

Central Washington University  
Career and Technical Education Teacher Preparation  
Competency Block Certificate Program

# Practicum Handbook



**CENTRAL WASHINGTON UNIVERSITY**

*Your future is Central.*

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Program Advisory Committee  
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## SECTION 1: INTRODUCTION

### What is the Competency Block Certificate Program?

The Central Washington University Competency Block Certificate Program is a teacher preparation program designed for individuals with business or industry experience who wish to teach their professional skill. A career and technical teaching certificate authorizes employment as a career and technical teacher in a school district or a skill center.

To be issued an initial certificate, teacher candidates<sup>1</sup> must demonstrate competence in the general standards, required for all career and technical technical teacher certifications, pursuant to WAC 180-77A-165. These standards are:

1. State learning goals  
The teacher is able to apply and integrate the state's learning goals and essential academic learning requirements in program implementation and assessment.
2. Learning environments  
The teacher is able to create and sustain safe learning environments which prepare diverse students for the workplace, advanced training, and continued education.
3. Student characteristics and related instructional strategies  
The teacher is able to identify the diverse needs of students and implement programs and strategies which promote student competency development and success.
4. Personal and professional attributes  
The teacher models personal and professional attributes and leadership skills which reflect productive life and work roles.
5. Partnerships  
The teacher implements and maintains collaborative partnerships with students, colleagues, community, business, industry, and families, which maximize resources and promote student self-sufficiency.
6. Law  
The teacher understands school law and educational policy.
7. Issues of abuse  
The teacher understands 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 victims of abuse, and methods of teaching students about abuse of all types and their prevention.

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<sup>1</sup> Throughout the handbook, the terms *teacher candidate* and *practicum student* are used to identify individuals who enrolled in the Competency Block Certificate Program and are working toward their initial career and technical teaching certificate

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." Section 2 defines this term as well as others used throughout the handbook. We have also included the institutional policies for the practicum and a brief overview of state law governing this experience. The Practicum Handbook is not all inclusive. When additional information is desired, questions can be directed to the program administrator, the program manager or the regional coordinators/field supervisors. A list of program contacts is available in Section 5.

### **What is a Practicum?**

Students enrolled in the Competency Block Certificate Program are required to complete a practicum (teaching) experience each year. The practicum experience provides much needed structure and accountability to the nurturing process of a newly hired teacher and it allows time to assess each candidates ability to apply what they are learning in the classroom portion of the program. It provides students opportunities to 1) practice and demonstrate their professional skills; 2) gain practical knowledge from their experiences in the school system as a career and technical teacher; and 3) receive support and assistance from experienced educators. An illustration of this support network is provided on page 6.

