



Office of
Field Experiences

EFC 480: Student Teaching (16 Credits)

Description:

Student Teaching is the capstone experience for CWU's professional preparation program. This final clinical experience provides teaching candidates the opportunity to practice teaching and demonstrate their professional skills as facilitators of learning of diverse students. A professional university supervisor (field supervisor) and an experienced school teacher (mentor teacher) form the professional team that supervises and guides the candidate. Detailed course and expectations can be found in the [Student Teaching Handbook \(STH – see specific page numbers below\)](#). Due to the COVID-19 pandemic, course requirements may be completed in a virtual environment.

Potential schools and/or mentor teachers may require an interview before they commit to mentoring the student. Interviews will be arranged by the Coordinator of Field Experiences. Schools may also request specific student teachers via the [Student Teacher Request Form](#).

Compensation and eligibility:

Mentor teachers will receive 30 clock hours and \$125 per term. They must have at least 3 years of certificated teaching experience, preferably in the same endorsement area as the student teacher is pursuing.

Mentor teacher expectations (STH p. 14):

- Allow student teacher to observe, assist, plan, and analyze teaching techniques and methods based on provided week-by-week plan. The student must also be the full-time teacher for a minimum of 4-5 weeks (see STH, p. 13).
- Provide opportunities for student teacher to collect artifacts for their Teacher Performance Assessment (edTPA).
- District shall provide students with access to information and facilities that will further their education.

CWU student teacher expectations:

- Understand school district policies pertaining to teaching responsibilities (discipline, safety procedures, first aid procedures, use of school equipment, copying, etc.).
- Assume the role of full-time teacher for a minimum of 4-5 weeks.
- Maintain open communication with mentor teacher and field supervisor.
- Act in a mature, responsible, and professional manner reflecting high professional standards.
- Provide plans to field supervisor and mentor teacher at least 48 hours before observing or teaching lessons.
- Check CWU email every weekday.

University Supervisor expectations (STH p. 20):

- Meet regularly with student teacher to provide support, feedback, and guidance.
- Conduct observations and evaluations of student teacher's performance.
- Orient mentor teachers; serve as a liaison between the university and partner school.
- Provide supervision of the student teacher as necessary.

Partner school personnel should complete the [Focus of Concern Form](#) or contact the Coordinator of Field Experiences (Heather.Spalding@cwu.edu) if concerns arise.

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APPENDIX A: EFC480 Course Objectives

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 demonstrate knowledge of Washington State education reform efforts, including:

- a. Education Reform Act of 1993 (RCW 28A.630.885)
 1. Washington State Learning Goals (Read, Think, Know, Understand)
- b. Design instructional plans that address and incorporate the Common Core and other appropriate academic standard requirements with the local school context.
- c. Present evidence demonstrating positive impact on K-12 students.
- d. Present evidence demonstrating application of constructivist theory.
- e. Present evidence demonstrating interaction involving parents in K-12 learning.
- f. Demonstrate effective skills in communicating both within and outside of school, including, parents, social agencies, and colleagues, where appropriate.
- g. Create instructional opportunities adapted to different approaches of learning by pupils from diverse, cultural or linguistic backgrounds, pupils with exceptionalities, and pupils at various levels of academic ability and talent.
- h. Reflect on and evaluate instructional choices in terms of self-knowledge, professional knowledge, and ethical decision-making.
- i. Assess the impact of his/her teaching on student learning.
- j. 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.