

STUDENT TEACHING HANDBOOK

Department of Education



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ACKNOWLEDGMENTS

Eastern Washington University is indebted to the school districts that accommodate our candidates and provide a laboratory for this most important phase of our program. The careful attention and professional guidance candidates receive are critical in promoting their potential as skilled educators dedicated to their field.

INTRODUCTION

This handbook is designed to serve as a guide for candidates enrolled in student teaching and as a source of reference for mentor teachers, administrators, and university supervisors.

Student teaching is a performance-based study of teaching. It is a critical phase of our program, linking theory and practice in a beneficial and relevant educational experience prior to regular employment.

The teacher education program at Eastern Washington University advocates that every teacher candidate should be a "reflective thinker." Candidates who carefully reflect upon their field experiences will not be satisfied with routine and tradition, but act deliberately and intentionally to design new ways of teaching and interpret new experiences from a fresh perspective, realizing that unique approaches may be necessary to meet the needs of diverse school populations and local communities. They will be able to carefully articulate a rationale for those who may query them about methods and procedures included in their teaching repertoire.

Eastern Washington University Department of Education: Conceptual Framework



Eastern Washington University Mission Statement: EWU expands opportunities for personal transformation through excellence in learning

Department of Education Mission Statement: The mission of the Department of Education is to prepare student-centered educators to be professionals, leaders, scholars, and practitioners.

Professionals: Student-centered educators exhibit character and dispositions expected of professionals embarking on a life-long career. They relate well to diverse populations, communicate effectively, and hold themselves to high ethical standards.

Leaders: Student-centered educators think critically, mentor others, and encourage teacher voice as they work to create a learning atmosphere that reflects, collaborates, and advocates for the needs of the learning community.

Scholars: Student-centered educators know and apply current research to improve their instructional practices.

Practitioners: Student-centered educators reflect, collaborate, implement, integrate, transform, and build learning communities.

GRADUATE OUTCOMES

Eastern Washington University Department of Education graduates will:

- create meaningful and engaged student learning opportunities;
- use reflection as a basis of continual improvement and model professional growth by reflecting upon the interaction of personal and professional experiences, research and pedagogical beliefs;
- utilize planning as a means of providing for the multiple needs of students;
- practice democratic collaboration as a problem-solving strategy;
- promote and model life-long learning;
- recognize diversity and social justice as essential ingredients of a democratic society;
- demonstrate excellence in instructional preparation and practice;
- incorporate the use of educational technology;
- encourage all students to become critical thinkers, problem-solvers and inquirers—future citizens whose school experiences lead to active participation in an ever-changing global society

CONTACT INFORMATION

Faculty and staff in the Department of Education are available to provide support and guidance for each member of the student teaching team throughout their experience. Please feel free to contact any of the individuals below for assistance.

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WASHINGTON STATE LEARNING GOALS

The Improvement of Student Achievement Act, passed by the Washington State Legislature in 1993, resulted in the adoption of the following learning goal for PK-12 students:

Goal 1: *Read* with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings;

Goal 2: *Know* and apply the core concepts and principles of mathematics, social, physical, and life sciences; civics and history; geography; arts; and health and fitness;

Goal 3: *Think* analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems; and

Goal 4: *Understand* the importance of work and how performance, effort, and decisions directly affect career and educational opportunities.

STUDENT TEACHING ASSUMPTIONS

The concept of student teaching reflected in this handbook is based on a point of view which is generally consistent with the trends and procedures endorsed by persons active in the field of student teaching. The point of view involved includes the following assumptions:

- Student teaching is a vital aspect of teacher education. It is widely accepted as the most dynamic phase of teacher education.
- Student teaching is a joint responsibility of public schools and academic and professional divisions of teacher education institutions. Prospective teachers cannot be educated in a vacuum nor can they be educated in isolation from the classroom.
- Each student teaching experience must be considered as a unique situation. While there are many common elements, these must be adjusted to conform to specific personalities, schools, subjects, and procedures.
- Student teaching, preceded by previous classroom experiences, aims to link theory and practice. It is a developmental process through which the university student moves as he/she grows professionally and personally.
- Planning is a fundamental ingredient of the formula for successful student teaching. There is a direct relationship between the amount of planning by all parties and the benefits derived by teacher candidates from their experiences.
- Student teaching is an educational process involving the acquisition of insights, understandings, and skills, each of which is interrelated, transmittable, and acquirable. Through exposure to practical situations, candidates learn the complexities of teaching to the point where they can do a competent job of instruction.
- Competent supervision of the candidate must be provided if he/she is to attain the objectives of the student teaching program. This requires supervisory participation by the building coordinator, the mentor classroom teacher, and the university supervisor with free and open communication existing among all parties.

STUDENT LEARNING STANDARDS

The following Student Learning Standards apply to all students seeking certification in the State of Washington.

1. Teacher-candidates will use multiple instructional strategies to address individual student needs.
2. Teacher-candidates will integrate subjects across content areas.
3. Teacher-candidates will use a variety of assessments to monitor and improve instruction.
4. Teacher-candidates will create a safe, productive learning environment.
5. Teacher-candidates will plan and/or adapt curricula for diverse student needs.
6. Teacher-candidates will ensure that students can articulate learning targets and can monitor their own progress toward those targets.
7. Teacher-candidates will plan Standards-driven curricula to develop student capacity for problem-solving strategies in content areas.
8. Teacher-candidates will prepare responsible citizens for a diverse society.
9. Teacher-candidates will ensure cultural competence in teaching.
10. Teacher-candidates will integrate technology into their classrooms and/or planning.
11. Teacher-candidates will involve and collaborate with student families and community.
12. Teacher-candidates will utilize feedback and reflection to improve teaching practice.
13. Teacher-candidates will collaborate in and contribute to school improvement.
14. Teacher-candidates will demonstrate knowledge of responsibilities and policies related to the teaching profession.

TEACHER CANDIDATE PERFORMANCE INDICATORS

INDIVIDUAL PERFORMANCE

The teacher candidate who demonstrates excellence in teaching ability:

- Assesses situations objectively, takes appropriate action, and can state rationale for decisions.
- Maintains poise in stressful situations.
- Varies pitch, tone, and volume of voice, as needed.
- Uses effective non-verbal communication to generate interest and maintain discipline.
- Develops individuality in teaching style.
- Presents subject matter with accuracy and assurance.
- Exhibits innovation and creativity in teaching.

PROFESSIONAL COMMITMENT

The teacher candidate who demonstrates commitment to the profession:

- Appears well-groomed and dresses consistently according to accepted standards.
- Shows evidence of enthusiasm for teaching.
- Can be depended upon to carry out responsibilities promptly and accurately.
- Sets a good example in the use of communication skills: spelling, handwriting, grammatical usage, and speech.
- Participates in professional growth activities.
- Understands and applies knowledge of school law at school and in the community.

RELATIONSHIP WITH ADULTS

The teacher candidate who demonstrates skill in adult relationships:

- Demonstrates positive attitudes toward and works cooperatively with staff, parents, and community members.

- Designs activities to involve parents in the learning process.
- Takes initiative in establishing positive relationships with other staff members.
- Discusses differences of opinion in an objective manner.

ACADEMIC COMPETENCE

The teacher candidate who demonstrates knowledge of subject matter has:

- Breadth of knowledge in subject areas.
- General knowledge outside of subject area or is willing to pursue such knowledge.
- Knowledge of current educational methodologies and technologies.

CURRICULUM AND PLANNING

The teacher candidate demonstrates skill in curriculum and instruction in:

Planning

- Ensures that lesson plans and presentations include measurable objectives, procedures, and assessment in terms of desired outcomes.
- Designs and selects activities and materials that fit the learning needs of all students in order for them to meet the learning objectives.
- Realistically estimates time needed for various activities.
- Assembles materials and equipment prior to the time of use.
- Incorporates learning techniques that actively involve students.
- Analyzes reading difficulties and uses a variety of reading strategies.
- Motivates students for extended reading and enrichment.
- Designs integrated lessons where appropriate.
- Designs teaching plans that accommodate learning styles of individual students, including culturally diverse, special education, remedial and gifted.
- Incorporates higher-order thinking skills regularly and appropriately.
- Uses home and community resources to enhance the school program.

Instruction

The teacher candidate who demonstrates skill in designing instruction to meet the need of all students:

- Uses motivating technique(s) and understanding of students to create interest.
- Uses higher-level questioning techniques to encourage reflective thinking.
- Incorporates various modalities to accommodate different learning styles: oral, aural, visual, kinesthetic.
- Uses student's prior knowledge, related ideas and experiences to make connections to new learning.
- Informs and clarifies learning objectives of lesson with students.
- Gives explanations and directions that students understand.
- Makes in-class and homework assignments that are relevant and of reasonable length and difficulty.
- Changes instructional pace or activity to accommodate individual differences.
- Encourages every student to participate in learning activities.
- Provides opportunity for students to apply facts or skills that have been presented.
- Uses classroom time effectively to maximize student learning.
- Summarizes highlights of the lesson.
- Helps students understand the values, life styles, history, and contributions of various identifiable subgroups of society, including the impact of prejudice and discrimination on interpersonal relations.
- Meets the needs of exceptional students (gifted, bilingual, etc.), by making referrals when appropriate for

formal assessment, using appropriate methods and materials, and adapting the regular curriculum for such students.

- Uses flexible grouping techniques based on sound educational and psychological criteria.
- Teaches using alternative methods of instruction.
- Uses audio-visual materials, the computer, and other technological developments for instruction.
- Uses materials and equipment effectively.

MANAGEMENT AND DISCIPLINE

The teacher candidate who demonstrates skill in developing classroom climate and managing the learning environment:

- Develops appropriate strategies for preventing problems.
- Maintains a positive affective environment.
- Uses a variety of personalized approval responses promoting a positive self-image.
- Establishes clear parameters for student conduct and makes expectations known.
- Supervises work, transitions, and study in an effective manner.
- Deals with inappropriate behavior promptly and constructively, in accordance with school and classroom policies and procedures.
- Changes instructional pace or activity to accommodate individual differences.
- Gives explanations and directions that students understand.
- Assists students toward self-discipline and acceptable standards of student behavior.
- Attends to room appearance, student comfort, and safety factors.

ASSESSMENT

The teacher candidate who demonstrates skill in assessing student achievement:

- Uses valid and reliable evaluation procedures.
- Identifies and re-teaches material not grasped by students during the initial presentation.
- Encourages student self-evaluation based on established criteria.
- Bases evaluation/assessment on established goals and objectives.
- Demonstrates knowledge of content-area and identifies and accommodates all student needs.
- Evaluates instructional effectiveness.
- Evaluates student performance in all subject areas.
- Records evidence of student learning.
- Evaluates teaching effectiveness.

THE ROLE OF THE TEACHER CANDIDATE

- Know and follow all school policies.
- Notify your mentor teacher and university supervisor if you are going to be absent.
- Be punctual in meeting all appointments.
- Meet your professional obligations without asking to be excused for any reason. **Student teaching must always come first and must be a minimum of 11 weeks of uninterrupted experience.**
- Report for work at least one-half hour before school begins and remain at school at least one-half hour after students have been dismissed for the day, or as arranged. Many teachers do work longer before and after school.
- Be available before and after school for conferences, discussion, and assistance from the mentor teacher.
- Attend faculty meetings and all other professional meetings conducted by the school system, the school, or other professional groups.
- Attend school functions such as club meetings, plays, concerts, dances, athletic events, PTA meetings, open house programs, etc. You should participate in the planning and supervision of such events whenever possible.
- Prepare and provide all teaching plans for the mentor teacher(s) far enough in advance so that they may be reviewed and evaluated.
- Develop an understanding of the grading procedures of the school and mentor teacher and consult with the mentor teacher regarding grades you plan to assign.
- Expect to be evaluated on creativity and willingness to go "above and beyond" the minimum requirements.
- Attempt to innovate (with the mentor teacher's approval).
- Meet regularly with the EWU supervisor to discuss professional growth.
- Take the initiative to seek the help of the mentor teacher(s), counselors, administrators, or EWU supervisor if a problem seems to be developing. Let people know before it becomes a crisis.
- Engage often in reflective thinking and self-evaluation: your feelings, what went well, what failed, what you want to remember and what you would do differently.
- Maintain good health and energy levels. Your personal outside activities should be kept to a minimum during the student teaching experience.
- Learn from feedback from teachers, principal, and supervisor and accept constructive criticism.
- Be sensitive to what is appropriate dress for your student teaching situation. Although there is no dress code, a well-groomed appearance will contribute to your success.

TEACHER CANDIDATE SCHEDULE OF RESPONSIBILITIES

Each student teaching situation is unique and must, therefore, be treated individually. The following is an approximate schedule. While the time frame may vary with each situation, the activities the candidates engage in must be clinical. That is, they must include planning, instruction and reflection. Full preparation and teaching responsibility is required for a minimum of five consecutive weeks, with additional teaching time determined, as necessary, by the mentor teacher and EWU supervisor. The assumption of teaching responsibilities varies from elementary to secondary.

BEFORE STUDENT TEACHING BEGINS:

Elementary:

There are several alternative procedures that may be used. When phasing-in (weeks 3-4) or phasing-out (weeks 10-11), teachers may want to alternate, assuming classes either by content and skill subjects or by morning and afternoon preparations.

Secondary:

Students should be assigned to classes in both their major and minor preparations, if possible. However, it is recommended that the candidate not be responsible to more than three mentor teachers or be assigned more than three preparations. Secondary teaching assignments should be determined on an individual basis by the mentor teacher, candidate and field supervisor.

All Student Teachers will:

- Meet the principal (or building coordinator) and confer with your mentor teacher as early as possible after the teaching assignment has been made and go over the relevant parts of the Student Teaching Handbook.
- Visit the school and locate the school facilities you will be using--library, textbook room, audio/visual supply room, workroom, cafeteria, etc.
- Obtain a faculty handbook, student handbook, and/or substitute's handbook and review administrative regulations and routines.
- Review the districts required curriculum to be taught.
- Check out textbooks and other teaching materials.
- Keep a record of their time on the Teacher Candidate Placement Timesheet.