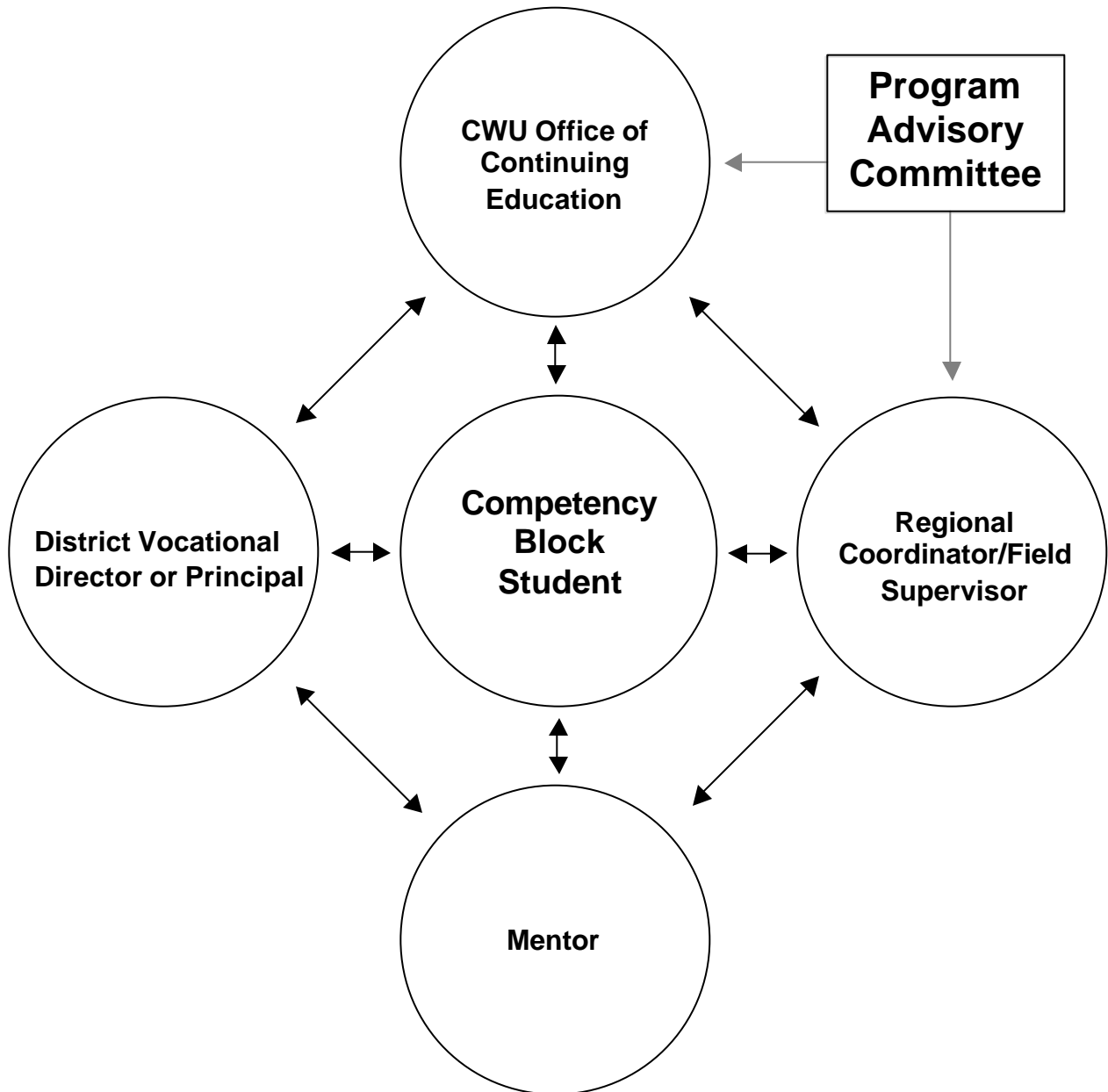
### **You Have Been Asked to be a Mentor. What Does That Mean?**

The mentor is the practicum student's building usher and role model – a connection to the school system's formalities, schedule, and the building and classroom routines. The mentor relationship is structured to enhance professional development relative to the exploration and transition to appropriate educational ethics, behavior and standards.

Competency Block students solicit the assistance of a veteran career and technical teacher to serve as their mentor and to help monitor the implementation of their class assignments. The career and technical education director or school principal assists in the selection, to ensure that appropriate mentors are selected.

Through a collaborative effort of the program regional coordinator and/or field supervisor, the mentor, and the local principal or career and technical education director, students are evaluated in a classroom in a variety of ways over the course of the academic year. In order to support the professional development and ensure the implimentation of instructional strategies and methodologies in his/her classroom, correspondence and assessment activities take place monthly between the student and the career and technical education professionals who support the mentoring process.

# Competency Block Program Student Support Network



## **SECTION 2: DEFINITION OF TERMS**

Section 2 defines some of the terms used throughout the Practicum Handbook.

### **Constructivism**

The constructivist learning model serves as the conceptual framework for the Competency Block Certificate Program, as well as CWU's programs 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. Knowledge is established cooperatively by the members of a culture.

Though the constructivist model has gained much recent attention, it is well established in a long history of education 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 perspective 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”.

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:

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

### **Practicum Students/Teacher Candidates**

Practicum students are the individuals who are enrolled in CWU's Competency Block Certificate Program and who are required to complete a practicum experience each year of the program. The majority of these individuals are employed by school districts and have been issued a "probationary" teaching certificate which allows them to teach during the time that they are finishing their certification requirements. They finish their certification requirements by successfully completing the Competency Block Program. Some students elect to complete their certification requirements prior to finding employment, and the practicum gives them classroom experience and exposure to the school environment outside of the Competency Block Program.

