstrate subject matter knowledge in areas of endorsement.
CTL 2 - Candidates demonstrate a thorough understanding of pedagogical content knowledge.
CTL 3 - Candidates demonstrate a thorough understanding of professional and pedagogical knowledge and skills.
CTL 4 - Candidates reflect dispositions expected of professional educators.
CTL 5 - Candidates demonstrate a positive impact on student learning.
CTL 6 - 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-540 standards for knowledge and skills. A template is provided for your use.

1. Describe **2-3 areas of strength** and **2-3 areas of growth** that have been identified during your student teaching experience. 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.

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.
Name_______________________________ Student ID___________________________ Expected Certification Year_______________ School Teaching Placement__________________________________ Dates____________________ Grade/Subject______________ Endorsement(s)Sought____________________________________

<table>
<thead>
<tr>
<th>Areas of strength:</th>
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<tr>
<th>Areas of desired growth:</th>
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</table>

<table>
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<tr>
<th>Individual Professional Development Goals with Rationale:</th>
</tr>
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</table>

<table>
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<tr>
<th>Methods and Resources for Achieving Goals:</th>
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</table>

Student's Signature_____________________________________________ Date____________________

Supervisor's Signature__________________________________________ Date____________________

*Please send the original to the Department of Education for your file and keep a copy for your records.*
STUDENT TEACHER OBSERVATION FORM
(informal)
Central Washington University
Department of Education

Student: ________________________  School: ________________________  
Subject/Grade: ____________________  Teacher: ________________________  
Date: ________________  Time: ________________  Supervisor: ________________________

Comments:


STUDENT TEACHER OBSERVATION FORM
(formal)
Central Washington University
Department of Education

Student Teacher: ___________________  School: ___________________
Supervisor: ______________________  Subject/Grade: ________________
Date: _____________________________

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.
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:
VIDEO CRITIQUE

Central Washington University
Department of Education

Student Teacher ___________________________ Date _______________________

School _________________________________ Time videoed ________________

Grade level ________________ Subject/s _________________________________

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.

4. Excellent 5. Outstanding

1. Student Teacher was well acquainted with the subject 1.
2. Exhibited enthusiasm for the subject 2.
3. Spoke in a clear voice 3.
4. Offered an interesting anticipatory set 4.
5. Presented the lesson in an organized manner 5.
6. Brought out important points 6.
7. Made frequent use of proximity to monitor students 7.
8. Made sense of the material taught 8.
9. Used visual material to clarify the lesson 9.
10 Visual material was easily seen by/accessible to all 10
11 Visual material was used to illustrate important points 11
12 Visual material was not just used at start or finish of report 12
   but used throughout report 12
13 Visual material was well labeled 13
14 Lesson plans available for reference if necessary 14
15 Summarized important points 15
16 Answered questions correctly 16
17 Held the interest of the students 17
18 Actively involved students 18
19 Activities assisted students in constructing knowledge (not 19

<table>
<thead>
<tr>
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<th>NA</th>
<th>NI</th>
<th>S</th>
<th>Ex</th>
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<td>4</td>
<td>5</td>
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</tbody>
</table>
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 Teacher to 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:

______________________________________________  Date

______________________________________________  Date
Final Student Teaching Evaluation
Central Washington University
Facilitators of Learning in a Diverse World

Student Teacher: ____________________  Quarter/Year: ____________________
School/District: ____________________  Grade/Subject: ____________________
Cooperating Teacher/s: _____________  Supervisor: ____________________

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 PK-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>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Articulating adequate knowledge &amp; understanding of constructivism when discussing student performance.</td>
<td></td>
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<tr>
<td>1.2</td>
<td>Applying student centered strategies when working with students’ learning needs</td>
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<tr>
<td>1.3</td>
<td>Incorporating student ideas to develop new learning opportunities</td>
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<tr>
<td>1.4</td>
<td>Providing opportunities for students to reflect on their learning</td>
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<tr>
<td>1.5</td>
<td>Demonstrating a positive impact on student learning</td>
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</table>

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

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

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<tbody>
<tr>
<td>3.1</td>
<td>Performance Indicators</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 affects students</td>
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<tr>
<td>3.2</td>
<td>Planning, implementing and assessing an instructional unit</td>
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<tr>
<td>3.3</td>
<td>Constructive planning which reflect instructional strategies for students of diverse cultural or linguistic backgrounds</td>
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<tr>
<td>3.4</td>
<td>Adapting instructional strategies for exceptional students</td>
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<tr>
<td>3.5</td>
<td>Adapting instructional strategies for students at all levels of academic ability</td>
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<tr>
<td>3.6</td>
<td>Evaluating effective lessons using the essential elements of lesson plan design</td>
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<tr>
<td>3.7</td>
<td>Aligning lesson plan to EALRs, WASL, GLE</td>
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</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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<tbody>
<tr>
<td>4.1</td>
<td>Performance Indicators</td>
<td>Maintaining a positive affective classroom environment</td>
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<td>4.2</td>
<td>Knowing and applying appropriate interventions incorporating student involvement and interactions</td>
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<tr>
<td>4.3</td>
<td>Maintaining instructional momentum</td>
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<tr>
<td>4.4</td>
<td>Applying theory of human development to motivate students</td>
<td></td>
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<tr>
<td>4.5</td>
<td>Handling student disruptions quickly and effectively</td>
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<tr>
<td>4.6</td>
<td>Handling transitions effectively</td>
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<tr>
<td>4.7</td>
<td>Monitoring the classroom effectively</td>
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<tr>
<td>4.8</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>Managing the physical environment of the classroom to meet instructional, social and physical needs of students</td>
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</tbody>
</table>
5. **Student Performance Assessment**
Candidates must demonstrate their ability to use both formative (on going) and summative (final) evaluation techniques in order to assess positive impact on students, program and their own teaching by:

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<th>1</th>
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<th>4</th>
<th>5</th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Assessing student basic skill levels in content areas</td>
<td></td>
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<tr>
<td>5.2</td>
<td>Assessing student reading levels and identifying content area reading requirements</td>
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<tr>
<td>5.3</td>
<td>Planning and evaluating instructional unit’s positive impact on students</td>
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<tr>
<td>5.4</td>
<td>Selecting and administering appropriate measures for summarizing student performance</td>
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<tr>
<td>5.5</td>
<td>Reporting assessment results to students</td>
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<tr>
<td>5.6</td>
<td>Reporting assessment results of positive impact on student learning to parents</td>
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<tr>
<td>5.7</td>
<td>Using performance based &amp; authentic assessment data of students’ learning</td>
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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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<th>5</th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Demonstrating understanding of the various values, life styles, histories, and contributions of various identifiable subgroups of society</td>
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<tr>
<td>6.2</td>
<td>Working effectively with students from racial and/or ethnic populations</td>
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<tr>
<td>6.3</td>
<td>Working with parents of students from racial and ethnic populations</td>
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<tr>
<td>6.4</td>
<td>Preparing culturally responsive lessons for students</td>
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<tr>
<td>6.5</td>
<td>Demonstrating positive impact on students from diverse racial/ethnic groups</td>
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<tr>
<td>6.6</td>
<td>Demonstrating positive impact on students requiring special instruction</td>
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<tr>
<td>6.7</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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<tr>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>Performance Indicators</th>
</tr>
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<tbody>
<tr>
<td>7.1</td>
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<td></td>
<td>Participating in the designing of activities that involve parents in the learning process of their children</td>
</tr>
<tr>
<td>7.2</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Using community resources to enhance school programs</td>
</tr>
<tr>
<td>7.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Working cooperatively with parents to support student success</td>
</tr>
<tr>
<td>7.4</td>
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<td></td>
<td></td>
<td></td>
<td>Working cooperatively with colleagues to support student success</td>
</tr>
</tbody>
</table>

8. **Professionalism**
Candidates must demonstrate professionalism through:

<table>
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<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Being committed to education as a profession</td>
</tr>
<tr>
<td>8.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Demonstrating an understanding of and commitment to each student</td>
</tr>
<tr>
<td>8.3</td>
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<td></td>
<td></td>
<td></td>
<td>Demonstrating an awareness of his or her limitations and strengths, evaluating and implementing steps for continued professional growth</td>
</tr>
<tr>
<td>8.4</td>
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<td></td>
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<td></td>
<td>Communicating a caring, patient attitude and personal commitment to working with and educating students</td>
</tr>
<tr>
<td>8.5</td>
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<td></td>
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<td></td>
<td></td>
<td>Participating effectively in group decision making, be flexible in personal &amp; professional relationships in daily teaching situations</td>
</tr>
<tr>
<td>8.6</td>
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<td></td>
<td></td>
<td></td>
<td>Demonstrating energy and enthusiasm in teaching</td>
</tr>
<tr>
<td>8.7</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Demonstrating ethical and professional behavior</td>
</tr>
<tr>
<td>8.8</td>
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<td></td>
<td></td>
<td>Providing holistic evidence of reflection throughout the teaching experience</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Using technology in preparing material for students</td>
</tr>
<tr>
<td>9.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Integrating technology into instruction to support positive impact on student learning</td>
</tr>
<tr>
<td>9.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Using email and/or software effectively to communicate with other students and/or adults</td>
</tr>
</tbody>
</table>
10. Communication
Candidates must demonstrate their ability to utilize the constructivist-learning model to create positive impact on student learning by:

<table>
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<tr>
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<th></th>
<th></th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.01</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sharing pertinent information on student progress with parents</td>
</tr>
<tr>
<td>1.02</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Orally communicating clearly, directly and appropriately</td>
</tr>
<tr>
<td>1.03</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Writing clearly and in a direct manner</td>
</tr>
<tr>
<td>1.04</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Accepting differences in philosophy, pedagogy, &amp; learning methods of students, colleagues and parents</td>
</tr>
</tbody>
</table>

Reflective Comments:

University Supervisor Signature                      Date  Student Teacher Signature
Date

Cooperating Teacher Signature                      Date
**Integrated Unit Plan Format**

**Central Washington University**

**Department of Education**

---

**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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Candidate:</td>
<td>Grade Level:</td>
</tr>
<tr>
<td>Cooperating Teacher:</td>
<td>University Supervisor:</td>
</tr>
<tr>
<td>School &amp; District:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

**Integrated Unit Overview**

<table>
<thead>
<tr>
<th>Unit Plan Title</th>
<th>A descriptive and/or creative name of your unit</th>
</tr>
</thead>
</table>

**Approximate Time Needed**

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

**Materials Needed**

*In this section of your unit plan list, in APA format, all the resources that you would use to teach this unit.*

<table>
<thead>
<tr>
<th>Printed Materials</th>
<th>Textbooks, story books, lab manuals, reference materials, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies</td>
<td>Things that need to be ordered or gathered to implement your Integrated Unit</td>
</tr>
<tr>
<td>Internet Resources</td>
<td>Web addresses (URLs) that support the implementation of your Integrated Unit</td>
</tr>
<tr>
<td>Others</td>
<td>Community Resources 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)**

*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 theme 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?
<table>
<thead>
<tr>
<th>Content Expertise and/or Prerequisite Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptual knowledge and technological skills that students must have to begin this Integrated Themed Unit.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

**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>Day One:</td>
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<td>Day Two:</td>
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<td>Day Five:</td>
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</tbody>
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<table>
<thead>
<tr>
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<th>Learning Activities</th>
<th>Learning Objective</th>
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</tr>
</thead>
<tbody>
<tr>
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<td>Day Five:</td>
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</table>

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

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

**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.
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 our work places 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 on the following pages (64-67).

**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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5/10</td>
<td>50</td>
<td>9/10</td>
<td>90</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>6/10</td>
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<td>10/10</td>
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<td>5/10</td>
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<td>4</td>
<td>2/10</td>
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<td>7/10</td>
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<td>90</td>
<td>60</td>
</tr>
</tbody>
</table>

**Total Possible**

| 10/10 | 100 | 10/10 | 100 | -- |

**Student Average**

| 3.409/10 | 34.09 | 7.864 | 78.64 | 44.55 |
NOTE: This template has been developed by Intel Teach to the Future and was modified to meet the requirements of EDCS 311 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>SUPERIOR</th>
<th>SUFFICIENT</th>
<th>MINIMAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds requirements</td>
<td>Meets requirements</td>
<td>Does not full meet requirements</td>
</tr>
</tbody>
</table>

### Overview of Unit

**Introduction**

- **Superior:** 10-9
- **Sufficient:** 8.5 -7
- **Minimal:** 6.5 or less

- Logistics - complete and detailed (time needed, materials & resources, pre-requisite skills)
- Logistics - some factors missing and detailed (time needed, materials & resources, pre-requisite skills)
- Logistics - incomplete (time needed, materials & resources, pre-requisite skills)