PHASE ONE (weeks 1-2)

- Provide all lessons plans to your Field Supervisor the week prior to being taught. This continues throughout your student teaching experience.
- Begin to acquire a thorough understanding of the students in all your classes, including individual interests.
- With the mentor teacher, plan a schedule in which you will assume the responsibility for the class/classes; time/activities working with culturally diverse and exceptional students; and when your complete responsibility begins.
- Become acquainted with the total school program. Schedule appointments to meet with the principal, vice-principal (if applicable), counselor(s), other teachers, and secretarial staff.
- Check attendance, collect materials, and make announcements.
- Carefully observe the mentor teacher(s), paying close attention to teaching style and classroom procedures and management. In elementary, if possible, observe one grade above and one grade below the student teaching assignment.
- Observe behavior patterns and study student records. Build an overview of each student's total participation in the classroom.
- Become familiar with the needs of exceptional children in the classroom (including minorities, special

- education, gifted, etc.) and the programs that have been developed for them in the building and in the district.
- Schedule a minimum of three days working with Special Education teachers or complete the Guidelines for Special Education Experience. (See SPED OPTION 1 or 2)
 - Discuss classroom management and establish a discipline plan that is workable, yet compatible with the mentor teacher and the school rules.
 - Become familiar with student work by checking papers and other work.
 - Assist in assembling teaching materials.
 - Begin short-term and long-term planning.
 - Cooperate in the supervision of students.
 - Assist with study groups and work with individual students.
 - Observe the teaching/learning act.
 - Begin teaching in the period or content area in which you will be doing your edTPA. In addition, you may also conduct other short activities and/or periods of instruction.

PHASE TWO (weeks 3-4)

- Assume additional teaching responsibilities.
- Plan class work with the teacher, phasing into presenting self-developed lesson plans.
- Check student assignments.
- Participate in various aspects of the total school program.

PHASE THREE (weeks 5-9)

- Assume entire responsibility of the class(es).
- Participate in mid-term evaluations.
- Arrange for the principal (or designated administrator) to observe at least once during the full-time teaching period.

PHASE FOUR (week 10-11)

- Phase out of all teaching responsibilities.
- Plan to finish any units before phasing out of teaching responsibilities. It is desirable during this phase to again observe the mentor teacher.
- Make arrangements to observe other classes once the phase-out period begins. Observations should be made in classes other than those assigned, including observations in other schools and in other subject areas.
- Participate in the final evaluation.
- Submit required evidence of successful student teaching to EWU supervisor.
- Submit Teacher Performance Assessment to appropriate authority for scoring.
- Special Education Observation Sign-Off
- Pre-service Professional Growth Plan

THE ROLE OF THE MENTOR TEACHER

Of primary importance is the fact that the Washington Administration Code requires that the mentor teacher must have a minimum of three years' teaching experience.

The mentor teacher plays a vital role in teacher education, providing a model of professional expertise, as well as the daily guidance and support. It is, therefore, important that the mentor teacher be available for observation or consultations at all times and share the characteristics which successful candidates have found to be most helpful:

MENTOR TEACHER QUALIFICATIONS:

1. Are fully certified school personnel and have a minimum of three years successful full-time teaching experience per WAC 181-78A-264 (C) Standard 4, Clinical Practice.
2. Trained in coaching and/or mentoring adults or is willing to complete the university-provided on-line mentoring module.
3. Identified as instructional leaders, are willing and capable of mentoring teacher candidates.
4. Hold certification for the area in which they are teaching (i.e., have highly qualified designation) and in which the candidate will be endorsed and assigned.
5. Exemplify excellence in teaching by demonstrating a positive impact on student learning.
6. Interested in supervising pre-service candidates as part of their responsibility to the profession.
7. Strong communicator and can work as an effective team member with the administration and University supervisor.
8. Knowledgeable of current best practices.
9. Committed to spending time with the candidate in planning and evaluation.
10. Sensitive to, and appreciative of, all children's exceptionalities and ethnic, cultural, and language diversities.
11. Sensitive to the needs of a beginning teacher, such as the need to experiment with teaching techniques suggested in University courses and/or by the FS.

MENTOR TEACHER RESPONSIBILITIES AND DUTIES:

1. Become familiar with requirements through review of Student Teaching Handbook.
2. If without mentoring/coaching training, take the university-provided mentor/coach training.
3. Accept the candidate as a professional colleague.
4. Introduce the candidate to students as a professional member of the classroom teaching team.
5. Acquaint the candidate with appropriate school and district policies and procedures, school personnel, materials, resources, and programs.
6. Schedule regular weekly mentoring/coaching time with candidate.
7. Engage in specific and planned teaching activities with the candidate.
8. Review candidate's daily lesson plans.
9. Participate in evaluating the candidate's progress with Field Supervisor through completion of the mid-term and final evaluations.
10. Contact Field Supervisor and/or Office of Field Experience Director with concerns, questions, changes, etc.
11. Collaborate with candidate and Field Supervisor in the establishment of a schedule for expanding teaching responsibilities.
12. Encourage the candidate to be creative and try new strategies; recognize that the candidate may need to organize the teaching/learning within the classroom in a different manner.
13. Be prepared to provide time for the candidate to be left in complete charge of the classroom.
14. Participate in the student teacher's preparation and completion of the edTPA (Teacher Performance Assessment required by Washington State).
15. Toward the end of the internship, provide candidate with opportunities to observe other classrooms.
16. Are reviewed annually by faculty on their effectiveness of mentor preparation and communication.

MENTOR TEACHER SCHEDULE OF RESPONSIBILITIES

While the time frame may vary in each situation, the following is an approximate schedule of activities which prepares the candidate for full teaching responsibilities. While the time frame may vary with each situation, the activities the candidates engage in must be clinical. That is, they must include planning, instruction and reflection. The full-time teaching period is a minimum of five consecutive weeks and additional time is highly recommended.

Elementary:

There are several alternative procedures that may be used when phasing-in (weeks 3-4) or phasing-out (weeks 10-11). Teachers may want to alternate assuming classes either by content and skill subjects or by morning or afternoon preparations.

Secondary:

Students should be assigned to classes in both their major and minor preparations, if possible. However, it is recommended that the candidate not be responsible to more than three mentor teachers or be assigned more than three preparations. Secondary teaching assignments should be determined on an individual basis by the mentor teacher, candidate and field supervisor. It is recommended that all student teachers:

PHASE ONE (weeks 1-2)

Acquaint yourself with your duties, the teacher candidate, and the candidate's relationship with the class and school:

- Read the Student Teaching Handbook.
- Carefully examine the student teacher's personal information sheet.
- Discuss EWU's teaching program with the university supervisor.
- Create an atmosphere of acceptance by the students. Introduce the student teacher, explaining student teaching options to the class.
- Introduce the candidate to building personnel and support involvement in school activities.
- Accept the candidate as a co-worker.
- Describe the teaching procedures of the school, policies concerning use of library, cafeteria, and procedures relating to discipline and emergency situations.
- Provide information about procedures for securing materials and equipment.
- Arrange for candidate's observations in other classrooms (in elementary, one grade above and below to put the classroom work into context).
- Help the candidate become involved in at least one extra-curricular activity or project.
- Inform student teacher of students' rights.
- Provide seating plan and time schedules, block plan book, district policies and procedures, school handbooks, curriculum outline, textbooks, and teaching materials.
- Explain grading procedures.
- Discuss classroom management and discipline procedures.

Prepare the teacher candidate for teaching by providing opportunities to:

- Attend staff meetings, planning sessions and professional association meetings.
- Obtain professional literature.
- Develop a personal philosophy of education.
- Plan and develop weekly and daily lesson plans.
- Work with individuals and small groups.
- Assist in creating, assembling, or selecting materials.
- Prepare bulletin boards or displays.

- Mark tests and check papers.
- Give assignments, explanations, and directions.
- Observe parent-teacher conferences.
- Conduct short activities and/or periods of instruction.
- Cooperate in the supervision of students.

When teaching begins:

- Plan lessons with the candidate.
- Observe without disturbing the learning situation.
- Offer feedback in absolute privacy.
- Offer suggestions in a spirit of helpfulness.
- Give positive as well as negative feedback.
- Respect individuality.
- Discuss classroom management, but allow the candidate to handle his/her own discipline problems.

PHASE TWO (weeks 3-4)

- Continue to assist in lesson planning.
- Review teacher candidate developed lesson plans at least one day before a lesson is taught, but preferably the week before.
- Increase the candidate's teaching responsibilities.
- Observe teaching and confer with the candidate frequently.
- Assist the candidate in self-evaluation.
- Notify university supervisor of any problems.

PHASE THREE (weeks 5-9)

- Assist the teacher candidate to assume full teaching responsibility, including all phases of classroom management and make certain that students understand the transition of authority.
- Decrease time observing the candidate.
- Be available for regular collaboration and consultation.
- Evaluate performance by using the criteria established in the program objectives and participate in the mid-term conference with the candidate and the EWU supervisor.

PHASE FOUR (weeks 10-11)

- Begin transition by having the teacher candidate complete any unfinished units.
- Allow the candidate to observe your lessons again.
- Assist the candidate in making arrangements for observations in other classes and in other schools. (Visitations to other schools should be confined to the last week during the fall and winter quarters and should not be made after May 31, spring quarter.)
- Prepare the final recommendation.
- Meet with the university supervisor for the final consultation.

THE ROLE OF THE UNIVERSITY SUPERVISOR

While the time frame may vary with each situation, the activities the candidates engage in must be clinical. That is, they must include planning, instruction and reflection. Supervisors will be assigned to candidates according to the load policy of seven observations per credit.

Field Supervisor Qualifications:

1. Experience in the appropriate educational field.
2. M.Ed. in Education or Master's degree in a related field.
3. Experience supervising and/or evaluating peers or candidates in the field, and/or instructional coaching with adult learners.
4. Experience and/or education which demonstrates knowledge of data-driven instruction, best practices, positive impact on P-12 student learning
5. Ability to objectively evaluate and observe candidate on a regular basis throughout the experience.

Field Supervisor Responsibilities and Duties:

1. Compliant with all district standards, policies, and regulations.
2. Meet with the CT and candidate to clarify roles, responsibilities, evaluation forms, etc.
3. Discuss continuum of increased responsibility for teaching and planning with CT and candidate to map out initial timeline.
4. Observe/conference with candidate for practicum experiences per assigned number of observations, and for student teacher experience weekly.
5. Review candidate teaching plans and long-range planning.
6. Evaluate and mentor education candidates in the field using criteria based on best practices.
7. Provide candidate with valuable feedback in enhancing their professional practice, identify goals for improvement, and provide resources as needed.
8. Support education candidates in providing instruction that aligns with state standards and meets students' needs.
9. Coordinate completion of mid-term and final evaluations (completed in collaboration with CT).
10. Support candidate and CT in completion of Teacher Performance Assessment.
11. Keep the Office of Field Experience (OFE) Director informed of any concerns regarding the candidate.
12. Maintain current Washington State Patrol background clearance facilitated through Eastern Washington University.
13. Maintain regular and effective communication with colleagues, candidates, administration, and participating teachers.
14. Submit all paperwork to OFE in a timely fashion.

UNIVERSITY SUPERVISOR SCHEDULE OF RESPONSIBILITIES

PHASE ONE (weeks 1-2)

- Meet with mentor teachers to review the Student Teaching Handbook, mid-term/final evaluation form, discuss teacher candidate's expectations and plan the student teaching experience (orientation conference).
- Meet administrators and discuss role expectations.
- Pick up a copy of the school timetable.
- List names and addresses of all mentor teachers for student teaching office.
- Distributes invoice vouchers.

PHASES TWO AND THREE (weeks 3-9)

- Contact the teacher candidate and mentor teacher weekly for updating the edTPA checklist, informal talks, lesson plans and/or observations.
- Offer guidance, effective supervision, and constructive suggestions on the techniques of teaching.
- Help the candidate define problems and establish goals.
- Provide oral and written feedback to candidates.
- Conduct mid-term conference/evaluation with the candidate and mentor teacher. Complete date and sign mid-term observation form, noting strengths and areas of improvement needed prior to completion of student teaching.

PHASE FOUR (weeks 10-11)

- Continue weekly contact with candidate and mentor teacher.
- Assist in arranging candidate's observation schedules.
- Distribute and prepare final evaluations/recommendations to review recommendations.
- Schedule final evaluation conference with mentor teachers and candidates.
- Review and sign edTPA checklist.
- Collect and sign all required student teaching documentation from candidates, mentor teachers, and administrators.

THE ROLE OF THE PRINCIPAL/BUILDING COORDINATOR

- Select the most effective mentor teacher(s) according to the guidelines for the mentor teacher
- Appropriately place teacher candidates and supply copies of their information sheets to mentor teachers.
- Welcome and orient candidates, ensuring that each is cognizant of established school and district policies, regulations, and rules.
- Introduce candidates to building personnel with an aim of involving the intern socially and professionally in the school.
- Time permitting, observe candidates on both a formal and informal basis.
- Encourage candidates to observe in various rooms and to participate fully in school activities.
- Serve in a liaison capacity with EWU, as necessary.
- Assist the university supervisor in resolving any problems which may arise.
- Advise the university staff of public school concerns, needs, and expectations.

CO-TEACHING MODEL AND STRATEGIES

Following is a tentative schedule for district and or mentor teachers that either choose or require using the Co-Teach Model for student teaching.

Teacher Candidate Role

Week 1

The teacher candidate observes and supports individuals and small groups; review grading and attendance policies shares curriculum and lesson plans with the mentor teacher.

Week 2

Teacher candidate should be familiar with and engaged in class administrative tasks

Week 3

Teacher candidate begins planning activities and mini lessons including co-teaching strategies. The teacher candidate in preparing the edTPA should consult the mentor teacher when planning the learning segment ideas.

Weeks 4-9

Teacher candidate takes lead in planning, and begins to take over additional responsibilities; Co-teaching strategies and solo teaching opportunities are scheduled throughout.

