EFC 480 – Student Teaching Handbook

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

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College of Education and Professional Studies
School of Education Syllabus

1. **Course #/Title:** EFC 480 – Student Teaching

2. **Faculty Information:** Available from individual university supervisor s 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's degree. This final clinical experience provides Candidates 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, Candidates 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 Candidate. In addition to the time spent in the public school classroom, Candidates are required to participate in seminars conducted by a professional university supervisor.

4. **Course Rationale/Purpose**
   Based on constructivist learing theory, the course is designed to assist the Candidate in addressing the Washington State Learning Goals: read with comprehension, write with skill, communicate effectively, know and apply core concepts and principles, think analytically, logically, and creatively, and understand the importance of work and finance and how performance, effort, and decisions affect future opportunities.

5. **Course Pre-Requisites**
   a. Full admission to the Teacher Certification Program.
   b. 3.0 GPA for either the last 45 graded quarter credits or overall CWU/transfer cumulative.
   c. Successful completion (grade of C or higher) of required professional education core courses.
   d. Successful completion of at least 75% of major and minor (grade of C or higher) courses.
   e. Have OPP and WSP/FBI fingerprint clearance that will be valid through the duration of student teaching.
   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 or NES on a date that will occur prior to the first day of Student Teaching.

6. **Course Requirements**
   a. Teacher 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 the Teacher Performance Assessment portfolio via LiveText.

7. **Textbook and Other Recommended Materials for the Course**
   a. CWU Student Teaching Handbook is available on the Office of Field Experiences website: http://www.cwu.edu/field-experience/student-teaching-information and must be downloaded.
   b. Washington State Teacher Performance Assessment available on the edTPA website: www.edTPA.com.
   c. Professional Education Program: Standards, Components and Learner Outcomes.
      a. Department of Curriculum, Supervision, and Educational Leadership (CSEL) (available at the University's Wildcat Shop).
   d. Common Core State Standards http://www.k12.wa.us/CurriculumInstruct/learningstandards.aspx
   e. Student Teacher Photo Identification Badge (available at the CWU Connection Card Office).

8. **School of Education (SOE) Alignment**

Standard V Elements	InTASC Standards	PEP Goals
1.a, 1.b, 1.c, 1.d	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4.a.i, 4.b, 4.c, 5

9. **InTASC Standards**

Standard #1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas,

curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

10. **Professional Education Program (PEP) Goals (1-5)**
    a. Teacher Candidates will be able to construct, implement, and assess a curriculum that is coherent and aligned with state standards.
    b. Teacher Candidates will be able to make appropriate instructional choices from a broad spectrum of techniques in order to maximize the learning of all students.
    c. Teacher Candidates will be able to plan and implement instruction based on learner characteristics and the context of the school and community.
    d. Teacher Candidates will understand teaching as a profession, including professional and ethical responsibilities, relevant law and policy, and educational foundations.
    e. Teacher Candidates will participate in and reflect productively on multiple and diverse instructional field experiences.

11. **Learner Outcomes**
    The learner outcomes for EFC 480 are in alignment with both WAC 181-78A-270 (1) (a-d) and with the Washington State Teacher Performance Assessment. Upon successful completion of this course, Candidates will be able to:
    a. Demonstrate knowledge of Washington State education reform efforts, including:
       a. Education Reform Act of 1993 (RCW 28A.630.885)
    b. Washington State Learning Goals (Read, Think, Know, Understand)
    c. Design instructional plans that address and incorporate the Common Core and other appropriate academic standard requirements with the local school context.
    d. Present evidence demonstrating positive impact on K-12 students.
    e. Present evidence demonstrating application of constructivist theory.
    f. Present evidence demonstrating interaction involving parents in K-12 learning.
    g. Demonstrate effective skills in communicating both within and outside of school, including, parents, social agencies, and colleagues, where appropriate.
    h. 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.
    i. Reflect on and evaluate instructional choices in terms of self-knowledge, professional knowledge, and ethical decision-making.
    j. Assess the impact of his/her teaching on student learning.

k. Articulate possible ways to address student's strengths and limitations.
l. Demonstrate constructivist teacher behaviors that encourage the participation of all learners in educational opportunities.
m. Make appropriate curricular judgments based on physical, intellectual, emotional, social, and cultural aspects of the learner.

12. Course Performance Indicators

Candidates will prepare, implement and submit the Washington State Teacher Performance Assessment (TPA) portfolio during Student Teaching that gives evidence of the following components: planning, instruction, assessment, reflection, academic language, and student (pupil) voice. The specific requirements will be provided in the WA TPA Handbook specific to the Candidate's content area and detailed in seminars by the CWU Field Supervisor. Candidates will videotape and critique their teaching at least once to prepare for the final videotaped lesson segment required as part of the TPA.

13. Assessment

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

a. The professional university supervisor will use the Student Teaching Observation Form four times to assess the Candidate'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 Candidate'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 Candidate's teaching effectiveness.

For the Final Student Teaching Evaluation, Candidates must demonstrate their effectiveness by creating positive impact on student learning based on the InTASC standards.

14. Grading

Performance will be graded as Satisfactory or Unsatisfactory. Candidates 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 Candidate, the professional university supervisor, or officials from the school district to which the Candidate is assigned.

15. 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

Candidates' applications.

c. Candidates 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 Candidate's ability to demonstrate the knowledge, skills, and dispositions expected of an emerging professional.

d. Interested schools may ask for supporting evidence of Candidate knowledge, skills, and/or dispositions in the form of additional writing samples, copies of transcripts, etc. It is the Candidate'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. Candidates 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 Candidate's behalf in order to make a placement (parents, relatives, friends, etc.)

g. Candidates 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 Application 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 Candidates 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 Candidate's major and/or endorsement 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 Candidates only in endorsement areas for which certification is sought, and that at least 75% of Student Teaching must be completed in the major endorsement area.

l. Candidates are responsible for arranging their own housing and transportation. These cannot be determining factors for placement.

16. ADA Statement

Candidates 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.

Introduction

The Student Teaching experience is the capstone of Central Washington University's Teacher Certification Program in which Candidates have an opportunity to demonstrate the knowledge, skills, and dispositions appropriate for degree completion and certification in the state of Washington. 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 Candidate 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 in a diverse world" is included in this handbook. Central Washington University's 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 the university supervisor.

The Constructivist Learning Model

The Constructivist Learning Model serves as the conceptual framework for Central Washington University's undergraduate and graduate programs for the preparation of teachers, school administrators, school psychologists, and other positions related to a variety of school roles. Constructivism implies 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 that may not agree with those of the instructor. The Constructivist Learning Model refers to that process of constructing or creating a new idea that can serve as a guideline for learning and teaching. This idea serves as a guide for similar subsequent actions.