### Theme & Questions

- **Superior:** 10-9
- **Sufficient:** 8.5-7
- **Minimal:** 6.5 or less

- Student developed highly effective theme and questions
- All questions are addressed in the activities
- Theme and questions are not very effective and do not match the activities
- Student developed effective theme and questions
- The majority of questions are addressed in the activities

### Rationale & Purpose of Unit

- **Superior:** 10-9
- **Sufficient:** 8.5 -7
- **Minimal:** 6.5 or less

- Rationale and purpose of unit plan is clearly stated and supported with readings
- It provides focus on key issues and justifies the importance of the unit
- Detailed explanation of
- Rationale and purpose of unit plan is stated and somewhat supported with readings
- Some focus is provided on key issues as well as some justification on the importance of the unit
- Explanation of constructivist philosophy &
- Rationale and purpose of unit plan is not clearly stated with little or no support from the readings
- Few or no key issues are provided; with little or no justification on the importance of the unit
- Vague or no explanation of constructivist philosophy & integrated unit
<table>
<thead>
<tr>
<th>Overview of Unit</th>
<th>SUPERIOR</th>
<th>SUFFICIENT</th>
<th>MINIMAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exceeds requirements</td>
<td>Meets requirements</td>
<td>Does not fully meet requirements</td>
</tr>
<tr>
<td>Unit Summary</td>
<td>constructivist philosophy &amp; integrated unit</td>
<td>integrated unit is included</td>
<td></td>
</tr>
<tr>
<td>Superior: 10-9</td>
<td>Concise overview of unit</td>
<td>Concise overview of unit</td>
<td>Overview of unit</td>
</tr>
<tr>
<td>Sufficient: 8.5 -7</td>
<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>
</tr>
<tr>
<td>Minimal: 6.5 or less</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goals, Values, Skills, Cultural Relevancy, Relevancy; Content Expertise/Prerequisite</td>
<td>Superior: 15-13.5</td>
<td>Sufficient: 13-10.5</td>
<td>Minimal: 10 or less</td>
</tr>
<tr>
<td>Superior: 15-13.5</td>
<td>All components clearly are stated</td>
<td>All components are stated</td>
<td>Few components stated</td>
</tr>
<tr>
<td>Sufficient: 13-10.5</td>
<td>Relevant to the unit of study</td>
<td>Most are relevant to the unit of study</td>
<td>Little relevance to the unit of study</td>
</tr>
<tr>
<td>Minimal: 10 or less</td>
<td>Thoughtful and insightful</td>
<td>Thoughtful and insightful</td>
<td>Little or no prerequisites</td>
</tr>
<tr>
<td></td>
<td>Prerequisite is clearly stated and explained</td>
<td>Some prerequisites are stated in a vague manner</td>
<td></td>
</tr>
<tr>
<td>Procedures</td>
<td>SUPERIOR</td>
<td>SUFFICIENT</td>
<td>MINIMAL</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
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<td>---------</td>
</tr>
<tr>
<td></td>
<td>Exceeds requirements</td>
<td>Meets requirements</td>
<td>Does not full meet requirements</td>
</tr>
<tr>
<td>Activities</td>
<td>Superior: 30-27 Sufficient: 26.5-24 Minimal: 23.5 or less</td>
<td>• Unit Plan requires students to interpret, evaluate, theorize and/or synthesize information. • Student samples address the Essential Question in a meaningful way.</td>
<td>• Unit Plan requires students to analyze and apply information, solve problems, and/or make conclusions. • Student samples moderately address the Essential Question.</td>
</tr>
<tr>
<td>Objectives</td>
<td>Superior: 30-27 Sufficient: 26.5-24 Minimal: 23.5 or less</td>
<td>• Targeted learning objectives are clearly defined, well articulated, and supported by the Essential and Unit Questions. • All learning objectives clearly align with state frameworks, content standards, and benchmarks of the subject area(s).</td>
<td>• Targeted learning objectives are defined and moderately supported by the Essential and Unit Questions. • Some learning objectives align with state frameworks, content standards, and benchmarks of the subject area(s).</td>
</tr>
<tr>
<td>Procedures</td>
<td>SUPERIOR</td>
<td>SUFFICIENT</td>
<td>MINIMAL</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
<td>------------</td>
<td>---------</td>
</tr>
<tr>
<td>Assessment</td>
<td>Exceeds requirements</td>
<td>Meets requirements</td>
<td>Does not full meet requirements</td>
</tr>
<tr>
<td>Superior: 30-27</td>
<td>Sufficient: 26.5-24</td>
<td>Minimal: 23.5 or less</td>
<td></td>
</tr>
</tbody>
</table>

- Assessment strategies/tools are clearly based on authentic/balanced assessment
- All assessment tools are appropriate and assess the objective of the lesson
- 4 or more well-developed assessment tools are included
- Relationship between objectives and assessment is clearly stated
- Assessment tools contain topic-specific criteria in order to serve as a helpful scaffold for students.

- Assessment strategies/tools indicate knowledge of authentic/balanced assessment
- Most assessment tools are appropriate and assess the objective of the lesson
- 2 to 3 well-developed assessment tools are included
- Relationship between objectives and assessment is clear
- Assessment tools contain some topic-specific criteria, but may be unclear to students.