### **Mentors**

Mentors 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:

- a. Equip themselves with knowledge and strategies that they can apply in diverse situations and that they can combine imaginatively and artfully to facilitate variety and depth in learning.
- b. Provide for the practice and development of skills which learners can use to actively access, utilize and articulate knowledge.
- c. Encourage the development of methods of inquiry, research and expression, which enable learners to participate in the conversations of various communities of knowledge.
- d. Establish a learning environment that promotes successful and diverse learning experiences.

### **Program Regional Coordinator/Field Supervisor**

The regional coordinators have the primary responsibility for coordinating the program's classroom instruction, grading and advising. They serve as a liaison between the program and the host schools and districts, to create school partnerships that positively impact student teaching and learning. They are responsible for ensuring that all of their cohort students participate in the practicum and demonstrate competence of the general standards required of all career and technical teacher certification candidates.

## **Learning**

Learning is perceiving, responding to, discovering, developing and creating systems of knowledge and ability. Learning requires access to existing and accepted systems of knowledge.

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

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. Learning occurs in three domains: psychomotor, affective, and cognitive. Learning is facilitated when the presentation of information is related to an individual student's experience, needs and abilities.

## **Diversity**

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 vs, 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).

## SECTION 3: PRACTICAL ASPECTS OF THE PRACTICUM

### Student Responsibilities

Practicum students are required to solicit the assistance of a veteran career and technical education teacher to serve as their mentor. The mentor will help monitor the implementation of class assignments. The career and technical education director or principal participates in the selection of an appropriate mentor to ensure that appropriate role model is selected. The candidate, mentor, and the career and technical director or principal sign a formal agreement that assures that each candidate will have appropriate leadership and guidance for this experience. An example of this agreement can be found on page 11.

Over the course of the school year, the candidate must log a minimum of 60 hours of relevant activities supporting a valid assessment of skills attained for each of the prescribed skill standards. They may do this by keeping a formal log, as shown on page 12, or by simply noting these activities on their calendar or lesson plan book.

Practicum students are observed and evaluated over the course of the practicum experience. They are rated on a series of practicum outcomes, which closely model the CWU College of Education and Professional Education student teaching requirements. Practicum objectives are assessed by performance; e.g., the student is expected to:

1. Demonstrate in a school classroom their command of the skills and knowledge obtained in previous training as a career and technical teacher candidate in a career and technical teacher preparation program;
2. Demonstrate in a school classroom their command of the knowledge and skills obtained in their occupational areas as knowledge specialists;
3. Demonstrate the physical and emotional stamina to work effectively in a school classroom for a prolonged period on a full-time basis;
4. Demonstrate the ability to work effectively and autonomously in a 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 education process.

The practicum student will prepare daily lesson plans several days before they are to be taught, so they can be reviewed and evaluated by the mentor. The student must provide sufficient information so that a substitute could present the lesson. Although there is no single lesson plan format that must be followed, comprehensive lesson plans should include the following:

1. Objectives and Correlations to Appropriate EALRs - Written in 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 activities should be carefully designed and described.
- c. Concluding activities should be described.
- d. Closure is conducted by the teacher candidate at the end of each lesson to check for understanding. Pupils are to generate a summary or review of key lesson components.

4. Evaluation - Formal or informal assessment will be conducted to indicate mastery of lesson objectives.

Lesson plans should be flexible enough to facilitate changes that occur during teaching. The practicum student should 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 can be altered as the plans improve and as greater confidence is developed by the teacher candidate.



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## Career and Technical Education Teacher Preparation

### Competency Block Certificate Program Practicum Agreement

#### Candidate for Initial Career and Technical Teacher Certification

I, \_\_\_\_\_, agree to regularly consult and to cooperate with the leadership of the mentor identified in this document.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

#### Mentor of Initial Career and Technical Teacher Candidate

I, \_\_\_\_\_, agree to monitor and assist the candidate named above, and will attest to the competency of the candidate upon successful completion of the practicum experience.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

#### Principal or Career and Technical Director

I support the selection and participation of the above named mentor teacher.

\_\_\_\_\_  
Principal or Career and Technical Director

Date: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_



## **Mentor Responsibilities**

The practicum student will make the transition from a professional business/tradesperson to a professional educator. Through the activities of observing, conferring, assessing, and reflecting the mentor provides essential input to the practicum student's professional growth. This is a voluntary partnership and must be based on mutual respect and trust. The student must feel safe to take risks throughout the instructional process and be encouraged to step outside their traditional comfort zone and experiment with nontraditional instruction strategies and methodologies. The mentor is responsible for visiting the practicum student's classroom, reviewing instructional materials, and collaborating on the development of lesson plans and related materials.