The Constructivist Learning 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 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" (*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 Certification Program

The School of Education agreed that both our faculty and our graduates should be "facilitators or 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 fining 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).

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 Candidate 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, businesses, and industries within the community and their relationship to the educational process.

The Stages of Student Teaching

STAGE 1: Week 1
1. Observe and analyze teaching techniques and methods, including classroom management strategies based on Constructivism.

2. Become familiar with:

   a. Classroom resources, e.g., books, supplies, schedules, and forms
   b. Building and district resources (library, audio/visual, reproduction, aides and specialists)
   c. Grading practices

    d. Building rules and regulations
    e. District policies
    f. Extra-curricular activities
    g. Pupils' names

3. Assist the teacher in correcting papers, housekeeping duties, preparing assignments and materials, helping individual pupils, and other related activities.

4. Assume "bit-teaching" responsibilities such as introducing lessons, making assignments, and conducting drills.

5. Conference regularly with cooperating teacher & discuss the extent to which Student Teaching is modeling constructivist attributes.

STATE II: About Weeks 2-4
1. Assume daily teaching responsibilities for a subject, a block, group, or other situation where it is necessary to plan, present, and evaluate lessons.

2. Gradually extend classroom responsibilities as competencies are demonstrated.

3. Continue conferences with cooperating teacher.

4. Prepare daily lesson plans that identify InTASC Standards and performance outcomes and meet cognitive, affective, and psychomotor needs of students.

STAGE III: About Weeks 5-8
Assume full-time teaching, performing all instructional activities, classroom management, and pupil supervision.

STAGE IV: About Weeks 9-11
When teaching competence is demonstrated to the satisfaction of the cooperating teacher and university supervisor, the Candidate may observe other teachers.

Student Teaching Suggestions

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

1. Help the Candidate 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 Candidate in defining his/her role in terms of duties and responsibilities. This may be done by:
   a. Scheduling a formal conference with the Candidate to clarify expectations with regard to classroom procedures.
   b. Providing opportunities for the Candidate to observe different instructional strategies appropriate to the teaching situation.
   c. Modeling and facilitating the development of the Candidate's professional attitudes in contacts with the school and community.

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

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

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

6. Provide guidance in developing and implementing all aspects of the Candidate'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 Candidate and carefully critique each lesson taught during Stages I and II, and periodically thereafter.

8. Ensure that the Candidate'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 Candidate 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 Candidate is competent to handle the class. Thereafter, observe frequently enough to provide the Candidate with adequate supervision and assistance. The Candidate should know where you are at all times when you are not in the classroom.

10. Keep the Candidate and the university supervisor informed of the Candidate's progress. Offer critique as necessary in regularly scheduled conferences.

Forms to be Completed

Below is a list of forms that must be completed by the Candidates, Cooperating Teachers, and University Field Supervisors. It is suggested that the forms be completed in the order listed here.

___ A. A-19 Invoice Voucher (a state form required for you to receive the remuneration for hosting your Candidate). Completed individually by you and returned to the Office of Field Experiences.

___ B. Cooperating Teacher Experience and Orientation Form (a University-required program form to be completed in conjunction with the University Field Supervisor and returned to the Office of Field Experiences.

___ C. Documentation of Collaboration and Discussion of Constructivism Form (a University-required program form to be completed in conjunction with the Candidate after a discussion has occurred on the purpose and use of Constructivism in the Student Teaching placement). The Candidate will be responsible for submitting this document to the University Field Supervisor.**This form is optional but highly recommended.**

___ D. Student Teacher Attributes Scale form (a University-required program form to be completed solely by the Cooperating Teacher, shared with the Candidate and delivered, by the Cooperating Teacher, to the University Field Supervisor for inclusion in the Candidate's departmental folder as evidence of successful completion of the program). **This form must be completed twice – once just prior to or at mid-experience and once just prior to or at the end of the experience.**

___ E. Video Critique form (an **optional** University-required program form to be completed in conjunction with the Candidate and provided, by either the Candidate or the Cooperating Teacher, to the University Field Supervisor for inclusion in the Candidate's departmental folder as evidence of successful completion of the program). **Note: This form is optional for the program but my be required by the University Field Supervisor for program completion and as practice for the TPA video clip.**

___ F. Mid-Term Evaluation form: This is an evaluation that the Field Supervisor and Mentor Teacher fill out to give the candidate feedback about their progress in achieving the Learner Outcomes. This form is filled out via an online survey platform sent out by the Office of Field Experiences. The Mid-Term Evaluation form will be sent to Mentor Teachers and Field Supervisors at approximately the 4th week of the quarter.

___ G. Final Evaluation form: This is an evaluation that the Field Supervisor and Mentor Teacher fill out to evaluate the candidate on their ability in achieving the Learner Outcomes. This form is filled out via an online survey platform sent out by the Office of Field Experiences. The Final Evaluation form will be sent to Mentor Teachers and Field Supervisors at approximately the 9th week of the quarter.

Lesson Planning

The Candidate will prepare daily lesson plans a week in advance 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 Candidate should only be allowed to present lessons if the Cooperating Teacher has approved them prior to the day they are to be taught.

Candidates are given a suggested template in their methods course, and instruction from their University Field Supervisor about specific details. Lesson plans should include details as required by the Cooperating Teacher and the University Field Supervisor so each can evaluate them. They must provide sufficient information for the Candidate to use them with confidence and so that a substitute would be able to follow them. Lesson plans must be submitted in advance to the University Field Supervisor for lessons which the Supervisor plans to observe and critique.

Lessons should include the following:
1. <u>Objectives</u> – Written in clear and measurable terms.
2. <u>Materials</u> – Specific materials needed for the lesson should be identified.
3. <u>Procedures</u> –
   a. The introduction should promote interest, motivate students, and relate the lesson to prior and future instruction.
   b. Lesson content
4. <u>Evaluation and Rationale</u> – 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.

5. <u>Additional components</u> – as required for the Teacher Performance Assessment.

Lesson plans should be flexible enough to meet changes that occur during teaching. The Candidate 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 Candidate.

Observing, Conferring, Assessing, and Reflecting

The activities of observing, conferring, assessing, and reflecting are essential to the professional growth of the Candidate. Activities must be observed in a systematic manner so that objective data are gathered. University Field Supervisors must confer with the Candidate to ensure that data collected are interpreted in a manner that promotes professional growth. The Candidate 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 Student Teaching. In addition, the TPA requires that Candidates provide evidence of student voice and learning.

Observing

The Candidate 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 Candidate 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 Candidate'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 Candidate in identifying what he/she does well by helping analyze their teaching. Record, in writing, the major topics discussed and any plans or actions to be taken in the future. Listen carefully. An effective conference contains a mutual exchange of ideas and discussion topics. Encourage the Candidate to analyze his or her progress and identify steps towards improvement.