- Assessment strategies/tools show little to no evidence of balanced/authentic assessment
- Few or none of the assessment tools are appropriate and assess the objective of the lesson
- Assessment tools contain only general criteria.
- 1 or none assessment tools are included
- Relationship between objectives and assessment is unclear.
<table>
<thead>
<tr>
<th>Other Unit Requirements</th>
<th>SUPERIOR</th>
<th>SUFFICIENT</th>
<th>MINIMAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology used &amp; rationale</td>
<td><strong>Superior: 10-9</strong></td>
<td><strong>Sufficient: 8.5 -7</strong></td>
<td><strong>Minimal: 6.5 or less</strong></td>
</tr>
<tr>
<td>• Proposed technology use is engaging, age appropriate, beneficial to student learning, and supportive of higher-level thinking skills.</td>
<td>• Proposed technology use is engaging and age appropriate, but it is unclear as to how it enhances student learning.</td>
<td>• Proposed technology is not age appropriate, nor engaging, and does not enhance student learning.</td>
<td></td>
</tr>
<tr>
<td>• Technology is integral to the success of the Unit Plan.</td>
<td>• Technology is important, but not integral, to the Unit Plan.</td>
<td>• Importance of technology to the Unit Plan is unclear.</td>
<td></td>
</tr>
<tr>
<td>• A clear relationship between the use of technology and student learning is exhibited</td>
<td>• A limited relationship between the use of technology and student learning is exhibited</td>
<td>• No relationship between the use of technology and student learning is exhibited.</td>
<td></td>
</tr>
<tr>
<td>• Use of technology enhances the Unit Plan by using the computer as a research tool, a publishing tool, and/or a communication device.</td>
<td>• Use of technology is limited to using the computer as a research tool, a publishing tool, or a communication device.</td>
<td>• Unit Plan does not take advantage of research, publishing, and communication capabilities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>SUPERIOR</strong></td>
<td><strong>SUFFICIENT</strong></td>
<td><strong>MINIMAL</strong></td>
</tr>
<tr>
<td>------------------------</td>
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<tr>
<td></td>
<td>Exceeds requirements</td>
<td>Meets requirements</td>
<td>Does not full meet requirements</td>
</tr>
<tr>
<td><strong>Other Unit Requirements</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Differentiated Instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Superior: 15-13.5</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sufficient: 13-10.5</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Minimal: 10 or less</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Detailed description on how you will modify instructions for resource students, non-native English speakers, and gifted students - Demonstrates a clear understanding of differentiated instructions</td>
<td>• Description on how you will modify instructions for resource students, non-native English speakers, and gifted students - Demonstrates some understanding of differentiated instructions</td>
<td>• Some description on how you will modify instructions for resource students, non-native English speakers, and gifted students - Demonstrates little or no understanding of differentiated instructions</td>
<td></td>
</tr>
<tr>
<td>Implementation Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Superior: 10-9</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sufficient: 8.5 -7</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Minimal: 6.5 or less</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 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</td>
<td>• 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</td>
<td>• 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</td>
<td></td>
</tr>
</tbody>
</table>
| Other Unit Requirements | **SUPERIOR**  
| Exceeds requirements | **SUFFICIENT**  
| Meets requirements | **MINIMAL**  
| Does not full meet requirements |

**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

**Classroom Management (see separate rubric)**  
*Superior: 60-54 points  
Sufficient: 53 -42 points  
Minimal: 42 - 0 points*  
- All components are addressed in the classroom management plan as outlined in the 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

**Superior: Evidence of parental and community involvement that includes personal contact  
Sufficient: Includes less than 3 types of involvement in the plan - somewhat enhances the unit of study**

**Superior: Little or no evidence of parental & community  
Sufficient: Very vague - little evidence to enhance the unit of study**
<table>
<thead>
<tr>
<th>Other Unit Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Plan(s)</strong></td>
</tr>
<tr>
<td><strong>Superior:</strong> 50 – 45</td>
</tr>
<tr>
<td><strong>Sufficient:</strong> 44.5-35</td>
</tr>
<tr>
<td><strong>Minimal:</strong> 34.5 or less</td>
</tr>
<tr>
<td>• All comprehensive instructional plans are included with handouts incl. worksheets, assessment tools, and any other pertinent information</td>
</tr>
<tr>
<td>• Each lesson plan has a clear objective (skill/concept)</td>
</tr>
<tr>
<td>• Students demonstrate their understanding of different instructional strategies (5 Es, Direct Instructions, Task Rotations)</td>
</tr>
<tr>
<td>• Most instructional plans are included (some components are missing or not very clear) with handouts incl. worksheets, assessment tools, and any other pertinent information</td>
</tr>
<tr>
<td>• Most lesson plans have a clear objective (skill/concept)</td>
</tr>
<tr>
<td>• Students demonstrate some understanding of different instructional strategies (5 Es, Direct Instructions, Task Rotations)</td>
</tr>
<tr>
<td>• Some instructional plans are included; handouts are missing such as worksheets, assessment tools</td>
</tr>
<tr>
<td>• Objectives are not clear</td>
</tr>
<tr>
<td>• Students show little or no understanding of different instructional strategies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Points Possible:</th>
<th>300</th>
<th>Points Received:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix C:

The Center for Teaching and Learning
Governance Structure
Appendix D:

Final Student Teaching Evaluation
Final Student Teaching Evaluation

Central Washington University
Facilitators of Learning in a Diverse World

Student Teacher: ________________  Quarter/Year: ________________
School/District: ________________  Grade/Subject: ________________
Cooperating Teacher/s: __________  Supervisor: _________________

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 PK-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>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Articulating adequate knowledge &amp; understanding of constructivism when discussing student performance.</td>
</tr>
<tr>
<td>1.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Applying student centered strategies when working with students’ learning needs</td>
</tr>
<tr>
<td>1.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Incorporating student ideas to develop new learning opportunities</td>
</tr>
<tr>
<td>1.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Providing opportunities for students to reflect on their learning</td>
</tr>
<tr>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Demonstrating a positive impact on student learning</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Demonstrating knowledge that aligns with state learning goals</td>
</tr>
<tr>
<td>2.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Aligning state learning goals and the essential academic learning requirements with subject matter content (GLE)</td>
</tr>
<tr>
<td>2.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Demonstrating sound knowledge of content areas</td>
</tr>
<tr>
<td>2.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Demonstrating knowledge of the impact of technology and societal changes on schools</td>
</tr>
<tr>
<td>2.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Demonstrating knowledge of the moral, social, and political dimensions of classrooms, teaching and schools</td>
</tr>
<tr>
<td>2.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Demonstrating knowledge of the responsibilities, structure, and activities of the profession</td>
</tr>
</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>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td></td>
<td></td>
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<td></td>
<td></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 affects students</td>
</tr>
<tr>
<td>3.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Planning, implementing and assessing an instructional unit</td>
</tr>
<tr>
<td>3.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Constructive planning which reflect instructional strategies for students of diverse cultural or linguistic backgrounds</td>
</tr>
<tr>
<td>3.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Adapting instructional strategies for exceptional students</td>
</tr>
<tr>
<td>3.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Adapting instructional strategies for students at all levels of academic ability</td>
</tr>
<tr>
<td>3.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Evaluating effective lessons using the essential elements of lesson plan design</td>
</tr>
<tr>
<td>3.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Aligning lesson plan to EALRs, WASL, GLE</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Maintaining a positive affective classroom environment</td>
</tr>
<tr>
<td>4.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Knowing and applying appropriate interventions incorporating student involvement and interactions</td>
</tr>
<tr>
<td>4.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Maintaining instructional momentum</td>
</tr>
<tr>
<td>4.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Applying theory of human development to motivate students</td>
</tr>
<tr>
<td>4.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Handling student disruptions quickly and effectively</td>
</tr>
<tr>
<td>4.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Handling transitions effectively</td>
</tr>
<tr>
<td>4.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Monitoring the classroom effectively</td>
</tr>
<tr>
<td>4.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Using effective verbal and nonverbal communication to foster active inquiry and behavior with students</td>
</tr>
<tr>
<td>4.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Managing the physical environment of the classroom to meet instructional, social and physical needs of students</td>
</tr>
</tbody>
</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:

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Demonstrating understanding of the various values, life styles, histories, and contributions of various identifiable subgroups of society</td>
<td></td>
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<td>6.2</td>
<td>Working effectively with students from racial and/or ethnic populations</td>
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<td>6.3</td>
<td>Working with parents of students from racial and ethnic populations</td>
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<td>6.4</td>
<td>Preparing culturally responsive lessons for students</td>
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<td>6.5</td>
<td>Demonstrating positive impact on students from diverse racial/ethnic groups</td>
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<td>6.6</td>
<td>Demonstrating positive impact on students requiring special instruction</td>
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<td>6.7</td>
<td>Dealing with dehumanizing biases of racism, sexism, prejudice and discrimination</td>
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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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<th>Performance Indicators</th>
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<td>7.1</td>
<td>Participating in the designing of activities that involve parents in the learning process of their children</td>
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<td>7.2</td>
<td>Using community resources to enhance school programs</td>
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<td>7.3</td>
<td>Working cooperatively with parents to support student success</td>
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<td>7.4</td>
<td>Working cooperatively with colleagues to support student success</td>
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8. Professionalism
Candidates must demonstrate professionalism through:

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<td>8.1</td>
<td>Being committed to education as a profession</td>
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<td>8.2</td>
<td>Demonstrating an understanding of and commitment to each student</td>
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<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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<td>8.4</td>
<td>Communicating a caring, patient attitude and personal commitment to working with and educating students</td>
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<td>8.5</td>
<td>Participating effectively in group decision making, being flexible in personal &amp; professional relationships in daily teaching situations</td>
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<td>8.6</td>
<td>Demonstrating energy and enthusiasm in teaching</td>
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<td>8.7</td>
<td>Demonstrating ethical and professional behavior</td>
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<td>8.8</td>
<td>Providing holistic evidence of reflection throughout the teaching experience</td>
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9. Technology
Candidates must demonstrate the use of technology by:

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<th>Performance Indicators</th>
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<tr>
<td>9.1</td>
<td>Using technology in preparing material for students</td>
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<td>9.2</td>
<td>Integrating technology into instruction to support positive impact on student learning</td>
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<td>9.3</td>
<td>Using email and/or software effectively to communicate with other students and/or adults</td>
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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>
<td>10.1</td>
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<td>Sharing pertinent information on student progress with parents</td>
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<td>10.2</td>
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<td>Orally communicating clearly, directly and appropriately</td>
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<td>Writing clearly and in a direct manner</td>
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<td>Accepting differences in philosophy, pedagogy, &amp; learning methods of students, colleagues and parents</td>
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Reflective Comments:
Appendix E:

Field Experience Handbook:
EDCS 300 Pre-Autumn
EDCS 300 Pre-Autumn Workbook

Department of Education
Office of Field Experiences
400 East University Way
Ellensburg, WA 98926-7409

______________________________
Name

______________________________
Student ID#

______________________________
Supervisor
Explanation and Use of the Pre-Autumn Handbook

This handbook is provided to each Pre-Autumn intern. The Pre-Autumn Handbook consists of four sections.

**Section One:** The first section is comprised of two components: 1) The Constructivist Learning Model that forms the basis of Central Washington University’s conceptual framework and 2) The Theme of CWU’s Teacher Preparation Program, teachers as facilitators of learning in a diverse world.

**Section Two:** The second section is a copy of Washington Administrative Code: Acts of Unprofessional Conduct.

**Section Three:** This section contains Objectives A through J including an Expectation, Generalization, and Suggested Learning Experiences for each objective.

**Section Four:** The third section contains the Pre-Autumn Log in which the intern will date and record experiences. The lines below each topic are to be used to describe that topic concisely from the intern’s encounters in the school setting.

Additionally, interns are required to write a reflective essay about their experiences by summarizing the concepts learned about each objective during this experience. These Final Student Comments should be attached to the beginning of the log.

Lastly, the Cooperating Teacher Comments page should be filled out and signed by the cooperating teacher. Two copies of the signed letter from the cooperating teacher delineating the intern’s participation in the Pre-Autumn Experience may be substituted for the Cooperating Teacher Comments page and should be attached to the end of each copy. The student intern should submit a completed Pre-Autumn Handbook to the university supervisor at the end of the Pre-Autumn Experience. The completed Classroom and Student Characteristics page and the “Personal Value of Pre-Autumn” page will be submitted at this time as well.

Interns are to keep notes and make daily entries in their logs and discuss their experiences with their cooperating teachers. Special emphasis should be given to the following categories: Classroom Management and Discipline (Objective D), Constructivism and teaching methods (Objectives E and F), Culturally Responsive Teaching (Objective E), and Parental Involvement (Objectives H and I).

One collective appointment should be made to discuss Objectives G, H, and I with a building administrator for all Pre-Autumn interns assigned to the building for the Pre-Autumn Experience. Cooperating Teacher should make the appointment for the student teacher.

The Pre-Autumn Orientation and all Pre-Autumn Seminars are to be attended by the interns. The university supervisor will arrange these seminars.
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 is shaped by experiences and social interactions as it is constructed.
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 reinterprets 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;

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, who enable students in the construction of knowledge, and who provides insights about formal knowledge, but who does not dictate the knowledge that 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, 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 access, engage, utilize and articulate knowledge actively.

3. Encourage the development of methods of inquiry, research and expression, which enable 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, 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 enables learners to interact with, influence, re-envision and utilize those systems.