### Observing

The practicum student must be systematically and objectively observed, especially when teaching lessons, so that objective data are gathered. The student must be conferred with to ensure that data collected are interpreted in a manner that promotes professional growth. The practicum student must be able to determine his/her own effectiveness in meeting the objectives of the lesson taught, and in meeting the objectives of the practicum.

### Conferring

Conferring with the practicum student gives the mentor opportunities to provide highly individualized feedback. Mentors should be prepared for both formal and informal conferences. Analyze data collected during your observation time to identify critical episodes, patterns, and learning consequences. Anticipate the practicum student's needs, interests and probable behavior. Have observation data readily accessible. An effective conference contains a mutual exchange of ideas and discussion topics. Encourage the practicum student to analyze his/her progress and identify steps towards improvement.

### Assessing

Assessment of the practicum student's progress and the coordination of a professional development plan is essential. Monthly coordination with the regional coordinator and/or field supervisor via site visits, phone calls or email, completes the practicum partnership and assessment process and ensures the practicum student has a safety net and support for professional development and learning.

The objective and critical analysis of the practicum student's progress is not a simple task. The task will be simpler if a systematic and objective technique of data gathering and data interpretation is used. While “gut level feelings” may be accurate, they are never credible without objective data for support.

The practicum student's growth is recorded on the Practicum Outcome Evaluation Form. Periodic evaluation will involve both the mentor and the regional coordinator/field supervisor. The following criteria are to be used in the evaluation of the practicum student/teacher candidate's skills in each of the listed areas:

- |             |          |   |
|-------------|----------|---|
| A rating of | <b>1</b> | means the teacher candidate does not have this competency at this time.                   |
| A rating of | <b>2</b> | means the teacher candidate has some difficulty demonstrating this competency.            |
| A rating of | <b>3</b> | means the teacher candidate has done a satisfactory job of demonstrating this competency. |
| A rating of | <b>4</b> | means the teacher candidate has done a good job of demonstrating this competency.         |
| A rating of | <b>5</b> | means the teacher candidate has done an excellent job of demonstrating this competency.   |

The regional coordinator/field supervisor is responsible for completing the final evaluation based on the mentor's input. An example of the Practicum Outcome Evaluation Form is provided on pages 15 to 19.

### Reflecting

It is critical that the mentor provide ample opportunities for the practicum student to reflect on the daily and weekly classroom activities. It is through this reflection activity that the practicum student can weigh the effectiveness of his or her positive impact on student learning. It is suggested that the reflective process be a consistent component of the daily instructional activity. From the reflective activities, mentor insights and experience can assist the practicum student teacher to seek alternative ways to improve previous instruction activities. This daily activity may be the most rewarding to the mentor and most insightful for the aspiring teacher.

The mentor should also encourage the practicum student to maintain professional trade and business affiliations and to engage in education professional associations. These activities will enhance the practicum students ability to engage their students in high school career and technical education programs.



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## **Career and Technical Education Teacher Preparation Competency Block Certificate Program Practicum Outcome Evaluation Form**

**Date:** \_\_\_\_\_

This report indicates the level of competency demonstrated by the teacher candidate during his/her practicum experience for the time period shown. The skills are those approved areas of competency for the General and Specific skills for certification as required by the Washington Administrative Code 180-77A-165 and 180-78A-270, and the Office of Continuing Education of Central Washington University.

**Teacher Candidate Name:** \_\_\_\_\_

**School Name:** \_\_\_\_\_

**Mentor or Supervisor:** \_\_\_\_\_

**Time Period:** \_\_\_\_\_

**The following criteria were used in the evaluation of the teacher candidate's skills in each of the listed areas:**

- A rating of **1** means the teacher candidate does not have this competency at this time.
- A rating of **2** means the teacher candidate has some difficulty demonstrating this competency.
- A rating of **3** means the teacher candidate has done a satisfactory job of demonstrating this competency.
- A rating of **4** means the teacher candidate has done a good job of demonstrating this competency.
- A rating of **5** means the teacher candidate has done an excellent job of demonstrating this competency.