Assessing
The objective and critical analysis of your Candidate'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 required Washington state pedagogy assessment is the **Teacher Performance Assessment (TPA).** This is a portfolio similar to Pro-Teach with a template for every content area, which includes Planning, Instruction, Assessment, Reflection, Academic Language, and Student Voice. Students will develop their "teaching event" of approximately 3-5 lessons, video tape a lesson segment, and upload their portfolio and video clip to LiveText for scoring. Cooperating Teachers and Supervisors may advise but not edit Candidates' TPA portfolios. Information and examples of the TPA may be found at www.WACTE.org.

Final evaluation will involve the Cooperating Teacher, the University Field Supervisor, and, when appropriate, the building principal. Evaluation requirements and guidelines include, but are not limited to the following:

1. A three-way conference at mid-term. The Cooperating Teacher and the University Field Supervisor review the Mid-Term Evaluation form together and then discuss the results with the Candidate.

2. At the end of the university term, a final evaluation conference is conducted in the same manner as the mid-term and the Cooperating Teacher and University Field Supervisor complete the Final Evaluation form together.

3. University Field Supervisors observe the Candidate present a variety of lessons. University Field Supervisors will formally observe and confer with the Candidate a minimum of four times. They are encouraged to visit the classroom weekly.

4. Some techniques to assist in promoting the Candidate'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 Field Supervisor is responsible for arranging and completing the Final Evaluation form. The University Field Supervisor has the responsibility to determine the final grade and whether or not the Candidate passes student teaching.

6. Student Teaching grades are recorded as either satisfactory or unsatisfactory.

7. Recommendations for the Candidate's placement file are options and are written only at the discretion of the Cooperating Teacher, and at the specific request of the Candidate.

Reflecting
It is critical that the Cooperating Teacher provides ample opportunities for the Candidate to reflect on the daily and weekly classroom activities. It is through this activity of "reflection" that the Candidate 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 and is imbedded in the TPA.

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 student in their geographic areas.

3. University supervisors ensure that Candidates articulate the conceptual framework of CWU's Teacher Certification Program, i.e., expert learners, knowledge specialists, and master teachers.

4. University supervisors provide an orientation for cooperating teachers. The orientation provides an overview of the philosophy of CWU's Teacher Certification Program, expectations for the cooperating teacher and Candidate with regard to professionalism, practice and assessment/evaluation.

5. University supervisors ensure that Candidates discuss constructivism with their cooperating teachers as the foundation of CWU's teacher certification program and collaborate on lesson plans that incorporate constructivist activities.

6. University supervisors provide a minimum of five (5) seminars per quarter for Candidates 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 Candidates and supervisors the opportunity to reflect on current practices.

7. University supervisors conduct a minimum of four (4) scheduled observations and several drop-in observations to ensure that students acquire the constructivist skills and the ways of knowing pertinent to our global perspective. Additional observations may be scheduled as desired or needed to ensure the Candidate is successful.

8. University supervisors serve as liaisons between CWU and the host schools and districts by creating school partnerships that positively impact Student Teaching and learning.

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

10. University supervisors must verify through supervision and appropriate documentation that Candidates have adequately met the competencies required by Central Washington University in the Final Evaluation and the State of Washington by completion of the Teacher Performance Assessment (TPA).

11. University supervisors will not evaluate their Candidates' TPAs but must ensure Candidates complete and upload their TPA to LiveText by the deadline determined by the Office of Field Experience.

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. Candidates 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 Candidate 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. Candidates 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 Candidate 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 Candidate 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, Candidates cannot transport students at any time.

These polices are for the protection of all concerned: the cooperating teacher, the public school administrators, the board of directors, the university supervisor, the Candidate, 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 Candidate 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 Candidate. Such occasions, thankfully, are rare, but when they do arise, the Candidate may not be spared.

Since the Candidate'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 any of the following organizations:

- Central Washington University: https://secure.touchnet.net/C20530_ustores/web/product_detail.jsp?PRODUCTID=20&SINGLESTORE=true
- Washington Education Association: https://www.nea.org/HowToJoin/stateStudent.do?sea=wa&mbrType=STUDENT
- Northwest Professional Educators: http://www.nwpe.org/index.php/secure-nwpe-membership-application

Candidates are required to purchase a minimum of $1 million liability insurance before being allowed to enter the classroom.

Institutional Policies

1. The Office of Field Experiences has the responsibility of assigning students to the various student teaching centers within the state. Placement of Candidates 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.

2. All applications for Student Teaching must be submitted online through the Student Teacher Application Database by the designated deadlines, and Candidates will be cleared for Student Teaching through the CWU Certification Office. The Office of Field Experiences will make applications available to university supervisors.

3. Student Teaching is a full-time, one quarter experience for 16-quarter credits. Candidates are expected to be in school every day of the quarter (the actual number varies by quarter), and teaching full-time for a minimum of 20 days. Days that are missed must be made up in order to complete Student Teaching.

4. Students are assigned to Student Teaching in accordance with the following regulations:

   a. Full admittance to the Teacher Certification Program is required.
   b. All prerequisites stated in the course description for Student Teaching must be successfully completed by the specified deadline determined by the Teacher Certification Office.
   c. 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 Executive Director for the CWU School of Education.
   d. Students must be approved for Student Teaching by the Teacher Certification Office and their major and/or minor departments. This approval requires:
      i. Successful completion of a minimum of 75% of major and minor and be endorsed by the major and minor departments, when appropriate.
      ii. Successful completion of the required Professional Education Program (PEP) courses.
      iii. Grades must be a "C" or above in your major, minor, and PEP courses.
      iv. GPA at the time of application and the quarter prior to Student Teaching must be a minimum of a 3.0 for either the last 45 graded quarter credits or overall CWU/transfer cumulative.

5. Most Student Teaching assignments will be made at Student Teaching centers outside of Kittitas County, which is based on a lottery. Candidates should plan their programs well in advance so that they will be ready to finance one quarter of work away from the campus (outside of Kittitas County) regardless of marital status, family circumstances, campus commitments, or work opportunities.

6. Candidate requests regarding choice of Student Teaching centers and grade levels will be given consideration; students should be prepared to accept assignment at the center designated by the Office of Field Experiences.

7. 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.

8. Candidates will receive notification of their placements from their university supervisor usually at the end of the preceding quarter. Because the placement process is timely, the notification of a Candidate's placement may be delayed.