2. Methods of learning make a difference in both what is learned and how it is learned, and students react differently to any given teaching strategy; thus, effective learning situations are the result of combinations of several individual and cultural factors.

3. Five major experience patterns contribute to learning: 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 experience, needs and abilities.

WHAT IS DIVERSITY?

1. Diversity refers to differences among the performance levels of learners.

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).
Professional Certification
Acts Of Unprofessional Conduct –
Washington Administrative Code

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 dropouts, graduates, 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.
   (b) Acts of unprofessional conduct.
(8) Information submitted in the course of an investigation by a law enforcement agency or by child protective services regarding school related criminal activity.

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 form 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.
**Objective A**

**EXPECTATION**

Assist in preparing for the beginning of a new instructional year, including the first day of pupil attendance.

**GENERALIZATION**

Conditions of the learning environment are a product of pre-planning and implementation by the teacher as a facilitator of learning and manager of resources, personnel, and time.

**SUGGESTED LEARNING EXPERIENCES**

1. Through informal discussion, become acquainted with the classroom teacher’s policies, standards and general philosophy.

2. Help get the classroom ready with regard to supplies, equipment, bulletin boards, and other materials.

3. Become acquainted with teaching materials such as texts, picture files, maps, library materials, and general supplies.

4. Become familiar with records, procedures, and policies of the school system as well as those of the school to which initially assigned.

5. Become familiar with the physical facilities of the building and grounds.

6. Become acquainted with planning for the first day of instruction.

7. Prepare a bulletin board.

8. Observe how pupils and parents are welcomed to the school.

9. Assist in helping make students physically comfortable.

10. Observe teacher and learner activity during the first day; discuss discrepancies from original plan with teacher informally at day’s conclusion.

**Objective B**

**EXPECTATION**

Participate in selective instructional and student related activities within the assigned school and attend professional meetings.

**GENERALIZATION**

Classroom teachers have specific responsibilities for the instructional program of the students assigned to them and other responsibilities as members of the instructional staff in a building and by being a professional within a total community.
SUGGESTED LEARNING EXPERIENCES

1. Attend PTA, staff, and professional meetings with the cooperating teacher.

2. Review district and building policy manuals, with particular reference to student progress reports, student accounting, health and safety rules and facilities, promotion, library rules and facilities, and policies directly related to certificated personnel.

3. Assume responsibility for part of the classroom management, such as taking roll and distributing materials.

4. Assume responsibility for reading to the class and explaining assignments.

5. Assume responsibility for correcting a short, related series of student papers.

6. Assist the cooperating teacher in finding and assembling instructional materials.

7. Develop basic competency in the use of audio-visual and duplicating equipment.

8. Develop, cooperatively with the cooperating teacher, a lesson plan, which permits a limited sequence of teaching and learning activities.

9. Assist in playground or hall supervision.

**Objective C**

EXPECTATION

Observe and note the professional relationships among administrators, teachers, other certified and non-certified personnel, students and their parents.

GENERALIZATION

The classroom teacher occupies a position bound by custom, traditions, and codes of behavior, and the successful teacher conducts relationships within those bounds in dealing with peers and/or clients.

SUGGESTED LEARNING EXPERIENCES

1. Observe, as the situation permits, formal and/or informal relationships between administrators, teachers, other certified and non-certified personnel and students and their parents. How are parents involved in the learning of their children? Discuss in seminar and reach tentative conclusions regarding successful and/or satisfying practices to use in relating to these general types of persons in the school.

2. Read a code of ethics for educators and observe educator behavior in relation to the code.
Objective D

EXPECTATION
Observe and note the various classroom management procedures used by classroom teachers.

GENERALIZATION
Classroom management techniques vary as a result of conditions, teacher personality, and school or district policy. The principles of management are observable and transferable from situation to situation.

SUGGESTED LEARNING EXPERIENCES
Observe and discuss with the cooperating teacher these components of the management program.

1. System for maintaining pupil records.
3. Criteria for grouping students.
4. Procedure for establishing rapport with parents.
5. Establishing room policies.
6. Techniques for establishing rapport with students.
7. Mechanics of room operation—“housekeeping duties”.
8. Use of outside resource persons/agencies.
9. Techniques for giving directions to the class or individual students.
10. Techniques related to the use of audio-visual materials.
12. Techniques for classroom management and discipline.

Objective E

EXPECTATION
Observe and describe the different teaching methods used by classroom teachers.

GENERALIZATION
Although specific approaches to teaching vary as a result of conditions or teacher personality, the principles of teaching can be observed and, generally, transferred from situation to situation.
SUGGESTED LEARNING EXPERIENCES

Observe and discuss with the cooperating teacher, as the situation permits, the following methods and techniques:

1. Direct instruction – Teacher instructs (lectures, models, etc.).
2. Demonstration – Teacher shows students through presentation and modeling activity.
3. Discussion – Teacher interacts with students by posing questions and getting student input.
4. Inquiry – Students are given a task to do which requires students to solve problem/s.
5. Laboratory methods – Students are expected to follow proper lab techniques.
6. Questioning techniques – Teacher uses a variety of questions with different levels of difficulty i.e., Bloom’s Taxonomy (Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation) to elicit response.
7. Classroom games and simulations – Games are hands-on, meaningful learning experiences.
8. Contract teaching – Contracts are created with the student, teacher, parents and/or principal to change an unwanted or unacceptable behavior. Consequences and rewards are stated.
9. Individualized instruction – One-on-one instruction between teacher and student to accommodate a student’s specific learning needs.
10. Cooperative learning – Students work in groups with specific tasks and share in each other’s learning.
11. Culturally responsive teaching – Teacher models respect for the cultural diversity of the students and is sensitive to and honors their cultural traditions.

Constructivist teaching:

12. Poses problems of emerging relevance – Current events can be brought into the class and are more meaningful than those which are artificially contrived.
13. Lessons are planned around concepts – Teaching starts with concepts or clear objectives and moves toward specific outcomes.
15. Adapts curriculum to challenge students’ suppositions – Teacher can sometimes alter emphasis of curriculum to search out answers to student hypotheses.
16. Assesses learning in teaching context – Teacher assesses students, both formally and informally, as they are learning and modifies instruction as necessary.
Objective F

EXPECTATION

Observe and record information about the use of Constructivism in PK-12 classrooms.