Weeks 10-11

Teacher candidate begins to transition lead planning responsibilities back to the mentor teacher. Solo teaching opportunities built in throughout.

Mentor Teacher Role

Week 1-2

Mentor teacher is the sole planner; shares curriculum and lesson plans with the teacher candidate. Planning is made explicit to teacher candidate; various approaches to co-teaching should be used to engage the teacher candidate.

Week 3

Mentor teacher gives some planning duties to the teacher candidate and reviews all lessons with feedback. The mentor teacher also consults with teacher candidate and engages in instruction, also giving the teacher candidate some solo teaching responsibilities.

Weeks 4-9

Mentor teacher provides mentoring and support as the teacher candidate assumes full responsibility for planning, instruction and assessment.

Weeks 10-11

Mentor teacher consults with teacher candidate and engages in instruction while beginning to take back responsibility for planning, instruction and assessment. Mentor teacher resumes primary planning and teaching role.

(Note: The above schedule is intended as a guide only. The timeline for full implementation of the Co-Teaching Model will be determined by the mentor teacher based on the progress of the teacher candidate).

CO-TEACHING STRATEGY DEFINITIONS/EXAMPLES

One Teach, One Observe

One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.

Example: One teacher can observe students for their understanding of directions while the other leads.

One Teach, One Assist

An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.

Example: While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.

Station Teaching

The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.

Example: One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.

Parallel Teaching

Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.

Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.

Supplemental Teaching

This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials re-taught, extended or remediated.

Example: One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment

Alternative (Differentiated)

Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the avenue for getting there is different.

Example: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.

Team Teaching

Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly

defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

Example: Both instructors can share the reading of a story or text so that the students are hearing two voices

Solo Teaching

The teacher candidate is the lead planner and teacher for the lesson. The lesson is designed specifically for only one teacher.

Example: The teacher candidate is being observed by the university supervisor for classroom management skills or how he/she specifically engages students in questioning techniques to facilitate a conversation.

The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.

Adapted from St. Cloud State University, Teacher Quality Enhancement Center, 2009:

Research funded by a US Department of Education, Teacher Quality Enhancement Grant

edLabs, edTPA, AND STUDENT TEACHING

To support your successful completion of the edTPA, there are four mandatory edLabs that all candidates must attend. These labs are facilitated by EWU's Field Supervisors and are held on both the Cheney as well as Spokane campuses. Your first edLab will take place during EDUC 420.

Following is the suggested, outlined process for completing the edTPA during the student teaching experience – included is a suggested schedule outlining how edTPA and Student Teaching responsibilities may be fulfilled. Please note the schedule should be followed according to the demands of the setting, the candidate's readiness, and with collaboration among the Mentor Teacher, the Teacher Candidate, and the Field Supervisor.

Two crucial parameters to keep in mind:

1. During the timeframe designated for Candidates to complete the edTPA (approximately 5 weeks), candidates should be solely responsible for the content area in which they are doing their edTPA.
 - a. For Elementary Candidates, this means they will be solely responsible for either Literacy **or** Math
 - b. For Secondary Candidates, this means they will be solely responsible for the content area in which they will be teaching the edTPA lessons and gathering the edTPA data. If the secondary candidate's teaching assignment is the same content in every period (i.e. all Algebra I or all Sophomore English or all US History, etc.), they may be solely responsible for the edTPA period and for picking up the other periods as indicated in the "Teacher Candidate Schedule of Responsibilities" section (see page 14) .
 - c. **What this does NOT mean** is that candidates will be idle during the rest of the school day. Candidates should be actively involved *throughout* the day. They should interact with all students, and could possibly team teach selected lessons.
2. Other than teaching the lessons and grading their students' work, Teacher Candidates should not work on the edTPA during the school day. **All writing of the edTPA should be done at home.**

Suggested Schedule

- Represents edTPA responsibilities (for complete list see edTPA Timeline Checklist)
- Represents Student teaching responsibilities (for complete list see Student Teaching Handbook)

Weeks 1-2

Candidate:

- has completed context for learning
- has sent home video permission slips and collected them
- has completed edTPA lesson plans for learning segment
- has completed Planning Commentary
- will plan schedule with Mentor Teacher for assuming responsibility for classes
- will begin teaching edTPA content/period(s)
- will begin assuming housekeeping responsibilities such as checking attendance, making announcements, collecting materials, etc
- will begin short-term and long-term planning
- will assist with study groups and work with individual students

Week 3-4

Candidate:

- has total responsibility for edTPA classroom
- has prepared lesson plans, assessment criteria, and instructional materials for each lesson of the edTPA segment
- has taught and recorded 3-5 lesson plan segment
- has chosen and prepared the video clips
- has completed the Instructional Commentary
- continues planning with Mentor Teacher
- gradually assumes responsibility for other contents/periods **until by week four (4) has assumed full teaching schedule**
- Participates in aspects of the total school program

Week 5-9

Candidate:

- has identified which assessment will be analyzed
- has selected three (3) student work samples to analyze and document
- has documented reflections of assessment from the three focus students
- has completed the Assessment Commentary
- is starting to accumulate and review all materials, artifacts, lesson plans and commentaries
- has all materials complete and ready to submit to the Pearson Platform no later than 11:50 p.m. on the appropriate submission date

NOTE: The submission dates are based on projections by Pearson of when scores will be available for each content area prior to the end of the quarter.

- participates in mid-term evaluation conference
- arranges for the principal (or designated administration) to observe at least once during the next weeks of student teaching

Weeks 10-11

Candidate:

- gradually phases out of teaching responsibilities
- makes arrangements to complete SPED Option
- participates in final evaluation conference
- submits the following required documents to Field Supervisor:
 - Special Education Option
 - Professional Growth Plan

STUDENT TEACHING ASSESSMENT AND REQUIREMENTS

Eastern Washington University supervisors will collect evidence of practice during scheduled and/or unscheduled visits to the candidate's classroom. Observation Forms will provide documentation for recommendations. The following assessments and evaluation instruments will be collected by the EWU Field Supervisor and submitted for certification:

- ✓ Teacher Performance Assessment (edTPA) – must meet State minimum score on the edTPA
- ✓ EWU Field Supervisor and mentor teacher recommendations
- ✓ Pre- service Professional Growth Plan
- ✓ Special Education Experience Option 1 or 2
- ✓ Teacher Candidate Placement Timesheet
- ✓ Observations and Feedback
- ✓ Mid-term and Final Evaluations completed by Teacher Candidate, Mentor Teacher, and Field Supervisor

OBSERVATION PROCEDURES

The university supervisor will conduct five formal observations during the quarter. Candidates are required to submit lesson plans in the department lesson plan format (see page 26) for review prior to the scheduled observations. The student teaching supervisor may make additional scheduled and/or unscheduled observations. The university supervisor will arrange for consultation immediately following the observation or, if the candidate is not available, may leave written comments/suggestions/questions in the Student Teaching Notebook for further discussion at a mutually convenient time.

MIDTERM/ FINAL EVALUATION

Evidence of completion of competencies in meeting standards will be collected throughout the student teaching experience. The purpose of the mid-quarter conference is to discuss the candidate's strengths and areas in need of improvement while there is still time to make adjustments and set completion goals. It should be scheduled at the convenience of the mentor teacher.

At the elementary level, the evaluative conference will be held with the candidate, the mentor teacher, and the supervisor in attendance. At the secondary and middle school level, the university supervisor should schedule a time when as many of the mentor teachers as possible can evaluate the candidate's progress. Minimally, it is desirable to include the candidate, the university supervisor, and the mentor teacher(s) working with the candidate the majority of the time during the school day. The teacher candidate, mentor teacher, and supervisor complete this evaluation prior to the scheduled conferences. Recommendations for improvement and general timelines will be set at the midterm conference.

TEACHER/SUPERVISOR RECOMMENDATIONS

Recommendation forms are given to the mentor teachers during orientation. Recommendations done at the conclusion of student teaching by mentor teacher and supervisor are non-confidential. A time should be scheduled whereby the mentor teacher, the university supervisor, and the candidate can meet to review the final evaluation, complete recommendations and sign the mid-term/final evaluation form. Following the meeting, the university supervisor will collect all required paperwork and forms to submit to the Student Teaching.

LESSON PLAN FORMAT

1. **Teacher Candidate:**
2. **Subject:**
3. **Lesson Title/ Central Focus:**
4. **Grade Level(s):**
5. **Length of Lesson:**
 - Time Required
6. **Academic and Content Standards (Common Core/National):**
7. **Learning Objective(s):**
 - WHAT do you want students to know and be able to **do** (must be measurable)? Be specific and use concrete terms.
 - Learning Objective(s) must align with the Content Standards listed in #6.
8. **Academic Language:**
 - Consider Language Demands (vocabulary, discourse, syntax, function) that students will need to participate in learning tasks and demonstrate their learning?
 - What are the oral and written academic language (vocabulary and functions and forms of language associated with learning objective) that students will need to understand or produce in your learning segment?
9. **Assessment:**
 - What type of assessment will you use to measure student learning?
 - Identify if this is formative or summative.
 - Attach all assessment tools for this lesson.
 - Specifically identify what this assessment will measure.
10. **Lesson Connections:**
 - How is your lesson/instruction supported by research and theory? (Make sure you have actually connected the research/theory to your lesson.)
 - What examples of prior knowledge are you building on?
 - Upon what assessment data or previous lessons are you building?
 - WHAT requisite skills do students need in order to access the lesson & participate fully?
 - How does the content build on what the students already know and are able to do?
 - How does the lesson build on previous lessons or previous learning?
 - What examples of personal cultural or community assets are you building your lesson on?
11. **Instructional Strategies and Learning Tasks to Support Student Learning:**
 - Introduction**
 - How will you communicate the learning objectives to students?
 - How will you introduce this lesson (draw upon and engage students in examining their own strengths from prior learning and experience)?
 - Student Voice**

Describe how you will gather information and data from students that inform you of:

 - Their knowledge of the learning targets and how they are progressing towards these targets (e.g., “I can...” or “I am learning...” statements)?

- Their knowledge of the support and resources that can be accessed to help them achieve the learning targets
 - Their knowledge of the relationship between the assessment and learning objectives

Learning Tasks

- What explicit learning instruction occurs: what specifically are the students learning in this lesson?
- What are the procedural directions for students to follow?
- What learning activities do you have planned for the students (Note: these describe what the students do during the lesson)
- What instructional strategies will you use (Note: Instructional strategies describe what the teacher does during the lesson).
- How will you incorporate guided practice?
- Provide estimates of time.
- What are the key teacher questions or prompts?
- Will students be grouped and, if so, by what criteria?

Closure

- Review and restate the learning objective(s).
- Preview connection to future learning/lessons.
- Attach all instructional materials (class handouts, PowerPoint or Smart Board slides, etc.)

12. Differentiated Instruction:

- In what ways will you ensure equitable learning opportunities for all students?
- How will you differentiate instruction based on the needs of your students?

13. Resources and Materials:

- Where did I find the idea for the lesson? (reference)
- What materials will you need in order to teach this lesson?
- What materials will students need?

14. Management and Safety Issues:

- Are there management and safety issues that need to be considered when teaching this lesson? If so, list them.
- What will you do to prepare your students for these issues?

15. Parent and Community Connections:

- How will you engage or involve parents and the community?

LESSON PLAN TEMPLATE

TPA Lesson Plan # _____

1. Teacher Candidate		Date Taught	
Mentor Teacher		School/District	
2. Subject		Field Supervisor	
3. Lesson Title/Focus		5. Length of Lesson	
4. Grade Level			

6. Academic & Content Standards (Common Core/National)	
7. Learning Objective(s)	
8. Academic Language demands (vocabulary, function, syntax, discourse)	

9. Assessment
Attach all assessment tools for this lesson

10. Lesson Connections

11. Instructional Strategies/Learning Tasks to Support Learning	
<u>Learning Tasks and Strategies</u> <i>Sequenced Instruction</i>	
Teacher's Role	Students' Role
Student Voice to Gather	

12. Differentiated Instruction
<u>Plan</u>

13. Resources and Materials
<u>Plan</u>

14. Management and Safety Issues
<u>Plan</u>

15. Parent & Community Connections
<u>Plan</u>

OVERVIEW OF THE WASHINGTON TEACHER PERFORMANCE ASSESSMENT (edTPA) CONCEPTUAL OVERVIEW

Successful completion of the Washington Teacher Performance Assessment is a certification requirement for all pre-service teacher candidates (WAC181-78A-010 (8-9)). The assessment is clearly focused on the candidate's impact on student learning. In this assessment, the teacher candidate will describe, analyze, and evaluate the teaching of a three to five lesson unit of literacy/math or content area instruction that will be referred to as a "learning segment". The assessment is built around the proposition that successful teaching is based on knowledge of subject matter and subject-specific pedagogy, knowledge of one's students, involving students in monitoring their own learning process, reflecting and acting on candidate-based and student-based evidence of the effects of instruction on student learning, and considering research/theory about how students learn.

- Captures candidates thinking and performance in completing an instructional cycle.
- Reveals candidates' commitment to the learning of all students
- Reveals candidate's ability to formatively assess and make adjustments based upon students' needs
- Inquiry into best practices and reflection about one's successes and challenges
- Justifiable Pedagogy -- commentaries are both description of practice and justification based on theoretical, conceptual and practical knowledge base
- edTPA assesses the teaching of real kids in real classrooms
- edTPA produces a profile of candidate's teaching practice
- Inquiry into best practices and reflection about one's successes and challenges
- Justifiable Pedagogy -- commentaries are both description of practice and justification based on theoretical, conceptual and practical knowledge base
- A summative assessment of teaching practice
- Collection of artifacts and commentaries
- Learning Segment of 3-5 days
- Plans based on context and knowledge of student's academic, social emotional and language development, prior learning, lived experiences, family, community and cultural assets.
- 3 tasks to complete
 - Planning Instruction and Assessment
 - Instructing and Engaging Students in Learning
 - Assessing Student Learning
- Identification and support of academic language demands and student voice are measured across all tasks

FINAL RECOMMENDATIONS

Mentor teachers and EWU Field Supervisors will submit a final evaluation in the form of a Letter of Recommendation. The Letters of Recommendation will be sent to the candidate's Placement File at EWU's Career Services Office. The Final Recommendations are non-confidential and copies may be given to the candidate. It is important to note that the Letters of Recommendation will be read by possible employers of the candidate.