9. It is the Candidate'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.

10. Candidates 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 181-78A-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 (1209), the following evidence shall be evaluated to determine whether each preparation program is in compliance with the program approval standards of WAC 181-78A-220(5)

InTASC Standards

Standard #1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance 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 181-87-045 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 181-87-050 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 and 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 181-87-055 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 181-87-060 Disregard or abandonment of generally recognized professional standards. Any performance of professional practice in flagrant disregard t 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 181-87-065 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 181-87-070 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 181-87-080 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 181-87-085 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 181-87-090 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 181-87-093 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 181-87-095 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.

Professional Education Program (PEP) Goals (1-5)

1. Teacher Candidates will be able to construct, implement, and assess a curriculum that is coherent and aligned with state standards.

2. Teacher Candidates will be able to make appropriate instructional choices from a broad spectrum of techniques in order to maximize the learning of all students.

3. Teacher Candidates will be able to plan and implement instruction based on learner characteristics and the context of the school and community.

4. Teacher Candidates will understand teaching as a profession, including professional and ethical responsibilities, relevant law and policy, and educational foundations.

5. Teacher Candidates will participate in and reflect productively on multiple and diverse instructional field experiences.

General Information for the Candidate

1. The university supervisor is selected and specifically trained to guide Candidates 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 Candidate. 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.

Teacher Performance Assessment

What is the Teacher Performance Assessment (edTPA)?
- A performance-based assessment of pre-service teachers
- Part of a national movement to make authentic performance the basis of pedagogy assessment
- Artifacts are collected by teacher candidates during their full time student teaching
- Candidates write commentary to explain and reflect upon their work
- Used for certification in Washington State as of 2013

Purpose of the edTPA
Assess teacher candidates' abilities to…
- Consider academic contexts and students' socio-cultural backgrounds in planning
- Plan instruction based on learning objectives
- Use what they know about language and special educational needs to adapt instruction
- Use instructional practices that support student learning

- Support *all* students' academic language development
- Use daily observations to adjust instruction to support students' present and future learning
- Assess students' learning
- Use assessment results to plan next steps
- Develop students' understanding of:
  - The learning targets
  - Their own status in relation to the learning targets
  - Their own path to accomplish the learning targets

Structure of the edTPA Portfolio

Tasks	Requirements
Planning	Context for learning Planning for instruction and assessment
Instruction	Engaging students in learning (videotaped)
Reflection	Daily reflections on teaching
Assessment	Analysis of student learning Feedback
Academic Language	Examples across all areas
Student Voice (WA only)	Examples across all areas
Two Types of Evidence:	Teaching Artifacts and Commentary

Information about the edTPA

University Supervisors will discuss requirements in the Seminars for Candidates. Information and WA Field Test Handbooks are available at http://edtpa.com.

Students will upload their edTPA Portfolio to LiveText or directly to Pearson, and it will be assessed by external scorers hired by Pearson.

Academic Language Definition

1. Academic language is making the language teachers and students use every day **explicit** in order to

   a. Expand students' control over language and

   b. Improve their language choices according to

   *purpose and audience – for academic achievement.

2. Developing academic language

   a. Academic language development is making the language explicit to expand students' control over language and improve their language choices according to the **purpose (FUNCTION)** and audience for the message.

   b. Academic language also involves **vocabulary** and **language structures (FORMS)** for understanding and expressing explanations, evaluations and analyses, etc.

   c. Providing **purposeful opportunities** for students to develop **FLUENCY** in academic language, provides access to the "language of school", and supports academic success.

Student Voice Definition

Student Voice is ongoing, reflective self-assessment expressed in the words of the learner for the purpose of improving teaching and learning. Student voice is important evidence, in addition to student work, of student understanding of his/her own learning process and progress toward the learning target(s).

Examples of Student Voice evidence might include the following:

1. Evidence that students know the learning targets and what is required to meet them.

   a. Students explain the learning target(s) in their own words, written or oral, rather than as worded by the teacher.

   b. Students express why the learning target(s) are important.

   c. Students describe how they will demonstrate that they have reached the targets.

2. Evidence that students know how to monitor their progress toward the learning target(s) using tools (checklists, rubrics, etc.).

   a. Students know and discuss the progression of learning that guides their progress.

   b. Students compare their work with a tool that clarifies the progression of learning.

   c. Students explain what they are doing well, and what they need to improve, and what they need to do to make the identified improvements.

3. Evidence that students know how to access resources and additional support when needed.

   a. Students articulate the range of resources available to them to help them reach the learning target(s).

   b. Students explain how and why particular resources will help them reach the learning target.

Work Stoppage Policy

The following policy defines the role of Central Washington University Candidates 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, Candidates and faculty shall not be involved in work stoppages, or related activities. Picket lines will be respected.

2. If a work stoppage occurs, Central Washington University Candidates shall report immediately, either in person via email, or via telephone, to their Field Supervisor. It shall be the responsibility of the University Field Supervisor assigned to the area to make every effort to provide for alternative learning experiences for the Candidates during a work stoppage.

3. In developing alternative experiences, the Field Supervisor should consider, first, reassigning the Candidate to schools in the area not affected by the stoppage and, second, initiating procedures for rescheduling the experience. Such procedures require the concurrence of the Director of Field Experiences.

4. The length of the work stoppage will determine the nature of the alternative experiences. In the case of Candidates, a six-week period of Student Teaching in the alternative experience would be the minimum time to meet the full requirement for Student Teaching.

Withdrawal or Reassignment

1. For Candidates who struggle to meet requirements:
   a. The Field Supervisor should develop, in conjunction with the Cooperating Teacher, an individual written plan of improvement delineating specific expectations for the Candidate to meet.
   b. The Field Supervisor should provide the opportunity for the Candidate to meet the expectations before removing the Candidate from Student Teaching.
   c. Copies of transcripts/messages regarding all conversations should be kept as a record of the conference and submitted to the OFE as supplementary materials to required observations forms.
2. Removal from the Student Teaching experience may be initiated either by the Candidate or by the Field Supervisor in collaboration with the Cooperating Teacher or school district.
3. Field Supervisors should notify the School of Education (SOE) Associate Director before notifying the Candidate or initiating their removal, and the Director will make the final decision.
4. Candidates should be made aware that their professional dispositions may influence a Cooperating Teacher's or school district's decision to retain them.
5. Determination of a grade of W (Withdrawal) or U (Unsatisfactory) will be determined in part by university deadlines and the SOE Associate Director based on each Candidate's unique situation and the timing of the termination of Student Teaching.