<b>Classroom Management and Discipline</b>						
	<b>Evaluation</b>					
<i>The teacher candidate must demonstrate ability to manage the physical environment and human dynamics of the classroom by:</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments</b>
1. Maintaining a positive effective environment						
2. Managing the physical environment of the classroom to meet instructional, social and physical concerns.						
3. Maintaining instructional momentum						
4. Motivating students						
5. Knowing and applying alternative forms of corrective action to classroom behavior.						
6. Supporting verbal communication with nonverbal communication						
7. Handling transitions effectively						
8. Monitoring the classroom effectively						
<b>Additional observations:</b>						
<b>Instructional Design and Methodology</b>						
	<b>Evaluation</b>					
<i>The teacher candidate must demonstrate their ability to design and manage the instructional and the physical environment as well at the human dynamics of the classroom by:</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments</b>
1. Designing and implementing an instructional unit that focuses on technical content and the appropriate Washington State EALRs						
2. Consistently designing, planning, implementing and evaluating an effective lesson using the essential elements of a lesson plan design						
3. Designing and implementing instructional activities that are logical, sequential and purposeful						
4. Designing and implementing alternative instructional activities to meet individual student needs						
5. Designing and implementing alternative models of instruction						
6. Designing and implementing questions that are balanced between fact and thought						
7. Using audiovisual materials, the computer, and other technological developments for instruction.						
<b>Additional observations:</b>						

<b>Testing, Evaluation and Record Keeping</b>	<b>Evaluation</b>					
<i>The teacher candidate must demonstrate their ability to use both formative (on-going) and summative (final) evaluation techniques in order to evaluate and assess programs, students and their own teaching by:</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments:</b>
1. Assessing student basic skills levels in content areas						
2. Evaluating student performance						
3. Assessing student basic skills (essential learnings) and identifying content area competencies and applications						
4. Evaluating an instructional units effectiveness						
5. Following the prescribed course of study						
6. Maintaining and rendering appropriate records and reports						
<b>Additional observations:</b>						
<b>Special Populations and Needs</b>	<b>Evaluation</b>					
<i>The teacher candidate must demonstrate their ability to work effectively with students of various backgrounds, handicapping conditions and capabilities, and social and/or ethnic populations by:</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments:</b>
1. Showing an understanding of the various values, lifestyles, history and contributions of various identifiable subgroups of society						
2. Recognizing and dealing with dehumanizing biases of sexism, racism, prejudice and discrimination						
3. Meeting the needs of exceptional students requiring special instruction, referrals or formal assessment						
4. Working effectively with students from racial and/or ethnic populations						
<b>Additional observations:</b>						

<b>School, Home and Community</b>	<b>Evaluation</b>					
<i>The teacher candidate must demonstrate their ability to integrate education policies with the school, home and community by:</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments:</b>
1. Participating in the designing activities that involve parents in the learning process of their children						
2. Using community resources to enhance the school program						
3. Working cooperatively with students, parents, colleagues, and community members in a professional manner						
4. Applying the knowledge of school law to practices involving the school, home and community						
<b>Additional observations:</b>						
<b>Professionalism</b>	<b>Evaluation</b>					
<i>The teacher candidate must demonstrate the minimum criteria of professional preparation and scholarship for classroom teachers who are certified to teach based on their business and industry experience by:</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Comments:</b>
1. Being prepared in the theory and knowledge of the principles and methods of teaching						
2. Being committed to education as a professional						
3. Demonstrating an awareness of his or her limitations and strengths, and evaluating for continued professional growth						
4. Communicating a caring, patient attitude and personal commitment to educating students						
5. Demonstrating an understanding and commitment to each student						
6. Being knowledgeable of content area or specialization						
7. Incorporating current education research into design, implementation and evaluation of instruction						
8. Using oral skills correctly and effectively						
9. Using written skills correctly and effectively						
10. Consistently demonstrating energy and enthusiasm in his/her teaching						
<b>Additional observations:</b>						