Certificates cannot be issued until final recommendations are on file in the Department of Education

FINAL RECOMMENDATION GUIDELINES

Purpose

The Mentor teacher recommendation letter serves the following two functions:

- A final written narrative evaluation for the student teaching experience.
- A letter of recommendation for the candidate's Placement File.

Surveys have shown that letters of recommendation are second in importance to personal interviews in determining who is hired for most teaching positions; however, interviews may or may not be given due to a poorly written, lukewarm, or negative letter of recommendation. Your final evaluation may play a significant role in the candidate's future. Experience indicates that candid, specific statements best serve the interests of the student and the employer.

Procedures

1. The final form should be typed and signed in ink. It is recommended you print the letter of recommendation on your school or district stationery. The recommendations should be prepared and ready for sharing during the final conference.
2. Following the final conference, the University Supervisor will submit the letter of recommendation and all other required forms to the Office of Field Experiences. Recommendation letters will be forwarded to the Educational Placement Office. Copies can be made and kept for your files.

Suggested Techniques for Writing Recommendations

1. Identify the candidate's strongest characteristics and cite specific examples that will support your viewpoint. Each example should be representative of the candidate's entire performance and not based solely on an isolated incident.
2. If there are significant weaknesses that a prospective employer should know, mention them and note any progress toward improvement that has been made.
3. The teacher candidate has worked many hours earning this recommendation. If possible, limit your remarks to one page; however, the recommendation should be of sufficient length to adequately cover the important aspects of the student teaching experience.

Specific Writing Tips

1. It is appropriate and advisable when recommending an outstanding candidate to begin the letter with a statement reflecting the candidate's excellence.
2. When making reference to the student teacher it is appropriate to use either titles such as Ms. Jones, or Mr.

Brown or their first name; however, be consistent by using the same reference throughout the recommendation. Avoid information that would indicate the individual's race, religion, nationality, age, marital status, or disability.

3. Note the characteristics of the experience. Include information such as:
 - grade level, school, school district
 - number of students
 - length of assignment
 - classroom organization (e.g., self-contained, departmentalized)
 - diversity of populations (cultural, academic)
4. Discuss overall strengths and weaknesses of the candidate as well as special talents or accomplishments.
5. Avoid extreme statements unless they can be supported without reservation.
6. Characterize the candidate's total experience rather than focusing on an isolated incident.
7. Refrain from commenting about problems that have been alleviated by the end of the experience.
8. Evaluate the candidate in terms of his/her effectiveness rather than in terms of your personal style.
9. Include statements regarding the candidate's potential for employment substantiating your prediction with evidence of past performance.
10. A statement such as, "If you would like additional information regarding this candidate, please feel free to contact me," allows the interviewer an opportunity to obtain more specific information.
11. Limit the letter of recommendation to a one-page narrative.

**MENTOR TEACHER
LETTER OF RECOMMENDATION
INSTRUCTIONS**

June 14, 2012

North Elementary School
123 Main Street
Spokane, WA 99201

Re: Jane Smith

To Whom It May Concern:

- ❖ Use official letterhead whenever possible
- ❖ Ensure the student teacher's name is easy for interviewers to locate
- ❖ Include in the body of the letter the following elements:
 - An introduction of yourself, your position, and your role with the student teacher
 - The school name and district if not specifically implied on the letterhead
 - The grade level and/or subject areas taught by the student teacher
 - Student teaching start and end dates
- ❖ Run the spelling and grammar checker
- ❖ Remember to sign and date the letter

My name is George Jones and I have been a second grade teacher at North Elementary School for the last ten years. Ms. Smith student taught in my class during the spring of 2007. Of her many pleasant personal qualities, Ms. Smith presents a neat and attractive appearance, a pleasant personality and a good sense of humor. She gets along well with children and adults. She is enthusiastic about teaching and has a caring attitude for children. She attended PTA and faculty meetings and maintained very cordial social relationships with staff members.

In regard to preparation and instructional strategies, Ms. Smith had her plans and materials prepared in advance throughout the quarter. She did a good job of organizing the classroom and of dealing with the daily routine. She spent extra time in preparing lessons that were well planned and included many supplementary activities which helped motivate pupils. Board work, bulletin boards, art projects, and other creative projects all enhanced the total learning environment.

Ms. Smith used a variety of teaching strategies and presented relevant content. Her creativity was evident from the lessons she prepared which involved everyone in the learning process. She showed flexibility and resourcefulness by adapting lessons to unexpected interruptions and applied knowledge gained from previous teaching/learning experiences. Appropriate learning activities were developed through knowledge of individual differences and ability levels. Provisions were made for continuity by using effective review procedures and previewing future lessons.

Leadership and maintaining control seemed to come naturally for Jane. She demonstrated no trouble with classroom management. She identified and dealt with inappropriate behavior in an efficient manner and students respected her authority.

Ms. Smith aligned her assessment strategies with student outcomes and documented student learning by recording knowledge and skills acquired. Students were involved in rubric development or made aware of assessment criteria and engaged in self-evaluation accordingly.

In my opinion, Ms. Smith demonstrated a commitment to teaching throughout her successful experience. She was reliable and accepted responsibility for her actions. She should be an excellent first-year teacher and should continue to grow professionally.

It is my professional judgment that Ms. Smith will become an excellent teacher. I recommend her highly and without reservation for any elementary teaching position.

Sincerely,

George Jones
Mentor Teacher



**STUDENT TEACHING SUPERVISOR
LETTER OF RECOMMENDATION**

Date: JUNE 4, 2012 Candidate Name: John Williams

School: North High School District: North District

Grade Level / Subject Area: Chemistry/Science Student Teaching Dates: Spring 2012

Description of Assignment

Teaching Chemistry and Physical Science at North High School.

Evaluation

As his university supervisor, I observed Mr. Williams throughout his student teaching experience. The following is my evaluation of his performance.

Preparation/Instructional Strategies

Mr. Williams worked diligently to present well-planned and sequenced lessons appropriate to the majority of students in his classes. He provided logical and orderly explanations, with regular opportunities for guided practice and checked for understanding. He continues to grow in developing strategies to reach the diverse needs of individual students at their varying levels of instruction. Mr. Williams's presentations held up well under the pressure of coaching varsity football while doing full-time student teaching under two mentor teachers in two separate subject areas.

In the classroom Mr. Williams's expertise in the areas of physics and chemistry was very strong. He possesses a strong understanding of the subject matter and communicates it well to the students. He holds students accountable for learning as well as for appropriate behavior.

Classroom Management/Discipline

Mr. Williams is a confident, imposing figure in the classroom. He effectively uses modulation of voice, body language, proximity and silence to control discipline in the classroom. Since Mr. Williams effectively and clearly presents his expectations for students' behavior and follows through consistently, discipline action is rarely necessary. Instead, he concentrates more on positive reinforcement, fairness and tolerance.

Personal Qualities

Mr. Williams is a trustworthy, diligent, hardworking person who is committed to teaching. He has proven himself a cooperative team player who works well with colleagues and students in both academics and athletics.

Recommendation

I recommend Mr. Williams with confidence as a skilled teacher.

Sincerely,

Mary Doe
EWU Student Teaching Supervisor



Department of Education

PROFESSIONAL GROWTH PLAN

Residency Teacher Candidate

PROFESSIONAL GROWTH PLAN

Professional Growth Planning is a *career-long habit of practice* that begins in an educator preparation program and extends throughout one's career. It is used as a method to plan personalized learning integrated with that of our colleagues and the needs of students in a school. The process of annual professional growth planning is now used to renew a certificate in Washington.

The Professional Growth Plan (PGP) is a reflective, living document that incorporates individual performance-based goals aligned with department and professional teaching standards. All candidates applying for a Washington State teaching certificate will develop a PGP in EDUC 420 – Admission to Professional Candidacy. Candidates focus upon professional growth and revise the document during student teaching.

Before the conclusion of student teaching, candidates target two to three criteria for which they believe professional development is needed to improve student learning. For criterion candidates propose growth activities and resources they might use to accomplish their learning.

This document is intended to be a work-in-progress for candidates to adapt and change as they grow as professionals in student teaching and into their professional practice.

DRAFT PROFESSIONAL GROWTH PLAN (PGP) TEMPLATE FOR PROGRAM COMPLETION

First Name:	Last Name:	
Institution:	Academic Year:	
Certificate Program: <input type="checkbox"/> Residency Teacher <input type="checkbox"/> Residency School <input type="checkbox"/> Initial Superintendent <input type="checkbox"/> Residency Counselor <input type="checkbox"/> Professional School Counselor Principal/Program Administrator <input type="checkbox"/> Residency School <input type="checkbox"/> Professional School Psychologist <input type="checkbox"/> Professional Psychologist Principal/Program Administrator		
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. http://program.pesb.wa.gov/review/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 (only required for ProCert)	_____ Print Name	_____ Date

SPECIAL EDUCATION EXPERIENCE REQUIREMENTS

Teacher candidates are required to demonstrate certain knowledge and skills regarding special education programs and their students. Candidates may choose to complete Option 1 or Option 2 to demonstrate completion of the Special Education Experience requirement. Mentor teachers will be asked to make arrangements for the candidate to complete their Special Education Experience.

Option 1

Indicate the date completed for each of the following:

- _____ Review district handbook/policies and procedures for special education.
- _____ Review school district referral form.
- _____ Participate in building team meeting during which documentation of strategies to solve problem in regular classroom is discussed.
- _____ Participate in IEP meeting/review IEP form.
- _____ Observe mainstreamed special education student.
- _____ Observe/interview professional team members; school psychologist, school counselor, communications disorder specialist, physical therapist, occupational therapist.
- _____ Interview special education teacher regarding role of regular classroom teacher in special education.
- _____ Interview school principal about qualifications desired in regular teacher regarding special education.
- _____ Assist special education teacher in working with individual students.

Candidate Printed Name

Quarter

Candidate Signature

Date

Mentor Teacher Signature

Date

Form Created: 07/12/2010 Special Education Experience for Regular Student Education Teachers Office of Field Experience

Last Modified: 07/12/2010
Forms/Student Teaching/SPED1

Option 1

Department of Education
Eastern Washington University

**Special Education Experience
For Regular Education
Student Teachers**



Option 2

Each Eastern Washington University teacher candidate who is participating in a regular classroom experience at the elementary or the secondary level is required to spend **three days working with a special education teacher**. The candidate is expected to assist the special education teacher by working with individual students or small groups of students, but should not assume the responsibility of the entire class. As a mentor teacher, please verify that your teacher candidate has spent three days working under the direction of a special education teacher.

Candidate Printed Name

Quarter

Candidate Signature

Date

Mentor Teacher Signature

Date



EASTERN
WASHINGTON UNIVERSITY

start something **big**

SPECIAL EDUCATION

(Note: Pages 38-43 apply to Special Education and Blended candidates only)

Washington Teaching Performance Assessment (edTPA) Special Education Lesson Plan Framework

Choose 1 focus student (within the group you are teaching).

1. **Teacher Candidate:**
2. **Content/Skill Area:**
3. **Length of Lesson:**
 - Time required for lesson
4. **Present Level of Performance: (use pseudo name for focus student)**
 - State student strengths; skills students have already mastered (prerequisite skills) which lead into skills taught in this lesson.
 - State skill deficits (areas of needed improvement) which are currently a priority for the focus student.
5. **Academic and Content Standards (Common Core, EALRs/GLEs, modified/alternative standards, Early Childhood Guidelines):**
 - List state standards related to the skill you are teaching in this lesson
 - Try to find a Common Core Standard since districts are switching to these, but if you can't find one that is related to the skill you are teaching look at the EALRs/GLEs
 - These are long-term goals related to instruction so it is OK if it doesn't match exactly
 - You can use a standard from a lower grade level than the student's chronological age since it is remedial instruction
6. **IEP Goals and Benchmarks for the Learner (use pseudo name):**
 - List any IEP or IFSP goals and benchmarks for your focus student that are directly or indirectly related to the skill you are teaching.
7. **Learning Target(s)**
 - These are the broad, long-term goals including academic and/or nonacademic skills (Reading, Writing, Math, Functional, Communication, Social, Behavior etc.)
 - This is what you teach to learners (in age-appropriate language) for Student Voice
8. **Lesson/Instructional Objective(s):**
 - These are the short-term objectives for today's lesson. WHAT do you want students to be able to do as a result of this lesson? Be specific and use concrete terms. HOW will students demonstrate this? Describe observable and measurable outcomes for learner performance.
 - Each objective should be clearly defined (with a measurable behavior) with appropriately challenging measurable outcome/criteria for student performance.
 - Objectives should be aligned with the assessment or a version of assessment modified for the individual student.
9. **Language/Communication Demand(s):**
 - Describe communication demands (i.e.; expressive and receptive) which are critical to understanding instruction or materials and /or demonstrating progress toward each learning target.
 - List instructional language necessary for succeeding in the lesson (words used by the teacher which students must understand in order to complete the task).
 - List vocabulary associated with the content in the lesson. This includes the oral, written and symbolic language that students will need to understand in order to produce results to meet the objective. Learners need to be applying content language in correct context.
10. **Student Voice**
 - What evidence will you gather to demonstrate ongoing learner reflection/self-assessment relative to the learning target(s)?
 - There should be a clear learning target expressed to the students in student-friendly language and/or alternative mode of communication, so they can articulate in their own words what they are learning. Refer back to the learning target throughout the lesson.