When the request to withdraw comes from the Candidate:
1. The Candidate must first meet with both the Cooperating Teacher and the Field Supervisor to discuss issues that necessitate a withdrawal.
2. The Field Supervisor should contact the Associate Director by telephone, if possible, followed by a brief email or memo explaining the situation.
3. The Candidate will, as soon as possible, make an appointment with the Associate Director either in person or by telephone to discuss the conditions for which a withdrawal is being sought.
4. Following the meetings with the Field Supervisor, Cooperating Teacher and the Associate Director, the Candidate may elect to either:
   a. continue in the placement with stipulations, if necessary, based on the Candidate's and Cooperating Teacher's understanding of the situation; or
   b. officially withdraw from student teaching (which usually also means withdrawing from the university for the quarter).
5. If it is determined that the Candidate will be given a second Student Teaching experience, he/she will be required to reapply for Student Teaching by the deadlines established for the quarter in which that additional experience is sought.

When the request to terminate Student Teaching is the result of a recommendation by the Field Supervisor, the Cooperating Teacher, or the school district:

1. The Field Supervisor should notify the SOE Associate Director by telephone, if possible, followed by a brief email or memo explanation of the situation.
2. The Candidate will, as soon as possible, make an appointment with the Associate Director to discuss the situation either in person or by telephone.
3. When appropriate, the Field Supervisor or Associate Director may seek and request assistance from other professionals such as teachers, building administrators, healthcare providers, counselors, and university faculty.
4. The Field Supervisor and the Cooperating Teacher must produce appropriate documentation of the Candidate's inability or unwillingness to overcome identified weaknesses after repeated counseling and unsuccessfully meeting the previously developed and agreed upon written Plan of Improvement provided by the Field Supervisor.
5. Agreement must be reached among the Field Supervisor, the Cooperating Teacher, and, when applicable or possible, a building administrator that all efforts have been exhausted and termination is the best course of action. Disagreement will be discussed with the Associate Director on an individual basis.
6. If the Cooperating Teacher or building administrator determines the Candidate's behavior is so inappropriate that it requires his/her immediate removal from the building, CWU will terminate the Student Teaching placement immediately, the above mentioned process notwithstanding.

Student Teaching Forms

1. Student Teacher Contact Information

2. Cooperating Teacher Experience and Orientation

3. Documentation of Constructivism

4. Final Evaluation

5. Midterm Evaluation

6. Professional Growth Plan

7. Student Record of Contacts

8. Student Teacher Attributes Scale

9. Student Teacher Drop-in Observation Notes

10. Student Teaching Scheduled Observation Form

11. Student Teacher Observation Teaching Log

12. Student Teaching Video Critique (optional)

13. Video Permission for edTPA

Student Teacher Contact Information
Central Washington University
School of Education

Candidate Name: _____

Candidate Phone #: _____   Candidate Email Address: _____

School Name: _____   School Phone #: _____

School Address: _____

Building/Room #: _____   Cooperating Teacher(s) _____

Grade Taught: _____   Subject(s) Taught: _____

Usual Schedule:

Subject(s)	Time(s)	Room #

Times you are out of the room/not teaching:
- Recess: _____

- Lunch: _____

- Specials (PE, Art, Library, Computer, etc.):   _____
                                                                           _____
                                                                           _____

Professional Meetings: _____

Other Scheduled Events: _____

Other Dates/Times Supervisor should be aware of:

_____

_____

Cooperating Teacher Experience and Orientation

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

Teacher Name:		Date:
E-mail:		Grade Level/Subject:
School :	District:	
Quarter (check one): Fall☐ Winter☐ Spring☐ Year:		

Demographic Information: Please check one of the following race/ethnic identifiers. The information provided on this form will be separated from names, schools and districts and will only be aggregated by academic quarter.

☐ White (not of Hispanic origin)

☐ Black or African-American (not of Hispanic origin)

☐ Hispanic or Latino

☐ Asian or Pacific Islander

☐ Native American, American Indian or Alaskan Native

☐ Other Category: Please Identify

☐ Two or more of the above categories (please identify here)

☐ Prefer not to disclose

Name of Student Teacher: ....

I verify that I have had at least three years' experience as a classroom teacher. ☐

I have been oriented to my role and my responsibilities by the University Supervisor. ☐

Signature:

_____
   Cooperating Teacher   Date

_____
   University Supervisor   Date

Documentation of Collaboration and Discussion of Constructivism*

It is the policy of the College of Education and Professional Studies, the Center for Teaching and Learning, and the Department of Educational Foundations and Curriculum that all Student Teachers collaborate with and discuss constructivism and constructivist philosophies with their Cooperating Teachers and determine ways in which constructivism will be used in unit and lesson planning and delivery as a component of successful completion of the Student Teaching experience.

Cooperating Teacher

Student Teacher

We have discussed and reviewed the theory and practice of constructivism and its application in schools, and particularly in the classroom in which I will complete Student Teaching. We also discussed and planned for how it will be evidenced in the Student Teaching experience. The following reflective comments are a synopsis of our discussion and include constructivist strategies that are appropriate to the content and grade level in which I will complete Student Teaching.

Reflective Comments (add additional pages as needed):

Signatures:

_____
Cooperating Teacher   Date

_____
Student Teacher   Date

SCHOOL of
EDUCATION

School of Education

Central Washington University

Student Teaching Evaluation (Mid-Term)
Supervisor Version

Candidate

Assignment (subject/grade level/school/district)

FT Student Teaching dates

Program

CWU Supervisor

Mentor Teacher

Today's date

RUBRIC	
Rating	*Descriptor*
Not observed	No evidence to evaluate the understanding of the standard; unable to determine if the teacher candidate is able to perform skills at expected level of a beginning teacher candidate.
Insufficient	Demonstrates no understanding of the standard; unable to perform skills at expected level of a beginning teacher candidate.
Undeveloped	Demonstrates little understanding of the standard; performs skills inconsistently and below expected level of a beginning teacher candidate.
Proficient	Demonstrates an emerging understanding of the standard; performs skills at minimum expected level of a beginning teacher candidate.
Developed	Consistently demonstrates clear understanding of the standard; performs skills well and slightly above expected level of a beginning teacher candidate.
Excellent	Consistently demonstrates an exceptional understanding of the standard; performs skills well above level of a beginning teacher candidate. Approaching accomplished status.

Effective Teaching *A successful teacher candidate demonstrates the knowledge and skills for effective teaching which ensure a positive impact on student learning by:*	Not observed	Insufficient	Undeveloped	Proficient	Developed	Excellent
ET 1.1.A **Learner Development:** The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional and physical).						
ET 1.1.B **Learner Development:** The teacher creates developmentally appropriate instruction that takes into account individual learner strengths, interests, needs and enables learners to advance their learning. The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.						
ET 1.2.A **Learning Differences:** The teacher engages diverse cultures and communities to ensure inclusive learning environments, enabling each learner to meet high standards. The teacher brings in multiple perspectives to the discussion of content, including attending to learners; personal, family and community experiences and cultural norms.						