GENERALIZATION

Teacher preparation programs have a knowledge base that guides the preparation of its pre-service teachers.

SUGGESTED LEARNING EXPERIENCES

1. Observe a teacher seeking out and using student questions and ideas to guide lessons.
2. Observe a teacher encouraging students to initiate ideas.
3. Observe a teacher seeking information from students and take action as a result of the learning process.
4. Observe a teacher using the interests of students to drive a lesson.
5. Observe a teacher encouraging students to use alternative sources of information.
6. Observe a teacher encouraging students to test their ideas, predicting and speculating on outcomes.

Objective G

EXPECTATION

Discuss and record the organizational structure of the district, particularly as it relates to educational decision-making with your cooperating teacher and a building administrator. (Make one appointment to discuss Objectives G, H, and I with a building administrator for all Pre-Autumn interns assigned to the building.)

GENERALIZATION

Teacher/learner activities and experiences occur within an educational organization with lines of responsibility and authority established by law, regulation or policy.

SUGGESTED LEARNING EXPERIENCES

1. Review, with teacher and principal, areas of their responsibility and authority for decision-making.
2. Know the lines of responsibility in the local school district.
**Objective H**

**EXPECTATION**

Discuss community resources and services available to the classroom teacher with your cooperating teacher and a building administrator and record the information below. (Make one appointment to discuss Objectives G, H, and I with a building administrator for all Pre-Autumn interns assigned to the building.)

**GENERALIZATION**

A wide range of community services supports the classroom teacher and the instructional program.

**SUGGESTED LEARNING EXPERIENCES**

Discuss the following items with the cooperating teacher.

1. Discuss the various support services available to the classroom teacher.
2. Review the special services that will probably be used throughout the school year.
3. Review the role of parents in educating children.

**Objective I**

**EXPECTATION**

Identify and record aspects of the school’s curricular and extra-curricular programs that relate to the community served by the school. Discuss this with your cooperating teacher and a building administrator. (Make one appointment to discuss Objectives G, H, and I with a building administrator for all Pre-Autumn interns assigned to the building.)

**GENERALIZATION**

Traditionally, American public education has been community oriented.

**SUGGESTED LEARNING EXPERIENCES**

(The following should be implemented only as time permits, e.g., in those cases where the students are in the district before classes start.)

1. Tour the school attendance area and write a description based on your observations, determine the occupational character of the community, types of industry or commerce present, and socio-economic level of the people. Describe your observations in writing.
2. List the aspects of the school’s curricular and extra-curricular programs that are in direct cooperation with the community.
3. Describe the level of visibility of parents in the school building.
4. Describe parent activities in the school.

2007-2008
Objective J

EXPECTATION

Note experiences through observation and interaction in a PK-12 setting, including curriculum materials.

GENERALIZATION

The characteristics and interests of pre-service students vary.

SUGGESTED LEARNING EXPERIENCES

1. Observe a variety of levels (primary, elementary, middle, secondary) in the PK-12 educational system.

2. Review curriculum materials in one subject area and grade level.

3. Observe a minimum of two classrooms with students from different ethnic backgrounds.
## Pre-Autumn Log

**Directions:** Place a check or the date of the experience/observation in the appropriate space. Use an arrow to indicate the experience is on going. Comments about each area may be written on the blank line provided below each item, and at the bottom of each section.

**Example:**

<table>
<thead>
<tr>
<th>1. Informal discussion</th>
<th>Experienced It</th>
<th>Observed It</th>
<th>Opportunity For Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9/4</td>
<td>9/3</td>
<td></td>
</tr>
</tbody>
</table>

Chatted with students before class and during recess about their vacation and school topics. Observed teachers assisting students with a variety of questions.

### Objective A

Assist in preparing for the beginning of a new instructional year, including the first day of pupil attendance.

<table>
<thead>
<tr>
<th>1. Informal discussion</th>
<th>Experienced It</th>
<th>Observed It</th>
<th>Opportunity For Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Classroom readiness</th>
<th>Experienced It</th>
<th>Observed It</th>
<th>Opportunity For Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Teaching materials</th>
<th>Experienced It</th>
<th>Observed It</th>
<th>Opportunity For Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Records, procedures, policies</th>
<th>Experienced It</th>
<th>Observed It</th>
<th>Opportunity For Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Tour of physical facilities</th>
<th>Experienced It</th>
<th>Observed It</th>
<th>Opportunity For Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>6. First day planning</th>
<th>Experienced It</th>
<th>Observed It</th>
<th>Opportunity For Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Bulletin board</th>
<th>Experienced It</th>
<th>Observed It</th>
<th>Opportunity For Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Pupils/parents welcome</th>
<th>Experienced It</th>
<th>Observed It</th>
<th>Opportunity For Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Directing students to rooms</th>
<th>Experienced It</th>
<th>Observed It</th>
<th>Opportunity For Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Adherence to first day plan</th>
<th>Experienced It</th>
<th>Observed It</th>
<th>Opportunity For Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
**Objective B**

Participate in selective instructional and student-related activities within the assigned school and attend professional meetings.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Experienced It</th>
<th>Observed It</th>
<th>Opportunity For Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. List attendance at meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Review policy manual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Classroom management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Reading/Explaining assignments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Correcting papers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Working with instructional materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Use of equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Develop lesson plans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Aid in supervision</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Objective C**

Observe and note the professional relationships among administrators, teachers, other certified and non-certified personnel, students and their parents. How are parents involved in the learning of their children?

1. Observe various relationships. (Describe below.)

2. Observe educator behaviors/ethics. (Describe below.)
# Objective D

Observe and note various classroom management procedures demonstrated by classroom teachers.

<table>
<thead>
<tr>
<th></th>
<th>Experienced It</th>
<th>Observed It</th>
<th>Opportunity For Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>System for pupil records</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Maintenance, daily lesson plan book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Grouping students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Establishing rapport with parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Room policies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Establishing rapport with students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Housekeeping duties</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Incorporation of outside resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Individual/Class directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Audio-visual materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Evaluation of student performance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Objective D (continued)

<table>
<thead>
<tr>
<th>12. Classroom control/Discipline</th>
<th>Effective Strategy</th>
<th>Ineffective Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the methods used by the teacher to keep students learning:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consequences for Infractions</th>
<th>Effective Strategy</th>
<th>Ineffective Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Objective E**

Observe and describe the different teaching methods demonstrated by classroom teachers. Pay special attention to constructivist practices. Constructivism is CWU's conceptual framework. Document your observations below. If you had **Opportunity For Neither** fill in comment lines with an appropriate explanation. (See front of Handbook for detailed discussion of Constructivism and teaching methods.)