- Discuss why the learning targets are important and how they relate to previous lessons, other content areas, and/or life experiences.
- Learners then need to evaluate themselves on how they think they are doing on the learning target (some sort of rating scale)
- Finally, students need to identify resources they can access for areas in which they are still experiencing difficulty

11. Instructional Procedures/Strategies:

- This section spells out your entire lesson including what activities will occur and in what sequence they will occur. Include what the teacher will do and what the students will do. This should be the longest section of your lesson plan.
- Include instructional strategies used (activating prior knowledge, task analysis/chaining, modeling, guided practice, independent practice, maintenance/generalization, least-to-most prompting)
- Script out the events throughout the lesson as well as sample scripting of what the teacher will say/questions that will be asked. Follow these sections:

Introduction

- How will you introduce this lesson? (Engage students in examining their own strengths from prior learning and experience, and how that leads into the skills taught in this lesson.)

Learning Tasks

- What explicit instruction occurs: what specifically are the students learning in this lesson?
- What are the procedural directions for students to follow?
- What learning activities do you have planned for the students (Note: these describe what the students do during the lesson)
- What instructional strategies will you use (Note: Instructional strategies describe what the teacher does during the lesson).
- What are the key teacher questions or prompts?
- Describe error correction procedures (what you will do to firm/ensure mastery learning)

Closure

- Review and restate the learning target(s). Learners evaluate themselves
- Preview connection to future learning lessons
- Attach all instructional materials (class handouts, PowerPoint or Smart Board slides, teacher scripts, etc.

12. Assessment:

- What are the progress monitoring, formative and/or summative assessment tools and/or procedures used to monitor student learning?
- What type of assessment will be used and what will be assessed?
- The assessment should align with the lesson/instructional objectives.
- Make sure you have an assessment for every lesson/instructional objective! (Match mode of answer; assessment must measure verbal if objective is a verbal skill, written skills can be measure through permanent product etc.)

13. Modifications/Accommodations:

- Are there any modifications or accommodations to instruction, materials, or the learning environment?
- Did you use any specialized teaching strategies to meet student needs or augmentative and/or assistive technologies?

14. Resources and Materials:

- Where did you find the idea for the lesson? (reference)
- What materials will you need in order to teach this lesson?
- What materials will students need? Include additional materials/resources that students can use for further study.

15. Management and Safety Issues:

- Are there management and safety issues that need to be considered when teaching this lesson? If so, list them.
- What will you do to prepare your students for these issues?

16. Parent and Community Connections:

- How will you engage or involve parents and the community?
- How will you relate the skills taught in the lesson to other settings/situations and ensure students retain the skills learned (generalization and maintenance)
- How will learners become self-directed/independent in using the skills taught?

SPECIAL EDUCATION STUDENT TEACHING ROLES AND RESPONSIBILITIES

The student teaching experience will differ from the practicum in the amount of responsibility the candidate will be expected to take. The student teacher should be completely responsible for the learning of the students for *a minimum of six weeks*. In order to pass student teaching, the student will be required to:

1. Schedule all conferences (initial, midterm, and final) with the master teacher and university supervisor.
2. Present yourself in a professional manner at all times:
 - a. Dress appropriately and professionally.
 - b. The following is not considered to be appropriate attire for the classroom:
 - Visible tattoos and piercings (ears excluded)
 - No bare midriffs (e.g., low-rise pants or shirts that do not adequately cover your back, stomach, and chest when sitting, standing, squatting, or bending over)
 - c. Maintain a professional relationship with students, parents, and staff.
 - d. Read, sign, and date the Professional Disposition Form.
3. Out of 11 total weeks of student teaching, students will take full responsibility for the day-to-day operation of the classroom for a minimum of six weeks including:
 - a. all lesson planning and presentation
 - b. all data collection and interpretation
 - c. all classroom management procedures
 - d. participation in all evaluation team meetings
 - e. participation in all IEP meetings
4. Present a minimum of 6 lessons to be observed by the university supervisor:
 - a. Lesson plans must be submitted to the university supervisor upon arrival on the day of the observation
 - b. Lessons will be rated on a 5-point scale. Candidates must receive a minimum average rating of 4.5. Written lesson plan and teaching performance data will be averaged separately.
 - c. Unannounced observations may be conducted.
 - d. Additional observations may be required.
 - e. Any concerns and/or needs for remediation will be handled on an individual basis (e.g., additional observations by current and/or alternate supervisor; videotaped lessons).
5. Be present during *all* days and times in which the master teacher is expected to be in attendance, this includes:
 - a. all contracted instructional days
 - b. all in-service days, conference days, curriculum days
 - c. open house functions
 - d. school programs and performances
 - e. other times and dates during which school staff are expected to be in attendance
6. Complete the Professional Growth Plan (PGP).
7. Teaching Performance Assessment (edTPA): Candidates will complete all requirements for the edTPA appropriate for the type of special education setting where they are placed.
8. Excused absences include severe illness or legitimate family emergency. Any absences or changes to submitted schedule must be cleared in advance through the master teacher and university supervisor (documentation may be required). **Failure to do so may result in a failing grade.**

Final Conference

The final conference is an opportunity for the student, master teacher, and university supervisor to exchange ideas and feedback. Topics covered will include, but will not be limited to:

Student Teaching Competencies

- a. Master teacher and student teacher will complete the Student Teaching Competencies form and bring to mid-term and final conferences.
- b. Mid-term and final conferences will center around feedback provided by both master teacher and student teacher on the Student Teaching Competencies form

APPENDIX

ENDORSEMENT TEST(S) REQUIRED TO STUDENT TEACH

Candidates must have PASSED their endorsement test(s) in Elementary Education (both SubTest 1 and SubTest 2) or their major (Secondary Education) before the first day of Student Teaching. Middle Level Mathematics and Science candidates enrolled in the Elementary program must pass the Elementary endorsement test (both SubTest 1 and SubTest 2). Middle Level Mathematics and Science candidates enrolled in the Secondary program must pass the major endorsement test. Dual Majors must pass Elementary Education tests to student teach.

Candidates who are not able to pass their required endorsement test(s) before the start date of student teaching will need to notify the Office of Field Experience once they have passed. This notification must occur five weeks prior to the end of the quarter before student teaching begins to allow for sufficient time to secure a placement for student teaching. Example: Candidates planning to student teach in the fall, must notify the Office of Field Experience by mid-May.

The Department of Education highly recommends candidates, who are still preparing to pass their designated endorsement test(s), to be enrolled in at least one credit of EDUC 300 during this time period.

REPEATING STUDENT TEACHING

Candidates may repeat their student teaching quarter (EDUC 423/426) up to three times. If, after 3 attempts, a candidate has not successfully completed their student teaching requirements then that candidate may be dismissed from the program.

WITHDRAWAL FROM STUDENT TEACHING

Occasionally teacher candidates will have to withdraw from student teaching before the quarter is completed. Reasons for early withdrawal may include personal or family reasons, including illness (in which cases the withdrawal will be initiated by the candidate); behavior or performance that is in violation of the School District policy in which the candidate is working; or performance that is judged so weak at the mid-term evaluation that successful completion of student teaching is unlikely (in which cases the withdrawal will be initiated by the Education Department).

The process to be followed when the Education Department initiates the withdrawal:

1. The Director of Student Teaching should be informed by the teacher candidate's supervisor when a candidate is having difficulties that may result in withdrawal from student teaching. A conference should be held with the candidate, mentor teacher(s), and the university supervisor and principal or designee as appropriate to discuss the problems observed and the reasons why termination of the experience might occur.
2. If, following the first conference, the university supervisor and the mentor teacher determine that insufficient progress has been made and the student teaching experience is to be terminated, the university supervisor will notify the candidate, the school principal, and the Director of Student Teaching.
3. Within five teaching days, the university supervisor and the mentor teacher prepare a letter describing the reasons for the withdrawal and send it to the Director of Student Teaching, who will send a copy to the candidate.
4. The Director of Student Teaching has a conference with the candidate to review the situation and within five days, makes one of the following recommendations to the Education Department Chair:

- a. The candidate's resignation from the program should be accepted;
 - b. The candidate should be dismissed from the teacher education program without the right to reapply;
 - c. The candidate may be provided a second student teaching experience and a Review Committee be formed to consider the application;
 - d. The candidate is provided a second student teaching experience.
5. Within three teaching days of receiving the Director's recommendation, the Department Chair will review options 4a – 4d and communicate the decision in writing to the candidate. The Chair's recommendation will be final, without the right for further appeal by the student.

If option c is selected and the candidate is permitted to reapply for student teaching for a subsequent quarter, a Review Committee is formed to consider the request. The Review Committee includes the student's major advisor, one full-time tenured faculty member appointed by the Chair of the Education Department, and one full-time tenured education faculty member selected by the candidate. The Review committee considers information provided by the Director of Student Teaching and the candidate and makes a recommendation in writing within five teaching days to the Chair of the Education Department. The Review Committee may define conditions under which the candidate will be granted a second student teaching opportunity.

Those conditions may include such requirements as additional coursework or experience with children or young people, successful interviews at prospective schools, limitations on work schedules that the committee deems necessary for the candidate to be successful in the second placement. Within three teaching days of receiving the recommendation from the Review Committee, the Chair will make a decision and communicate it in a timely manner.

DISMISSAL FROM THE TEACHER EDUCATION PROGRAM

If, at any time, the student is not progressing toward meeting program objectives, the Department of Education has the authority and responsibility to dismiss the candidate from the Teacher Education Program.

Approved by the Department of Education - February 20, 1996
 Attorney General of Washington Changes - June, 1996

ACADEMIC APPEALS PROCESS

Except for "X" and "Y," all grades are final and can be changed only in the case of university (instructor, clerical or administrative) error. Such corrections must be submitted by the instructor and approved by the department chair and college dean. Requests for grade corrections must be submitted to the Records and Registration Office within two quarters of the initial grade assignment.

Students have the option of appealing a grade they believe is unfair. To appeal, an Intent to Appeal a Grade or an Official Grade Appeal form must be submitted within the times specified below, or the right to appeal is forfeited. Reasonable exceptions to these deadlines may be made by the chair or designee

The order of appeal is as follows:

1. File a notice of Intent to Appeal a Grade form within 10 working days after instruction begins for the next regular quarter. These forms are available on request in the department office, the Records and Registration Office or EWU Spokane, Riverpoint, Student Support Center and are submitted to the chair of the department concerned.
2. Discuss the conflict regarding the grade in a timely manner with the instructor concerned. If the discussion between the instructor and student does not lead to a resolution of the conflict and the student wishes to continue the appeal process, the student must confer with the chair or a designee regarding the proposed appeal. If the conflict is not resolved at this level, the chair or designee must provide a written explanation to the

student within five working days. If the written explanation is not provided or if the student is not satisfied with this explanation, he/she may make an official grade appeal.

3. The Official Grade Appeal form must be filed in writing with the chair of the department concerned, normally no later than 30 working days after instruction begins for the next regular quarter. These forms are available on request in the department office, the Records and Registration Office or EWU Spokane, Riverpoint, Student Support Center.

4. The grade appeal is heard by a grade appeals board which is to be convened no later than 20 working days after submission of the official grade appeal. (The date may be extended if mutually agreed upon by both parties.) This board is chaired by the department chair or a designee who serves in a nonvoting capacity. Selection of members is facilitated by the department chair or designee unless there is an obvious conflict of interest decided by the dean, in which case the dean or a designee shall do so.

- Three people will constitute the grade appeals board. The student petitioner shall first nominate a member and then the faculty shall nominate a member. A third member mutually agreeable to both parties will then be selected. At least one of the three members must be a student. The appeal board must be held at a mutually agreeable time.

Parties to the dispute must make a good faith effort to follow these steps or forfeit access to the appeal process. If the student, faculty or chair has legitimate concerns about the appeal process, the dean of the college will work to alleviate or correct the problems.

The appeal board does not have subpoena power and every attempt will be made to be fair to both parties. The parties may offer exhibits and/or witnesses. The principals may not be represented by counsel or others and the student appellant has the burden of proving by a preponderance of the evidence (more probable than not), that such inappropriate grading procedures have occurred.

Within 10 working days of first convening the appeal board, through its chair, will submit its recommendation in writing to the faculty member concerned, with a copy to the appellant and the dean of the college.

Decisions recommended by the grade appeal board are advisory only. The final decision to change a grade lies with the instructor, except in cases where the instructor cannot or does not respond to the appeal board's recommendation or in cases where the appeal board's findings determine prejudiced or other inappropriate grading practices by the instructor. In these cases, the final decision to change the grade lies with the dean. There is no further right of appeal.

Within 45 days of the final decision involving a recommended grade change, the chair of the appeal board shall notify in writing the appellant, the dean of the college and the chair of the department concerned of the decision of the appeal board and the faculty member's decision and action. When the final decision is made by the dean in the cases noted above, the dean shall implement the decision and shall make the proper written notification to the parties concerned.

CERTIFICATION INFORMATION

THE RESIDENCY TEACHER CERTIFICATE

WAC 180-78A-220

VALIDITY:

- The Residency Teacher Certificate is valid for five years.

RENEWAL:

- It may be renewed for two years with verification that the teacher is enrolled in, and satisfactorily completing, a Professional Teacher Certificate program.

- If the teacher has not completed Provisional Status Employment, the individual may renew the Residency Teacher Certificate for five years with the completion of 15 qtr. hours earned since the issuance of the Residency Certificate.
- All other renewals must be appealed to the State Board of Education.

PROFESSIONAL CERTIFICATE PROGRAMS STANDARDS AND CRITERIA

1. The knowledge and skills for effective teaching which 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 challenging curriculum that is based on the diverse needs of each student;
 - e. Demonstrating cultural sensitivity in teaching and in relationships with students, families, and community members;
 - f. Integrating technology into instruction and assessment; and
 - 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. A successful candidate for the professional certificate shall demonstrate the knowledge and skills for professional development by:
 - a. Evaluating the effects of his/her teaching through feedback and reflection;
 - b. Using professional standards and district criteria to assess professional performance, and plan and implement appropriate growth activities; and
 - c. Remaining current in subject area(s), theories, practice, research, and ethical practice.
3. A successful candidate for the professional certificate shall demonstrate professional contributions to the improvement of the school, community, and the profession by:
 - a. Advocating for curriculum, instruction, and learning environments that meet the diverse needs of each student; and
 - b. Participating collaboratively in school improvement activities and contributing to collegial decision-making.