ET 1.2.B	**Learning Differences:** The teacher designs, adapts and delivers instruction for students with exceptionalities, including those associated with disabilities and giftedness. The teacher addresses each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.						
ET 1.3	**Learning Environments:** The teacher engages students and others, creating environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.						
ET 1.4	**Content Knowledge:** The teacher engages students around the central concepts, tools of inquiry, and structures of the discipline(s) they teach, creating learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.						
ET 1.5	**Application of Content:** The teacher engages students, connecting concepts and using differing perspectives, facilitating learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.						
ET 1.6	**Assessment:** The teacher employs multiple methods of assessment, engaging learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.						
ET 1.7	**Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.						
ET 1.8	**Instructional Strategies:** The teacher engages students using a variety of instructional strategies, encouraging learners to develop deep understanding of content areas and their connections, and helping them to build the skills to apply knowledge in meaningful ways.						
ET 1.9.A	**Professional Learning and Ethical Practice:** The teacher candidates demonstrate the disposition and behaviors that are vital to running their own classrooms such as punctuality, good attendance, professional appearance, confidence, patience, and empathy.						
ET 1.9.B	**Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning, using evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), demonstrating the ability to adapt practice to meet the needs of each learner.						
ET 1.10	**Leadership and Collaboration:** The teacher engages in appropriate leadership roles and opportunities, taking responsibility for student learning, collaborating with learners, families, colleagues, other school professionals, and community members, fostering learner growth and contributing to the advancement of the profession.						

NARRATIVE

The narrative below is an important supplement to Part A. The narrative should include, but is not limited to: (1) a description of the student teaching setting, (2) a summary of key experiences, and (3) any supporting or clarifying information regarding the candidate's performance. For the mid-term evaluation make sure that you note areas of strength and any concerns.

School of Education
Central Washington University

Student Teaching Evaluation (Final)
Supervisor Version

Candidate	Assignment (subject/grade level/school/district)	FT Student Teaching dates
Program	CWU Supervisor	Mentor Teacher
Today's date		

RUBRIC	
Rating	*Descriptor*
Not observed	No evidence to evaluate the understanding of the standard; unable to determine if the teacher candidate is able to perform skills at expected level of a beginning teacher candidate.
Insufficient	Demonstrates no understanding of the standard; unable to perform skills at expected level of a beginning teacher candidate.
Undeveloped	Demonstrates little understanding of the standard; performs skills inconsistently and below expected level of a beginning teacher candidate.
Proficient	Demonstrates an emerging understanding of the standard; performs skills at minimum expected level of a beginning teacher candidate.
Developed	Consistently demonstrates clear understanding of the standard; performs skills well and slightly above expected level of a beginning teacher candidate.
Excellent	Consistently demonstrates an exceptional understanding of the standard; performs skills well above level of a beginning teacher candidate. Approaching accomplished status.

Effective Teaching *A successful teacher candidate demonstrates the knowledge and skills for effective teaching which ensure a positive impact on student learning by:*	Not observed	Insufficient	Undeveloped	Proficient	Developed	Excellent
ET 1.1.A **Learner Development:** The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional and physical).						
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ET 1.6	**Assessment:** The teacher employs multiple methods of assessment, engaging learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.						
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ET 1.9.A	**Professional Learning and Ethical Practice:** The teacher candidates demonstrate the disposition and behaviors that are vital to running their own classrooms such as punctuality, good attendance, professional appearance, confidence, patience, and empathy.						
ET 1.9.B	**Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning, using evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), demonstrating the ability to adapt practice to meet the needs of each learner.						
ET 1.10	**Leadership and Collaboration:** The teacher engages in appropriate leadership roles and opportunities, taking responsibility for student learning, collaborating with learners, families, colleagues, other school professionals, and community members, fostering learner growth and contributing to the advancement of the profession.						

NARRATIVE

The narrative below is an important supplement to Part A. The narrative should include, but is not limited to: (1) a description of the student teaching setting, (2) a summary of key experiences, and (3) any supporting or clarifying information regarding the candidate's performance.

Professional Growth Plan for Candidates Applying for Washington State Residency Certificates

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

The following Professional Level Standards and Criteria describe competencies Central Washington University's candidates for the Residency Certificate will address:

What are the Professional Level Standards & Criteria?
As established by the Professional Educator Standards Board (PESB), the 3 standards and 12 criteria are:
1. The knowledge and skills for **effective teaching** that ensure student* learning by:
    a. using instructional strategies that make learning meaningful and show positive impact on student* learning
    b. using a variety of assessment strategies and data to monitor and improve instruction
    c. using appropriate classroom management principles, processes and practices to foster a safe, positive, student*-focused learning environment
    d. designing and/or adapting a challenging curriculum that is based on the diverse needs of each student*
    e. demonstrating cultural sensitivity/competence in teaching and in relationships with students, families and community members
    f. integrating technology into instruction and assessment
    g. informing, involving and collaborating with families and community members as partners in each student's* educational process, including using information about student* achievement and performance

2. The knowledge and skills for **professional development** by:
    evaluating the effects of his/her teaching through feedback and reflection
        a. using professional standards and district criteria to assess professional performance and plan and implement appropriate growth activities
        b. remaining current in subject area(s), theories, practice, research and ethical practice

3. **Professional contributions** to the improvement of the school, the community and the profession by:
    advocating for curriculum, instruction and learning environments that meet the diverse needs of each student*
    a. participating collaboratively in school improvement activities and contributing to collegial decision making

SCHOOL of EDUCATION

DRAFT PROFESSIONAL GROWTH PLAN (PGP) TEMPLATE FOR PROGRAM COMPLETION

First Name:		Last Name:	
Institution:		Academic Year:	

Certificate Program:

☐ **Residency Teacher**

☐ **Residency Principal/Program Administrator**

☐ **Professional Principal/Program Administrator**

☐ **Residency School Counselor**

☐ **Residency School Psychologist**

☐ **Initial Superintendent**

☐ **Professional School Counselor**

☐ **Professional School Psychologist**

Step 1 - Needs Assessment and Goal Selection		
Describe your selected professional growth areas of focus, as well as information from your self-assessments that supports your selections. Link each area of focus to a specific standard and benchmark.		
Areas of Focus/Goals Based on your self-assessment, identify areas of focus that will lead to your professional growth.	**Rationale** What will you and/or your students be able to do as a result of your professional growth that you and/or they are not able to do now?	**Standards** Residency candidates must focus on the "professional" level standards. Professional certificate candidates must focus on the "career" level standards.