<b>Student Leadership, Work-based Learning and Advisory Committees</b>	<b>Evaluation</b>					<b>Comments:</b>
<i>The teacher candidate must demonstrate that they have implemented and maintained collaborative partnerships with students, colleagues, community, business, industry and families which maximize resources and promote student self-sufficiency by:</i>	1	2	3	4	5	
1. Identifying the student leadership curriculum for all students in the program						
2. Implementing the student leadership curriculum for all students in the program.						
3. Developing the work-based learning component in the program						
4. Implementing the work-based learning activities for all students						
5. Establishing industry/business partnerships for your program						
6. Establishing a functional advisory committee						
<b>Additional observations:</b>						

## **Regional Coordinator/Field Supervisor Responsibilities**

The program regional coordinator/field supervisor, as mentioned earlier, serves as a liaison between the Competency Block Certificate Program and the host schools and districts where the practicum is performed. They serve as program faculty and ensure that practicum participants are able to articulate the conceptual framework of the program, i.e., expert learners, knowledge specialists and master teachers. The program regional coordinator/field supervisor is responsible for ensuring that practicum students discuss constructivism with their mentors, as the foundation of the program, and collaborate on lesson plans that incorporate constructivist activities.

The regional coordinators/field supervisor is responsible for ensuring that all students in their cohort participate in the practicum, and they collaborate with university content-area faculty on placement and supervision issues. The regional coordinator/field supervisor also collaborates with mentors. The collaboration includes an orientation on the knowledge base and conceptual framework of the Competency Block Certificate Program and an overview of the program expectations. They also provide orientation to the mentors by way of the Practicum Handbook. This handbook provides an overview of the philosophy of CWU's Competency Block Certificate program. It also identifies the expectation of the mentor and the student with regards to professionalism, practice and assessment/evaluation. Finally, the regional coordinator/field supervisor is responsible for ensuring that every practicum student is observed and evaluated as many times as needed, to demonstrate competence at a rating level of at least 3 (for Competency Block 1 students) and a rating level of at least 4 (for Competency Block 2 students) in the general standards for all career and technical teacher certification candidates pursuant to WAC 180-77A-165.

## **SECTION 5: 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. Practicum students must also become cognizant of their legal and institutional responsibilities.

Clearly, the certified teacher is responsible for all students in his/her classes at all times. This should not lull the practicum student into thinking, however, that he or she is exempt from any or all legal altercations. 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 student teachers. Such occasions are rare, but when they do arise, the student teacher may not be spared.

Since the practicum student'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 some professional association. As an example, membership in the Student National Education Association (SNEA) provides financial protection against liability suits up to \$1,000,000. The cost to student teachers is minimal.

### **State and Federal Law**

The Competency Block Program practicum experience offered by Central Washington University is consistent with state code requirements and standard national accreditation policies.

## **WAC 180-77A-165 General standards for all career and technical teacher certification based on business and industry experience**

All candidates shall demonstrate competence in the following standards:

1. State learning goals - The teacher is able to apply and integrate the state's learning goals and essential academic learning requirements in program implementation and assessment.
2. Learning environments - The teacher is able to create and sustain safe learning environments which prepare diverse students for the workplace, advanced training, and continued education.
3. Student characteristics and related instructional strategies - The teacher is able to identify the diverse needs of students and implement programs and strategies which promote student competency development and success.
4. Personal and professional attributes - The teacher models personal and professional attributes and leadership skills which reflect productive life and work roles.
5. Partnerships - The teacher implements and maintains collaborative partnerships with students, colleagues, community, business, industry, and families, which maximize resources and promote student self-sufficiency.
6. Law - The teacher understands school law and education policy.
7. Issues of abuse - The teacher understands 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 victims of abuse, and methods of teaching students about abuse of all types and their prevention.

In addition, the general standards for career and technical certification are based on business and industry experience and build on the mission to prepare educators who demonstrate a positive impact on student learning based on the Improvement of Student Achievement Act of (1209). The following evidence shall be evaluated to determine whether each preparation program is in compliance with the program approval standards of WAC 180-78A-270 :

- (1) **TEACHER.** Teacher candidates will complete a well-planned sequence of courses and/or experiences in which they acquire and apply knowledge about:
  - (a) The state learning goals and essential academic learning requirements.
  - (b) The subject matter content for the area(s) they teach, including relevant methods course work and the knowledge and skills for each endorsement area for which the candidate is applying (chapter 180-82-WAC).
  - (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 backgrounds and 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.