All certificates except the Transitional Teacher Certificate expire on the same day (June 30th) in the applicable year. An application to renew your current certificate or apply for the next level certificate must be submitted or postmarked by the June 30th expiration date.

Find additional information regarding certification in the State of Washington:

Office of Superintendent of Public Instruction
 Old Capitol Building
 P.O. Box 47200
 Olympia, WA 98504-7200
 1-360-725-6400
 cert@k12.wa.us

THE REISSUED RESIDENCY TEACHER CERTIFICATE (Valid for five years)

EXCERPT FROM REGULATION [WAC 181-79A-145]

(2) (c) The first issue of a residency certificate for teachers employed in a school district or state agency that provides educational services for students shall be valid until the holder is no longer on provisional status. When the teacher for the first time in their career completes provisional status, their residency certificate will be reissued with a five-year expiration date. Prior to the expiration date the teacher must earn a professional certificate or meet residency renewal requirements under WAC 180-79A-250(2) (a).

(d) The first issue of a residency certificate for teachers employed in a state-approved private school shall be valid until the holder has completed two years of successful teaching. When the teacher for the first time in their career completes two years of successful teaching, their residency certificate will be reissued with a five year expiration date. Prior to the expiration date the teacher must earn a professional certificate or meet residency renewal requirements under WAC 180-79A-250(2) (a).

INCLEMENT WEATHER POLICY FOR FIELD EXPERIENCE

Field experience is vital to the development of a teacher. Occasional bad weather can impact school closure. When this occurs, please follow the guidelines below.

Placement site closure: If the University and the placement site are closed on the SAME day, the student does NOT need to make up hours (and would note the closure in their time sheet). An example for this would be MLK Day or Memorial Day. It is important to avoid scheduling visits on designated holidays when creating your weekly schedule with your mentor teacher and field supervisor at the beginning of the quarter.

University closure: If the placement site is closed and the University IS OPEN on the same day, the student DOES need to make up the hours. An example of this would be a snow day. Hours do not need to be made up in the same week, but can be done so over the rest of the quarter and into finals week.

The hours assigned are not just to meet course requirements but to offer you as much time in the classroom as possible. Research in our field suggests that placement experience is a central indicator in candidates' feeling prepared for their first job in the profession. This time in the classroom helps to prepare you for student teaching and your first year as a teacher.

EXCUSED ABSENCES AND SICK LEAVE DURING STUDENT TEACHING

Teacher candidates are expected to remain in their placement for the duration of student teaching. While there are no designated sick days or personal days in student teaching, candidates who are not able to be in their placement, due to a medical or family emergency, must immediately notify their field supervisor and mentor teacher by phone and email. Documentation may be required.

GUIDELINES FOR WORK STOPPAGES

A work stoppage (teachers' strike, protest or slow down) normally involves issues that are deep-seated and long standing. Usually it is difficult for teacher candidates who have not been in the district for some time to have a full understanding of the dispute. The following statement establishes a policy concerning the role of EWU students and other University personnel assigned to school districts (and other agencies) during work stoppages. This statement in no way abrogates individual rights.

1. Eastern Washington University will not conduct student teaching in school districts when a protest or teachers' strike is in progress.
2. It shall be the responsibility of University personnel assigned to the area to provide alternative but meaningful learning experiences for teacher candidates during a work stoppage. The University's concern is to protect the candidate, both physically and professionally. In some extreme cases, candidates may be asked to extend the Laboratory experience.
3. It is recognized that the length of the work stoppage period will determine the nature of the alternative experiences.
4. Part-time University students, employed by a school district but supervised by University personnel on a part-time basis, are not considered to be governed by this policy (Example: Education 695 Practicum).

DISTANCE PLACEMENT FEE

Student teaching placements are within a 60-mile radius of Cheney, WA. On occasion, opportunities arise for distance placements with school districts in Washington state that have established formal agreements for accepting EWU student teachers. Students who are interested in this type of placement must contact the Director of Field Experience. Students who choose such a placement must pay a distance placement fee (approximately \$1000) to cover the additional costs of supervision. This fee cannot be waived. Candidates are not guaranteed a placement in a distance school district, even if EWU has a partnership in place. Candidates who wish to be considered for this placement must have successfully passed their major content area test(s) (NES/WESTE/ACTFL) and have completed their multicultural hours by the seventh week of the quarter in which they are enrolled in EDUC 420.

STUDENT TEACHING DEVELOPMENTAL STAGES

Teacher candidates move through their practicum in predictable stages. Research indicates that 70 percent experience considerable psychological discomfort at the beginning and 20 percent report that it continues throughout student teaching (Aspy, 1979). Aspy shows that Maslow's hierarchy of human needs (physiological, safety, love and belongingness, self-esteem, and self-actualization) is useful in understanding the student teaching experience. Basic needs must be satisfied before higher needs can be addressed. An anxious candidate may be operating at the safety level while being asked to give to others. Therefore, the candidate is in a coping mode rather than a growth mode. It may be beneficial for the mentor teacher and university supervisor to determine the level at which the candidate is operating and to relate at that level. Numerous field experiences prior to student teaching should assure the student that survival in the classroom is possible during student teaching. The next level, love and belongingness, can be addressed by the accessibility and encouragement of both the mentor teacher and supervisor. Knowing that significant others care about their success enables the candidates to move to a higher level of competence and self-esteem. Studies indicate that candidates pass through six phases during their practicum (Caruso, 1977).

Phase I (week 1) Anxiety/Euphoria

This is the uneasy entry period where teacher candidates question their acceptance by the mentor teacher and the class. It is also during this week that the candidate sets unrealistically high standards for their own performance.

Phase II (weeks 2, 3) Confusion/Clarity

After being assigned responsibility for a small segment of the curriculum, the teacher candidate asks: "How long should the lesson take?" "How much material should I prepare?" "What if they don't listen to me?" Also, the candidate is faced with the uncertainty of when to "step in" and act, perhaps to settle a dispute or grant permission for a pupil to leave the room. It is at this time that they begin to question how they will meet all the requirements of the school, mentor teacher and university supervisor. According to Caruso, "Candidates learn to deal effectively with small pieces of the vast puzzle by exploring a few teaching methods and materials and getting to know several pupils well." About the third week, pupils begin to test the rules and seriousness of the "new" teacher. Teacher candidates tend to interpret this acting out and defiant behavior as an affront to them personally. "They used to be so sweet, why are they so mean to me now?"

Phase III (week 4) Competence/Inadequacy

During this vulnerable phase, the mentor teacher and university supervisor play crucial roles in helping the candidate on the way to self-confidence. As Caruso observes: "Positive reinforcement emphasizing those aspects of teaching performance that are well done will provide a basic foundation for building competence. Student teaching seminars are critical at this point in that they provide an opportunity for the candidate to realize that other pre-service teachers are also struggling with being 'authority figures.' There is a tremendous need to be kind and loving and distaste for disciplining. Incidents relating to control, lessons that fall flat, a conference with the supervisor that deals with critical issues, all chip away at the student's sense of competence."

Phase IV (weeks 5, 6, 7) Criticism/New Awareness

This is the critical period of student teaching. Up to this point there has been considerable self-absorption and concern with lessons, but now the emphasis shifts to the students.

The full-time schedule begins in this phase and the candidate is somewhat overwhelmed with the amount of preparation, planning, maintenance, record-keeping, and evaluating, in addition to the amount of emotional and physical energy required to be flexible to meet everyone's needs. Also, it appears at this point that a candidate's frustration level is in direct proportion to his or her competence level. Statements such as, "If only this were my

classroom..." or "I wish I had the freedom to..." are common. They begin to find fault with the way the teacher does things and also begin to evaluate themselves with perception. A move toward professional self-identity is the result of this difficult transitional phase.

Phase V (weeks 8, 9) More Confidence/Greater Inadequacy

The feelings of confidence and inadequacy which accompany this phase are at a different level than during Phase III. Survival is no longer a question; however, they are continually frustrated because they are unable to meet the standards of perfection that they established during phase I. Something unexpected always occurs to spoil a potentially superb lesson!

Phase VI (week 10) Loss/Relief

Imminent separation from individuals with whom the candidate has been associated for several weeks causes concern. The candidate phases out and the mentor teacher begins to take back classes, and the candidate once again has the opportunity to observe lessons in his/her own and other classrooms. There is a sense of loss in detachment from students, and often a sense of guilt for not accomplishing all that was possible. However, the greatest anxiety at this point is the re-entry to campus life or the immediate search for employment.

It is clear that the teacher candidate is in a state of stress and upheaval during this period of professional growth. While trying to gain a sense of emotional equilibrium and developing the necessary teaching skills for survival, the candidate is under constant scrutiny by both the mentor teacher and supervisor. The strain can erode the trainee's sense of confidence and competence. Furthermore, the very students they are trying to teach are perceived as barriers in the way of their achieving acceptable recommendations. These feelings would explain VILLEME and HALL's (1975) finding that teacher candidates' attitudes seemed to become more custodial and negative during student teaching. Fortunately, other studies disagree. SACKS and HARRINGTON's study (cited in MCINTYRE, 1983) indicates that candidates are more concerned for the emotional needs of their pupils than for classroom control by the end of their practicum.

That teacher morale directly affects student morale is a commonly held assumption. However, only recently has research focused on the relationship of morale and student teaching success, according to MORRIS, CHISSOM, SEAMAN and TOOKE, 1980:

Problems began to occur during the third week and increase significantly during weeks four through nine. The problems have to do with student achievement, time, instructional methods, classroom management, planning, physical fatigue, lack of rapport with supervisors, and personal problems. This is also the time when candidates most frequently question their decision to enter teaching or are advised to withdraw because of poor performance. This analysis substantiates the existence of a critical period (weeks four-nine) in the student teaching process. High morale is not a result of few or no problems in the student teaching environment. The opposite seems to be true. It appears that problems successfully handled, produce high morale and vice versa.

Clearly, the challenge of successfully facing a real classroom is the most significant ingredient in building teacher candidate confidence.

References for cited studies:

Aspy (1979), Caruso (1977), McIntyre (1983), Villeme and Hall (1975), Morris, Chissom, Seaman, and Tooke (1980)

EFFECTIVE QUESTIONING

1. TEACHER SKILLS THAT ENCOURAGE PUPIL RESPONSE

PAUSING

Ask a question. Wait 3-5 seconds. Then call on a pupil to respond. Pausing eventually comes to serve a twofold function in your classroom: (1) it provides an atmosphere more conducive to discussion than rapid-fire questioning; and (2) students learn to use the delay (pause) to organize a more complete answer.

HANDLING INCORRECT RESPONSES

There are times when a child's answer is wrong and must be corrected. You may criticize the response, but not the pupil. Punishment results in withdrawal or aggression and a decrease in student participation. Instead of telling the child his answer is wrong, give him a chance to correct it. "Let's think about that for a minute, Bill."

CALLING ON NON-VOLUNTEERS

It's not enough to get some pupils to respond properly; all pupils should participate. Non-volunteers (the hands-down group) are often the pupils who most need your attention and the experience of responding. Tell the children that you have a new policy and you are going to call on students, regardless of whether they volunteer.

2. PROBING TECHNIQUES - WAYS OF DEVELOPING MORE COMPLEX STUDENT RESPONSES

Probing involves a series of teacher questions addressed to one student and designed to move the student's initial response toward a more adequate answer. Many teachers call on another child when the first student gives a weak response. This is poor classroom management for two reasons: (1) the first child is likely to be left behind as the questioning moves on (and to engage in distracting behavior); and (2) being told his answer is wrong without being given a chance to correct it is a painful experience.

PROMPTING

A series of questions, used to help a pupil who has given a weak or an incorrect answer. First, make sure your question wasn't ambiguous or vague. Don't insist that a child is wrong - ask a simpler question.

"What were the effects of the Boston Tea Party?"

"Why did they call it the Boston Tea Party?"

"What happened at the Boston Tea Party?"

SEEKING FURTHER CLARIFICATION

Used when the teacher wants the pupil to extend a partially acceptable answer. "What else can you add?" "Are there other reasons?" "Can you state that another way?" "How can you make your answer clearer?"

ANSWERING ONE'S OWN QUESTIONS

For many teachers this is unconscious. Some consciously do this, thinking the children are learning more - they are NOT! By answering their own questions:

- a. Teachers are usually able to complete the discussion as previously
- b. Teachers avoid much of the hard work of trying to get a pupil to give a better answer; and
- c. The feedback of a completely acceptable answer, regardless of its source, may prove reinforcing to teachers.

REPEATING PUPIL ANSWERS

For some this is automatic, but some don't exactly repeat the response; they just expand upon the student answer and in doing so answer the question. The latter is a real problem in most classrooms. Not only is teacher participation increased, but by constantly repeating answers the teacher prevents pupils from responding directly to each other. Thus, students tend to give incomplete responses since the teacher who repeats the student answers usually modifies the response to make it completely acceptable without penalty to the student.

This behavior leads to the students working less and the teacher working more!

REFOCUSING

Ask the pupil to relate a completely acceptable answer to earlier learning. "How does this relate to...?" "Compare the foods they ate to the foods we eat." "Can you find a parallel between...?" "Can you think of a book we read earlier that..."

3. TECHNIQUES TO REDUCE THE QUANTITY OF TEACHER TALK WHILE INCREASING THE QUANTITY AND QUALITY OF PUPIL PARTICIPATION

An important outcome of class discussion lessons is that they give the pupil an opportunity to develop oral communication skills.

REDIRECTION

Directing the same question to several pupils. The question is not repeated or rephrased, even though more than one pupil responds. The pattern during redirection is question-answer-answer.

Use a question that calls for a set of facts rather than isolated ones. "What were the things that let..." "The policemen in S.B. do many things. Let us see how many we can name. John, can you name one?"

Use a question that involves differences of opinion. "What are the pros and cons for committing huge sums of money to our space program?" Remember, do NOT repeat or just, "Anything else?"