Step 2 - Professional Growth Action Plan	
Activities What specific growth activities will you engage in to obtain the identified new learning? The activities should focus on both the content knowledge you acquire as well as the skills you develop.	**Proposed Evidence** Briefly describe the evidence that you will collect. Evidence may include areas beyond test scores such as attendance rates, discipline referrals, programs implemented, and other P-12 student or adult data.

Step 3 – Review of Plan

_____   _____
_____
Candidate Signature (required)   Print Name   Date

_____   _____ _____
Program Signature (required)   Print Name   Date

_____   _____
_____
Certificated Colleague Signature   Print Name   Date
(only required for ProCert)

SCHOOL *of* EDUCATION

SCHOOL *of* EDUCATION
Student Teacher Record of Contacts

Student Teacher: _____   Supervisor: _____

School: _____   District: _____

Quarter (check one): ☐ Fall ☐ Winter ☐ Spring   Year: _____

Week	1	2	3	4	5	6	7	8	9	10	11
Contact											
Conference											
Drop-in Observation											
Scheduled Obser./Conf.											
Mid Eval Conference											
Final Eval Conference											
Seminar											

REQUIRED STUDENT TEACHING DOCUMENTS:

Students (upload to Canvas):
☐ Documentation of Constructivism (signed w/CT)
☐ Observation/Teaching Log
☐ Professional Growth Plan (PGP)
☐ Teacher Performance Assessment

Supervisors (send to Office of Field Experience):
☐ Scheduled Observation Forms
☐ Record of Student Teacher Contacts
☐ Student Teacher Mid-Term Evaluation
☐ Student Teacher Final Evaluation

Cooperating Teachers (to be given to University Supervisor):
☐ Cooperating Teacher Experience & Orientation Form
☐ Student Teacher Attributes Form
☐ A-19 Invoice Voucher (sent to the Office of Field Experience)
☐ Video Critique (practice for TPA) - OPTIONAL

Signature: _____   _____
                    University Supervisor   Date

SCHOOL of
EDUCATION

Student Teacher Attributes Scale

Directions: The Cooperating Teacher must complete this form twice on the candidate being hosted, during the Student Teaching experience – once near mid-term and once near the completion of the final evaluation by the University Supervisor.

Student Teacher: _____   Date: _____

School: _____   District: _____

Cooperating Teacher: _____   Grade Level(s): _____

Quarter (check one): ☐ Fall ☐ Winter ☐ Spring   Year: _____

Mid-Tern Attributes ☐   Final Attributes ☐

1.   **Attendance (Student Teacher is present and prepared on a daily basis)**

Absent more than two times	☐	Present most of the time	☐	Always present and prepared	☐

2.   **Presence (is poised and professional with students, staff, and parents)**

Lacks confidence	☐	Somewhat confident	☐	Always exhibits confidence	☐

3.   **Meets deadlines (completes tasks on time and to expected professional levels)**

Rarely on time	☐	Mostly on time	☐	Always on time	☐
Rarely at expected level	☐	Mostly at expected level	☐	Always at expected level	☐

4.   **Initiative (a self-starter who accepts responsibility)**

Rarely shows initiative	☐	Adequate initiative	☐	Outstanding initiative	☐

5.   **Flexibility (can quickly adjust/make changes to plans and in implementation)**

Inflexible	☐	Somewhat flexible	☐	Consistently flexible	☐

6.   **Sensitivity (open-minded, accepts differences and diverse learners)**

Insensitive to others' needs	☐	Occasional sensitivity	☐	Consistent sensitivity	☐

7.   **Learns from others (observes and listens to others, accepts constructive criticism, and responds with appropriate professionalism to feedback)**

Unreceptive	☐	Occasional receptivity	☐	Consistent receptivity	☐

8.   **Desire to improve teaching (responds to constructive suggestions, incorporates suggestions appropriately and quickly)**

Makes no effort to improve	☐	Some effort to improve	☐	Consistent receptivity	☐

9.   **Commitment to total school program (participates in school activities and works with students, parents, and colleagues outside of the school day)**

Inadequate	☐	Adequate	☐	Outstanding	☐

10.   **Oral communication (uses appropriate and clear language with students, staff, and parents)**

Unclear/ Unorganized	☐	Relatively clear	☐	Clear and effective	☐

11.   **Written communication (writes with clarity and with appropriate professionalism)**

Unclear/ Unorganized	☐	Relatively clear	☐	Clear and effective	☐

Clarifying/additional remarks (use additional page(s) as needed):

Signatures: _____   _____

                Student Teacher/Teacher Candidate   Date

                _____   _____

                Cooperating Teacher   Date

                _____   _____

                University Supervisor   Date

SCHOOL of
EDUCATION

Office of Field Experience * Black Hall 101
400 E. University Way * Ellensburg, WA 98926
Phone: 509-963-1460 * Fax: 509-963-1162

Student Teacher Drop-In Observation Notes

Student Teacher/Candidate: _____ Date: _____

Grade/Subject: _____ Obs. #: _____

Supervisor/Observer: _____ Lesson Title/Topic: _____

> 1. These notes supplement Scheduled observations, e.g., Mid-term/Final Evaluations.
> 2. These notes may be used to inform decisions regarding student continuation in placement.
> 3. These notes should include times specific observations are made.

Time	Notes
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SCHOOL of
EDUCATION

CWU School of Education

Office of Field Experience | Black Hall 101
400 E. University Way | Ellensburg, WA 98926
Phone: 509-963-2661

Student Teaching Observation

Student Teacher: _____   Date / Time: _____

Supervisor Name: _____   Mentor Teacher: _____

School Name: _____   District: _____

Subject(s): _____   Grade Level: _____

Lesson Focus: _____

Directions: Rate each category as: *Not observed, Insufficient, Undeveloped, Proficient, Developed or Excellent*

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.

☐ Not observed ☐ Insufficient ☐ Undeveloped ☐ Proficient ☐ Developed ☐ Excellent
Comments:

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

☐ Not observed ☐ Insufficient ☐ Undeveloped ☐ Proficient ☐ Developed ☐ Excellent
Comments:

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

☐ Not observed ☐ Insufficient ☐ Undeveloped ☐ Proficient ☐ Developed ☐ Excellent
Comments:

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

☐ Not observed ☐ Insufficient ☐ Undeveloped ☐ Proficient ☐ Developed ☐ Excellent
Comments:

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

☐ Not observed ☐ Insufficient ☐ Undeveloped ☐ Proficient ☐ Developed ☐ Excellent
Comments:

Additional Comments:

Post Observation Debrief:

Strengths:

Goals for Improvement:

SCHOOL *of*
EDUCATION

Washington Professional Educator Standards Board
STUDENT RELEASE FORM

To be completed either by the parent/legal guardians of minor students involved in this project or by students who are more than 18 years of age that are involved in this project.