<table>
<thead>
<tr>
<th>Method</th>
<th>Experienced</th>
<th>Observed</th>
<th>Opportunity For Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Direct instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Demonstration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Inquiry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Laboratory methods</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Questioning techniques</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Classroom games &amp; simulations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Contract teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Individualized instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Cooperative learning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Objective E (continued)

<table>
<thead>
<tr>
<th></th>
<th>Experienced</th>
<th>Observed</th>
<th>Opportunity For Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>Culturally responsive teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Constructivist teaching: Poses problems of emerging relevance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Constructivist teaching: Lesson planned around concepts/big ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Constructivist teaching: Seeks and values students’ views</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Constructivist teaching: Adapts curriculum to challenge student suppositions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Constructivist teaching: Assesses learning in the context of teaching</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Objective F

Observe and record information about the use of Constructivism in the PK-12 classrooms.  
(See front of Handbook for detailed discussion of Constructivism and teaching methods.)

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students’ questions and ideas are honored</td>
<td></td>
</tr>
<tr>
<td>2. Students initiate ideas</td>
<td></td>
</tr>
<tr>
<td>3. Information sought from students</td>
<td></td>
</tr>
<tr>
<td>4. Interest of students drives lesson</td>
<td></td>
</tr>
<tr>
<td>5. Students use alternative sources of information</td>
<td></td>
</tr>
<tr>
<td>6. Students test ideas, predict, and speculate outcomes</td>
<td></td>
</tr>
</tbody>
</table>
**Objective G**

Discuss and record the organizational structure of the district, particularly as it relates to educational decision-making with your cooperating teacher and a building administrator. (Please have your cooperating teacher make one appointment to discuss Objectives G, H, and I with a building administrator for all Pre-Autumn interns assigned to the building.)

1. Review responsibility and authority from district level to building level.

2. Describe lines of responsibility of the school district.
Objective H

Discuss community resources and services available to the classroom teacher with your cooperating teacher and a building administrator and record the information below. (Please have your cooperating teacher make one appointment to discuss Objectives G, H, and I with a building administrator for all Pre-Autumn interns assigned to the building.)

1. Discuss the various support services available to the classroom teacher.

2. Review the special services that will probably be used throughout the school year.

3. Review the role of parents in educating children.
**Objective I**

Identify and record aspects of the school’s curricular and extra-curricular programs that relate to the community served by the school. Discuss this with your cooperating teacher and a building administrator. (Please have your cooperating teacher make one appointment to discuss Objectives G, H, and I with a building administrator for all Pre-Autumn interns assigned to the building.)

1. Obtain a map of the school attendance area. Tour the attendance area and describe the demographics of the community with regard to socio-economic status, ethnicity, cultures represented, and so on.

2. List curricular and extracurricular programs in school/community.

3. Describe parent activities in the school.
Objective J

Note experience by observation and interaction in a PK-12 setting, including curriculum materials.

1. Observe a variety of grade levels. Note the date of each observation. List and briefly describe each class.

2. Review curriculum materials in one subject area. Note the date of your review. Describe subject and your impressions of the materials.

3. Observe at least two classrooms with ethnic diversity. Note the date of each observation. List and briefly describe each.
CLASSROOM AND STUDENT CHARACTERISTICS

Teacher Candidate: ________________________________ Date: ________________________________
Cooperating Teacher: _____________________________ School/District: __________________________
Grade: _____________________________ Supervisor: ________________________________

Lesson Title: ________________________________________________

1. Classroom rules, procedures and routines that affect the lesson:
   ____________________________________________________________
   ____________________________________________________________

2. Physical arrangement and grouping patterns that affect the lesson:
   ____________________________________________________________
   ____________________________________________________________

3. Total number of students: _______ Females: _______ Males: _______ Age range: ____________

4. Describe the range of abilities in the classroom:
   ____________________________________________________________
   ____________________________________________________________

5. Describe the range of socio-economic backgrounds of the students:
   ____________________________________________________________
   ____________________________________________________________

6. Describe the racial/ethnic composition of the classroom and what is done to make the teaching and learning culturally responsive:
   ____________________________________________________________
   ____________________________________________________________

7. How many students are limited English proficient (LEP)? ________________

8. Describe the range of native languages and what, if any, modifications are made for LEP students:
   ____________________________________________________________
   ____________________________________________________________

9. How many special education and gifted/talented students are in the class and what accommodations, if any, are made for them?

<table>
<thead>
<tr>
<th>Special Education Category</th>
<th>Number of Students</th>
<th>Accommodations/Pertinent IEP Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________________________</td>
<td>________</td>
<td>___________________</td>
</tr>
<tr>
<td>_________________________</td>
<td>________</td>
<td>___________________</td>
</tr>
</tbody>
</table>

10. How will you address the needs of gifted, and diverse learners? How will you accommodate resource students based on differentiated instruction?
   ____________________________________________________________
   ____________________________________________________________

11. Are there additional considerations about the classroom/students for which you need to adapt your teaching (e.g., religious beliefs, family situations, sexual orientation)? ________________________________
   ____________________________________________________________
   ____________________________________________________________
## EDCS 300, PRE-AUTUMN EXPERIENCE

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>University Supervisor</th>
<th>School</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Cooperating Teacher</th>
<th>Subject/Grade</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Principal</th>
<th>District</th>
</tr>
</thead>
</table>

**COMMENT** on the personal value of EDCS 300 Pre-Autumn Experience. Each objective should be summarized in general terms, not itemizing your list of experiences, rather, explaining what you learned from the overall essence of the objective.

This document should be completed through accessing the CWU website at [http://www.cwu.edu/~education/preautumn.html](http://www.cwu.edu/~education/preautumn.html) and typing the entire document. Please add additional pages as necessary.
COOPERATING TEACHER COMMENTS

Please comment on attendance, punctuality, assumption of classroom responsibilities, rapport with students and staff, preparedness, helpfulness, attitude, professional appearance, spoken and written English and any additional comments you may have.

This page may be downloaded from http://www.cwu.edu/~education/preautumn/html or be reproduced on the computer as long as the signature and date lines are included and signed. Please make two copies for the Pre-Autumn intern.