HIGHER ORDER QUESTIONS

To develop more complex pupil concepts you must (1) find out what the child knows; and (2) have a clear idea of what you want him to achieve. To accomplish these tasks your questioning period should move through two phases.

The initial phase is a review period using simple RECALL questions - those requiring memory. "What ... When ... Who ... Where ... Name ..." (If the discussion gets no further than this, it indicates that maybe the teacher is trying to learn the text!). After the review, by asking questions that are likely to require students to manipulate previously acquired information, the teacher should lead to the development of new concepts. "Why ... Discuss ... Interpret ... Explain ... Evaluate ... Justify ... Compare ... If ..."

4. TEACHER PRACTICES THAT TEND TO DECREASE QUESTIONING EFFICIENCY (THINGS YOU SHOULDN'T DO!)

REPEATING ONE'S OWN QUESTIONS

This is usually a mechanical repetition which only means that the teacher is asking the same question twice. (In one study teachers averaged 31 repetitions in each 20-minute lesson.) Pupils become trained not to listen! Repeating is not clarifying a question - never clarify until a child's response tells you that your question was unclear.

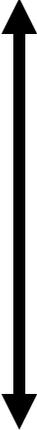
BLOOM'S TAXONOMY

Benjamin Bloom and a number of other noted educators developed a hierarchy of question types that elicit specific kinds of thinking from students. The categories are recognized by educators throughout the world and facilitate the task of questioning for higher order thinking.

It is not only knowing the questions to ask, it is knowing WHEN to ask which one, and how to respond. A teacher is making a series of decisions.

Anderson, L. W. & Krathwohl, D.R. (Eds.). (2001) A TAXONOMY FOR LEARNING, TEACHING, AND ASSESSING: a REVISION OF BLOOMS TAXONOMY FOR EDUCATIONAL OBJECTIVES provides a continuum of complexity upon which to base appropriate questions.

EDUC 303: FOUNDATIONS OF ASSESSMENT REVISION OF BLOOM'S TAXONOMY

Complexity Continuum	Type of Objective	Characteristics
More complex and conceptual 	Create	Reorganize elements into a new pattern, structure, or purpose (<i>generate, plan, produce</i>)
	Evaluate	Come to a conclusion about something based on standards/criteria (<i>checking, critiquing, judging</i>)
	Analyze	Subdivide content into meaningful parts and relate the parts (<i>differentiating, organizing, attributing</i>)
	Apply	Use procedures to solve problems or complete tasks (<i>execute, implement</i>)
	Understand	Construct new meaning by mixing new material with existing ideas (<i>interpret, exemplify, classify, summarize, infer, compare, explain</i>)
	Remember	Retrieve pertinent facts from long-term memory (<i>recognize, recall</i>)
More simple and factual		

SUMMARY CHART OF QUESTION TYPES (from Bloom)

QUESTION TYPE	STUDENT ACTIVITY	EXAMPLES
KNOWLEDGE	Recalling facts or observations	Who? What? Where? When? Why?
	Supplying definitions	Define the word "gubernatorial"
COMPREHENSION	Giving descriptions	<u>Describe</u> (what happened when we went to the concert?)
	Stating main ideas	<u>What is the main idea</u> (of this paragraph?)
	Comparing and contrasting	<u>How are</u> (these two countries) alike? <u>How are they different?</u>
APPLICATION	Applying techniques and rules to solve problems that have a single correct answer <u>sonnets, or odes</u>	<u>If</u> Bill has 89 cents, <u>how many</u> 20-cent balloons can he buy? <u>What is</u> the latitude of Moscow? <u>Classify</u> these poems as either ballads,
ANALYSIS	Identifying motives or causes	<u>Why</u> did the Bat-Poet write poems?
	Making inferences	<u>Now that we've studied this, what can we conclude about..?</u>
	Finding evidence to support generalizations	<u>What does this tell us about</u> author's attitude toward wars?
		<u>What evidence can you find to</u> support the principle that air expands when heated?
SYNTHESIS	Producing an original communication	<u>Can you think of</u> a different ending for this?
	Developing solutions to problems	<u>How can we solve this?</u> <u>How can we improve this experiment?</u>
	Making predictions	<u>What will happen</u> now that we've landed on the moon? <u>What do you predict will happen</u> if this lake were to run dry?
EVALUATION	Making value judgments about a controversial issue	<u>Do you agree with Kathy?</u> Do you believe that this is the best way to proceed? <u>What is your opinion</u> (on this matter?) <u>Would it be better</u> (to do it this way?)
	Judging beauty or worth	<u>Why do you like</u> (this painting?)

STUDENT ACHIEVEMENT/TEACHER EXPECTATIONS

Providing equality of opportunity for all of the students in the classroom is a priority. It enhances and reinforces skills that good teachers already have. It also enhances the curriculum areas and supports effective instructional strategies. Extensive research indicates that the following ten teaching practices positively affect student achievement.

Equitable Opportunity and Distribution of Response

Give all students an opportunity to respond. Research has shown that students perceived as high-achievers are given response opportunities three to four times more frequently than perceived low-achievers.

Affirming/Correcting Student Response

Teacher responses to students must be clear. Students need to know whether their response was correct or incorrect. Research has shown that eighteen (18) percent of the teachers' responses to low-achievers are ambiguous or unclear. Only three percent of teachers' responses are unclear to high-achievers.

Proximity

Be within an arm's reach and stop for a moment in a friendly manner. Proximity is often used in a negative manner with low-achievers, many times when something isn't going right. Arrange your desks to maximize proximity potential for all students.

Individual Help

We give individual attention more often to high-achievers than to low-achievers. (More time is spent during each contact with a low-achiever, but our actual contacts made are less frequent than with high-achievers.)

Praise of Learning Performance

We praise high-achievers more often. We may be unaware of the frequency because our contacts with high-achievers are usually quick and our feedback precise: "Great!" "Right!"

Courtesy

Our comments to high-achievers are more courteous than those made to low-achievers. "Please pass these out." "Sit down please." vs. "Pass this out "Go sit down."

Latency

We wait two and one-half seconds for high-achievers to respond to questions. We wait one second for low-achievers to respond to questions. All students should be given a minimum of five seconds to respond.

Reasons for Praise

We give reasons for praise more often to our high-achievers than to our low-achievers. "Here's a sticker for ____." "I appreciate ____." Low-achievers may get a "Thanks."

Personal Interest and Compliments

High-achievers may be interesting because they share more about themselves. We know more about them.

Delving

Teachers tend to give clues, or rephrase questions more frequently with high-achievers when they have difficulty.

TIME MANAGEMENT

The goal of effective classroom organization and management is to establish your room as an effective learning environment, free from disruption and misbehavior. In this manual, we are focusing on the prevention of problems, thereby increasing the learning that will take place. Before we look at some other important management issues, we need to talk about the most critical element of self-organization and management: the way you manage your time, or: TIME MANAGEMENT. The topic of TIME MANAGEMENT is a personal issue, and one that is critical to the success of your students and to your student teaching experience.

In order to manage your classroom effectively, you need to be able to manage your time effectively. Periodically, you will be inundated with paperwork to correct, forms/memos from the office that need to be sent back in a timely fashion, lesson planning, and the creation of new activities. Many of you may be coaching or making yourselves available for student help before and after school. At times, you may become overwhelmed, and it may feel like there are simply not enough hours in the day to “get it all done.” However, with some work on TIME MANAGEMENT, you can conquer what many teacher candidates have found to be a very difficult part of the student teaching experience, managing their time effectively.

The golden rule of many time management experts is: “Learn to say no.” Unfortunately, this is not a reality for teacher candidates. However, even without this option available, you can learn to manage your time more capably. As you read some of the suggestions below, mentally check to see how many of them are the answers to some of your time management problems:

1. Goal set/plan each day. Plan each day by setting goals for yourself to accomplish by the end of that day. If an unplanned activity appears, ask yourself the question: Is this unplanned activity more important than what I determined I would do? If it isn't--don't do it.
2. Make a “to do” list. Write down the “to do's” for the day and then prioritize them. Cross them off when you have completed each task. If the day is winding down and you have fallen short of your goals, realize that many times working longer produces mental fatigue and the quality of your work will suffer. The answer is to work smarter, not harder. Realize that you can't do everything.
3. Create a routine in the AM and PM. In the AM answer all office memos, check your lesson plans, and prepare your materials for the day; then enjoy a five-minute cup of coffee with a friend. In the PM, circle all the tasks that you did not complete and make your “to do” list for the next day.
4. Set aside your prep period for the biggest project on your list. Stick to it. Guaranteeing an hour a day of uninterrupted work will help you make great gains. Close your door. Make yourself unavailable in order to focus.
5. Are some days just too overwhelming? Procrastinating won't help. Break the “to do's” into mini-projects that you can complete. Sequence these in priority order and chip away at them one at a time. Do the toughest one first--then the more interesting parts will seem like a breeze.
6. When unexpected things happen, ask yourself: is this more important than what I had planned to do at this time? If it isn't, don't do it.
7. Watch your sleeping habits. Avoid staying up too late. Instead, try to go to bed earlier and then wake up earlier. Try to be as refreshed and rejuvenated for the students as possible.
8. Allocate time for relaxing. Everyone needs time to “charge batteries” and refocus. Good nutrition plus rest and recreation help make an enthusiastic, healthy teacher.

TIPS:

- Accomplish one major objective each day
- On Thursday or Friday, make a plan for the next week--WRITE IT DOWN

- At the end of each day, write down your schedule for the next day *in priority order*
- Try to reduce one “time-waster” each week
- Spend your time as if you had to buy it
- Maintain a regular physical exercise program
- Schedule personal time each day

SUGGESTIONS FOR CLASSROOM MANAGEMENT

Some positive ways of building classroom atmosphere:

- Know the names of your students. This removes the protective cloak of anonymity, but it is also tangible evidence of a teacher's interest in them.
- Stand where all pupils can be clearly seen. Eye contact is important.
- Gain attention before starting the lesson.
- Speak in a clear, convincing tone of voice.
- Be businesslike
- Be enthusiastic from the beginning.
- Have well organized lesson plans.
- Keep accurate student records.
- Have well-established routines.
- Involve students whose attention is wavering.
- Use a variety of teaching techniques and devices.
- Maintain a sense of humor.
- If possible, make requests rather than commands, clarifying the reasons.
- Appear calm, firm, confident, and dignified and avoid any suggestions of anger or disorganization.
- Praise good work.
- Be alert to irrelevant questions.
- Communication used in the classroom should be at the level of the student's ability to comprehend.
- Provide for the physical comfort of students.
- Note significant health problems of students.
- List some things that students can do easily and well. Then give them the satisfaction of doing "their thing."
- Build rapport with students by being encouraging, friendly, and aware of their outside interests. Help them become aware of their importance as human beings.
- Try to discover the underlying causes of student behavior. Then try to satisfy student needs in an acceptable manner.
- Be fair, firm, friendly - be consistent.
- Don't try to be their "buddy."
- Maintain discretion. One's personal life need not be shared with students.
- Be professional; keep students' problems confidential.
- Act consistently within school policy and/or guidelines already established in that particular class.

School District Policies

Teacher candidates should be aware of all school district policies covering issues such as sexual and other forms of harassment; use of physical force; emergency and lock down procedures; confidentiality; standards of conduct for Internet, email, and curriculum use; and drug-free environments. Teacher candidates will comply with all school district policies, including required immunization records. Teacher candidates are expected to act according to local school district regulations for students and professionals. Obtain a copy of the district's regulations at the beginning of the student teaching placement.

THE FOLLOWING SECTIONS ARE GRATEFULLY ACKNOWLEDGED AS EXCERPTED FROM THE EWU/SPOKANE PUBLIC SCHOOLS STUDENT TEACHING HANDBOOK:

BEING A PROFESSIONAL

Discussion on being/acting like a professional is included here because dressing professionally and keeping a professional distance from students will help create an atmosphere of trust and safety in the classroom. If students are not distracted by what you are wearing, saying or doing, they then know that you are there to teach and they are there to learn. They feel comfortable and safe. Let's begin by talking about how to dress.

DRESSING APPROPRIATELY

You may see many veteran teachers wearing jeans/sweats/casual clothing on any given day. You may observe that they have wonderful classroom control and excellent rapport with students. However, these long-time classroom teachers do not have positive classroom atmospheres because they dress casually and, therefore, relate well with students. They have that control and positive feeling tone from many years of experience and hard work. They do not now have to rely as much on outward appearances as you will have to in order to gain respect from your students. Some of you are not much older than the students you are teaching. For you, it is of even more importance that you establish a professional distance from them--appropriate attire is the first step. Some guidelines follow:

- No jeans, hats, or t-shirts EVER--unless it is a school spirit day--even then, be sure that what you're wearing will not distract students from learning.
- If you have a schedule that has you in both PE and academic classes change your clothes when you have a chance so that you look less casual for the academic classes.
- Look at yourself in the mirror before leaving the house and ask yourself: "Would I wear this to an interview for my first teaching job?" If the answer is no, change your clothes.

KEEPING A PROFESSIONAL DISTANCE

It is important to know how to navigate the waters in this area during your student teaching experience. There seems to be a tendency on some teacher candidates' part to try to become friends with the students in an effort to establish rapport with them. This ultimately backfires because your reason for being there is of an authoritative nature. If you persist in trying to be their "buddy," you will not be able to enforce rules and create a positive climate (if you're not viewed as a teacher, why would they listen to you?). Other students will resent you for trying to be one of them (because you're not!) and, more importantly, you open yourself up for potentially dangerous gossip and rumors. Keeping a professional distance doesn't mean not showing students you care and are interested in what and how they are doing in school and home. It means that you understand that they are the students and you are the teacher. It means that your primary focus is their learning; it is not based on how much they like you. It may mean making some unpopular decisions--decisions that are in the best interests of the student/class. And it means that you would prefer their respect in lieu of their "friendship."