Dear Parent/Guardian:
I am a participant this school year in an attempt to complete teacher certification and a portfolio of evidence. As a portion of this project, coordinated by the Washington Professional Educator Standards Board (PESB), local universities and your child's school district, I will be submitting samples of student work as evidence of teaching practice. That work may include your child's assignments or your child talking about his/her learning on a video or audio tape. No student's las name will appear on any materials that are submitted.

The Washington Professional Standards Board, at its sole discretion, may use and distribute my comments and my classroom materials (including your student's work) for assessment, professional development, and research purposes, and any other purpose Washington Professional Educator Standards Board (PESB) deems appropriate.

The form below will be used to document your permission to use your student's work.

Sincerely, _____ (Candidate Signature)

Permission Slip

Student's Name: _____

School/Teacher: _____

Your Address: _____

I am the parent/legal guardian of the child named above. I have received and read your letter and agree to the following (check one):

☐ **I DO** give permission to you to include materials that my child may produce as part of classroom activities. No last names will appear on any materials submitted by the teacher.
At _____
(Name of School)
By _____
(Teacher's Name)

☐ **I DO NOT** give permission to include materials that my child may produce as part of classroom activities.

Signature of Parent or Guardian:_____

I am the student named above and am more than 18 years of age. I have read and understood the project description given above. I understand that my name will not appear on any materials that may be submitted.

☐ **I DO** give permission to you to include materials that I may produce as part of classroom activities. No last names will appear on any materials submitted by the teacher.

☐ **I DO NOT** give permission to include materials that I may produce as part of classroom activities.

Signature of Student: _____

Date: _____ Date of Birth: _____/_____/_____

Washington Professional Educator Standards Board

ADULT RELEASE FORM
To be completed by non-students involved in this project.

Dear Sir or Madam:

The Teacher Preparation Program at

_____ and the

_____ school district
are partnered with the Professional Educator Standards Board on a project focused on partnerships
and evidenced based instruction. In this process written, video, or audio records may be shared as
evidence of teacher growth and effectiveness of the partnership.

The Washington PESB, at its sole discretion, may use and distribute materials (including your
work/responses) for assessment, professional development, and research purposes, and any other
purpose PESB deems appropriate. The form below will be used to document your permission for
any of your work/responses that may be submitted.

Sincerely, _____ (Candidate Signature)

Permission Slip

Name: _____

Address: _____

I am the person named above. I have received and read your letter about evidence-based instruction
and agree to the following (check one):

☐ **I DO** give permission to you to include samples of my work/responses as part of professional
activities. _____
              (Name of School/District)

☐ **I DO NOT** give permission to include samples of my work/responses as part of professional
activities.

Signature: _____

Date: _____

Washington Professional Educator Standards Board
STUDENT RELEASE FORM

Para ser completado por padres/tutores de alumnos menores involucrados en este proyecto o por los estudiantes que son más de 18 años de edad que participan en este proyecto.

Dear Parent/Guardian:

Soy un participante este año en un intento de completar la certificación de maestros y un portafolio de evidencias. Como parte de este proyecto, coordinado por Washington profesional educador normas Junta (PESB), universidades locales y el distrito escolar de su hijo, que presentando muestras del trabajo del estudiante como evidencia de la práctica docente. Trabajo puede incluir tareas de su hijo o a su hijo hablando sobre su aprendizaje en una cinta de vídeo o de audio. No las nombre aparecerá en los materiales que se presentan.

El Consejo de normas profesionales de Washington, a su sola discreción, puede usar y distribuir mis comentarios y mis materiales de aula (incluido el trabajo de su hijo) para la evaluación, desarrollo profesional y con fines de investigación y cualquier otro propósito Washington profesional educador normas Junta (PESB) considere oportunas.

Este formulario se utilizará para documentar su permiso para utilizar el trabajo de su estudiante.

Atentamente, _____ (Firma del candidato)

Permiso

Nombre del estudiante: _____

Escuela/Maestro: _____

Su direccion: _____

Yo soy el padre/tutor legal del niño mencionado anteriormente. He recibido y leído su carta y de acuerdo a lo siguiente (marque uno):

☐ Os doy permiso para incluir materiales que mi hijo puede producir como parte de las actividades escolares. No hay apellidos aparecerán en cualquier material enviado por el profesor.
en _____
(Nombre de la escuela)
por _____
(Nombre del maestro)

☐ NO doy permiso para incluir materiales que mi hijo puede producir como parte de las actividades escolares.

Firma del padre/tutor legal:_____ Fecha: _____

Yo soy el estudiante nombrado arriba y más de 18 años de edad. He leído y entendido la descripción del proyecto mencionada. Entiendo que mi nombre no aparece en ningún material que puede presentarse.

☐ Os doy permiso para incluir materiales que podría realizar como parte de las actividades escolares. No hay apellidos aparecerán en cualquier material enviado por el profesor.

☐ NO doy permiso para incluir materiales que podría realizar como parte de las actividades escolares.

Firma del estudiante: _____

Fecha: _____   Fecha de nacimiento: _____/_____/_____

Intern Substitute Certificate Process

The Intern Substitute certificate enables a ***student teacher*** to substitute, in the classroom to which assigned for student teaching, in the absence of his/her supervising teacher. This certificate must be approved by ***both*** the school and the college, and is valid for up to one year.

Directions (to be followed in order) for obtaining the Intern Substitute Certificate:

1. The process of obtaining the Intern Substitute Certificate begins at the district level. The district will need to submit a request, through their eCert account, to request the student teacher be issued an Intern Substitute Certificate.

2. The student teacher then needs to log into his/her eCert account to claim the request, apply and pay for the certificate.

3. The student teacher emails the CWU Field Experience Office at Beth.Romero@cwu.edu to let the Field Experience Office know of the pending certificate application. The student MUST cc's the Field Supervisor AFTER the mid-term meeting has been done.

4. The Office of Field Experience will approve the request through eCert.

5. OSPI will issue the certificate.

Please note:
- Unless approved by the University Field Supervisor, the CWU Certification Officer will not approve requests for the Intern Substitute Certificate any earlier than the middle of CWU's quarter.

- Plan ahead as the processing of certificates takes time. Do not wait until the last minute to apply for the certificate and expect it to be issued in time to substitute for your cooperating teacher.

Logging Field Experience Hours

1. By the end of your Student Teaching and educational program you must have logged at least 450 field experience hours.

2. You should be using the MyCWU Field Experience Log system to enter in any field experience hours for student teaching.

3. Use the information sent out to you in the Student Teaching Information email from the beginning of the Quarter to see how to enter Field Experience Hours.

4. If you have any issues with the Field Experience Log, email Beth.Romero@cwu.edu.