Here are a few tips on keeping a professional distance with students:

- Never be alone with a student, but when helping a single student, meet where other people congregate or leave your classroom door open.
- Avoid touching a student--even a pat on the back can be construed as inappropriate to someone.
- Keep discussions and conversations with students steered away from your/their private life--this helps keep the student-teacher relationship a student-teacher relationship.
- If you feel a student is becoming too “friendly,” and it is making you uncomfortable, go directly to your mentor teacher and report the behavior.

HARASSMENT AND SAFETY ISSUES

The following information is state and district policy, supported by the Spokane Education Association (SEA) and Washington Education Association (WEA). The State of Washington’s Code of Professional Conduct (WAC 1809-87) states that the public policy goals are:

1. To protect the health, safety, and general welfare of students within the state of Washington.
2. To assure the citizens of the state of Washington that educational practitioners are accountable for acts of unprofessional conduct.
3. To define and provide notice to educational practitioners within the state of Washington of the acts of unprofessional conduct for which they are accountable pursuant to the provisions of chapter 180-86 WAC.

In fulfillment of those goals, the state has set forth the following guidelines for dealing with some “thorny issues.”

HARASSMENT AND DISCRIMINATION

Harassment is defined in three different ways and is strictly prohibited:

1. Sexual Harassment:

- a. Hostile environment

This is conduct which has the purpose or effect of substantially interfering with an individual’s work performance or education. It includes sexual advancement, request for sexual favor, sexual comment, cartoon, innuendo, and other oral, written, or physical conduct of a sexual nature which is unwelcome or uninvited and is directed by a student toward another student, teacher, or other person, or by a teacher to a student, another teacher or other person.

- b. Quid Pro Quo

Quid pro quo sexual harassment includes unwelcome or uninvited sexual advances, requests for sexual favors, sexual comments, cartoons, innuendoes and other unwelcome or uninvited verbal or physical conduct of a sexual nature, if submission to the conduct is made a term or condition, implicitly or explicitly, of obtaining an education or employment; or submission to or rejection of that conduct by an individual is used as a factor in decisions affecting that individual’s education or employment.

2. Harassment and discrimination on the basis of color, ancestry, gender/sex, sexual orientation, or physical, mental, or sensory disability, is prohibited.

Harassment in the form of slurs is prohibited. A slur is a type of harassment and is defined as any derogatory actions such as: remark, joke, picture, or gesture referencing or directed to any individual or group(s) which is based on race, color, religion, ancestry, national origin, gender, age, sexual orientation, or disability.

3. Malicious Harassment:

Malicious harassment, as defined by RCW 9A.36.080, is prohibited. Malicious harassment includes malicious and intentional conduct based on a person's perceptions of another's race, color, religious, ancestry, national origin, gender, sexual orientation, or disability that: (1) causes physical injury; or (2) causes physical damage to or destruction of property; or (3) threatens a person or group of persons and places the person(s) in reasonable fear of harm. Words alone do not constitute malicious harassment unless the context surrounding the words indicates that the words are a threat.

If you feel that you are being harassed in any way in the work environment, go directly to the building administrator and report it. Be sure to document the time, place, witnesses, and exactly what was said and/or done. If an administrator approaches you to inform you of a complaint, ask for legal representation and contact your university supervisor immediately.

TOUCHING

The Spokane Education Association states that employees who touch students leave themselves wide open to job-threatening accusations. Once an allegation is made by anyone to the school district, the police, or Child Protective Services, those agencies are required by law to investigate. When this happens, a school district employee usually has to prove he/she is innocent before returning to work. This fact may not be just, but it is reality.

Any touching of students, which can be by anyone, may lead to trouble. Serious allegations against a teacher candidate will result in immediate withdrawal from the student teaching placement. If the teacher candidate is a member of Student Washington Education Association, he/she is entitled to legal defense for false criminal allegations, up to \$25,000. If the teacher candidate is proven guilty, he/she is liable for all costs incurred.

When anyone touches a student, it is not what the employee's motive actually was, but how the touch is *interpreted* by the student(s) or others, that leads to allegations of sexual misconduct. The working definition of sexual harassment is "anything that makes a student *feel* uncomfortable".

In today's atmosphere, then, the best advice may be to avoid touching students at all, even for purposes of praise or support.

Coaches, P.E. teachers, activity advisors, band directors, and counselors seem more vulnerable to allegations than others. Touching a knee, thigh, or giving a massage to alleviate neck pain to an athlete can lead to serious allegations. In fact, any situation that may place you in a position of hugging, patting, separating (as during an altercation), or otherwise coming in physical contact with a student is filled with danger. Remember, whenever you are making a conscious decision about touching, it is how the student(s) or others *interpret* the touching that determines if charges result.

A final word of caution: More than 90 percent of employees accuse of sexual misconduct are male. Most of these are on the secondary level. *If you are male, you should be extremely cautious about touching students.* Female employees are not immune, however, especially if they are coaches, advisors, or counselors.

Generally, the shoulders, upper back, top of the head, arms, and hands are the only safe touching areas for all students. Many secondary teachers believe that no area on a student's body is safe to touch. *Never* touch a student's face, chin or ears. *Never* touch an angry student. Finally, if it is your practice to touch students, do so equitably in the same fashion and frequency for both boys and girls. In either case, avoid any kind of frontal

hugging. Responsible action could save your career. If any touching incident occurs and you're not sure about what to do, remember these "must do's":

- Never allow frustration and anger to get the best of you.

- If you feel you were involved in an incident that might be construed as harassment, write down exactly what occurred, when it occurred, and who was present.
- Avoid being in a room alone with a student. Keep the door open if you are working alone with a student.
- If you are approached by an administrator wanting to ask you questions about a student complaint and you are a member of the Student Washington Education Association, contact the Spokane Education Association office immediately and request legal help before answering any questions.

SEXUAL MISCONDUCT

Accusations of sexual misconduct with students are the most common reasons why school employees lose their jobs. Whether it is true or not, an accusation alone can easily put a school employee's career in serious jeopardy.

Just as with the issues of touching, serious allegations here against a teacher candidate will result in immediate withdrawal from the student teaching placement. Again, if the teacher candidate is a member of Student WEA, he/she is entitled to legal defense for false criminal allegations up to \$25,000. If the teacher candidate is proven guilty, he/she is liable for all costs incurred.

Most of the pitfalls that lead to accusations of sexual misconduct can be avoided, however, if you carefully consider your own actions when you're around students.

First of all, recognize that today's school environment is filled with pitfalls that can lead to allegations of sexual misconduct. Students can and do misinterpret even the most innocent act or comment. The key word here is "interpret". Sometimes they may even intentionally lie. Either way, you may end up in a position where you have to prove you're innocent--regardless of the truth. It's not fair or just. It is reality, however.

It is not necessary to touch a student to get into trouble. Some sexual misconduct allegations result from words only. A compliment on a student's hair or clothing can result in a complaint. Sometimes students even practice their social skills, like flirting, on school employees. The problem comes when the employee even hints at returning such attention.

Here are some tips to keep in mind to help you avoid allegations of sexual misconduct:

- Avoid touching students.
- Avoid sexist comments, innuendoes, or jokes. Use the same language for both male and female students.
- Don't be repeatedly alone with a student or group of students.
- When alone with a student, keep the door and/or windows open.
- Don't drive students at any time.
- Don't put anything on the internet that you would not want on the front page of the newspaper.
- On trips, take more than one student and parent. Tell your administrator. Get parental permission.
- Don't let the same students perform tasks or privileges all the time.
- Don't invite students to your home, athletic events, or the movies. Hot tub parties, one-on-one dinners, or walks are invitations to trouble.
- Get unrelated adults to attend any kind of social event for students.
- If you send cards to students, send them to several at once with an impersonal, professional salutation.
- If you want to send gifts to students, discuss it with your administrator first.
- If you receive an affectionate note, card, or gift from a student, document it immediately with a counselor or your administrator.
- Don't date former students until a year after graduation and the person is at least 18 years.

ISSUES OF SAFETY

The world in which we live today is fraught with health problems, diseases and troubled families. Many of these issues, even though they are not part of your personal world, are part of the educational world into which you are entering. As educators, we have certain responsibilities and moral obligations to our students when issues of student safety arise.

BLOOD-BORN PATHOGENS

In the old days, when a student got a bloody nose, the teacher would grab some tissues, hold the head back and then clean up any mess on the floor or desk. Today, with HIV/AIDS, Hepatitis B, and other blood-born diseases, we need to be much more cautious when handling blood or other human fluids. In fact, you should assume that any and all blood and body fluid that you encounter in the school setting is potentially infectious. With this in mind, OSHA (Occupational Safety and Health Administration) and WISHA (Washington Industrial Safety and Health Act) have established requirements designed to reduce the risk of occupational exposure to blood born diseases.

Each teacher in District 81 should have, in the desk or classroom area, latex gloves and a spray bottle of disinfectant. Should a student in your class become ill, fall, and open a wound causing blood to spill, or in any way need your assistance where the potential for contact with blood is there, you need to put on the latex gloves before treating the student. Keep the gloves on during the entire cleaning and disposal process. Clean the area with the bottle of disinfectant and towels. If the area to be cleaned is large, call the custodial staff for help. Keep other students away from the contaminated area at all times. Be sure that the sick or injured student gets the help he/she needs before any cleaning is performed. Wash your hands thoroughly after the incident is over.

In addition to how to react to sickness or injury, there is the issue of confidentiality to be considered. This is paramount if and when you are informed of a student's health problem. Any person who knows of another person's HIV or HBV (Hepatitis B Virus) status may not share that information with anyone without the written permission of that person, or of that person's parent, if the person is under 14 years of age. Violation of confidentiality is a misdemeanor and may place a person at risk of civil suit if such breach of confidentiality results in harm to the person who is HIV or HBV positive. Employees and students cannot be required to reveal their HIV or HBV status. In any case, when you are confronted with a situation in the school setting where you and/or your students are at risk of coming into contact with another's bodily fluids, you are to treat everyone as if they had the same potential for spreading infectious diseases.

Finally, it is suggested that all district employees be vaccinated with the Hepatitis B vaccine to help prevent infection in those employees at risk of occupational exposure to blood infected with HBV. For more information on this important topic, ask to see your mentor teacher's training manual on blood-born pathogens.

REPORTING SUSPECTED CHILD ABUSE

Child abuse or neglect is the injury, sexual abuse, sexual exploitation or negligent treatment of a child by any person which harms the child's health, welfare, and safety. Negligent treatment means acts causing a clear and present danger to the child's health, welfare, and safety. Professional school personnel, registered and licensed nurses, social workers, and psychologists are required to report if there is a *suspicion* that child abuse has occurred, either at the child's home or at school.

The report must be made at the first opportunity, *but no later than 48 hours* after there is reasonable cause to believe that the child or adult has suffered abuse or neglect.

If you suspect that a teacher is involved in some way with a student, you need to know that the courts have viewed many kinds of physical contact with a student as sufficient cause to discharge school employees. Obviously, intercourse with a student under the age of 18 by a person of authority over the student is a crime. So is touching a

student's intimate parts. However, many kinds of touching, though absolutely innocent in nature, can result in charges, convictions, and loss of certificates.

An employee who suspects another school professional of engaging in sexual or physical abuse or inappropriate contact with a student faces a dilemma. Reporting the suspected abuse may put the other's job in jeopardy. At the same time, failure to report actual abuse is a crime and places your job in jeopardy.

In many situations, it is not clear whether an incident or circumstance constitutes actual abuse. Accordingly, because of the serious nature of the report, employees should discuss the matter with SEA professional staff and/or your building's principal before taking action.

The dilemma about whether to report suspected abuse is exacerbated by the fact that when an employee discusses a situation with other staff members, including administrators, these people then fall under the same legal reporting requirements and face the same dilemma.

Your legal responsibility to report suspected child abuse ends only when you are assured that a report has been made to a proper authority...law enforcement agencies or the Department of Social and Health Services. Oral reports are sufficient, but must be followed by a written report, if requested.

To encourage reports of suspected child abuse, Washington law provides immunity from civil or criminal liability for reporters, but the reports must have been made in good faith, meaning the reporter was not acting for some malicious reason, such as a desire to cause trouble for the child's parent or another employee.

SEA members are assured that a mistaken allegation of child abuse, if made in good faith to the proper authorities, will not result in civil or criminal liability.

Remember! Failure to report suspected child abuse is a crime. If there is an incident or if you have reasonable cause to suspect abuse, you must file a report to the proper authorities within 48 hours. Here are some tips to keep in mind:

- If you are not sure whether child abuse has occurred, contact your SEA UniServ Director or your building's principal for consultation *before* taking any action.
- Once you are reasonably convinced that abuse has occurred, report the incident and/or circumstances to your work site administrator.
- Write down exactly what occurred, when it occurred, and who was present.
- Your legal responsibility ends only when you are assured that the report has been made to the proper agency.
- If you have reported suspected abuse in good faith and without negligence, the employer, by law, must provide for the legal defense of the reporting employee.

During the course of your student teaching experience, you may request or receive information from the counseling office, a parent, an administrator, or your mentor teacher concerning a student. Some of this information will be extremely personal in nature (a physical problem, abuse, depression...) and should be considered completely confidential. Use the information to improve your teaching and to increase your understanding of the student, and keep the information in a spot that is totally inaccessible to other students.

Here are some indicators of abuse and neglect that you may want to watch for in your classes. These indicators do not necessarily mean child abuse or neglect is going on in a family. However, if you have concerns about a student's welfare or safety, you may want to consult a counselor.

- Improper clothing, unusual layering of clothing, or wearing the same dirty clothing day after day
- Unexplained bruising, especially bruises inside of thighs, arms, or on the back
- Sudden change in eating habits, or radical personality shifts
- Destructive or aggressive behavior

- Suggestive language
- Student is withdrawn, passive, or regresses in behavior
- Unusual fears or phobias, especially of a particular person or of going home
- Depression, low self-image, poor relations with other students
- Confiding in someone, but not telling the whole story (“what if I want to tell you something but I can’t?”).

FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.”

- Parents or eligible students have the right to inspect and review the student’s education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student’s education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, “directory” information such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the [Federal Relay Service](#).

Or you may contact us at the following address:
 Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, D.C. 20202-8520

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