Student Teaching Handbook and Resource Guide
Department of Teaching and Learning
Washington State University

Spring 2021

*This handbook was updated 1/5/2021 and is subject to change based on changing circumstances caused by the COVID-19 Pandemic
The College of Education contributes to the theory and practice of the broad field of education, and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

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Dear Teacher Candidates,

Congratulations on earning the opportunity to student teach. This is the capstone experience for you at Washington State University and a very important part of your development as a teacher. You follow a long line of successful Cougar teachers around the state of Washington. We are excited to help you successfully navigate the completion of your degree and certification requirements and help you pursue a job in education.

Please read and follow the guidelines laid out in this handbook. Share it with your mentor teacher. Your job as an intern/teacher candidate is to follow the lead of your mentor teacher however different it might be from other candidate experiences past or present. With the current COVID-19 pandemic, we must follow state and district policy in regard to safety. For those who are working with a mentor teaching remotely, read some of the reminders/tips we have prepared for you at the end of this handbook.

Our goal is to help you gain confidence as you learn to work with students, staff, and parents. Be prepared for challenges and triumphs as you embark on the beginning of your career as a teacher. Student teaching is a fulltime endeavor and we expect that it will bring out the best in you. Good teachers are service minded, have good communication skills, are professional, and are adaptable to new experiences. We look forward to you being a great representative of WSU, your school of placement, and of yourself.

Have a great student teaching experience and do not hesitate to contact us if you have any questions.

Sincerely,

[Signature]

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WSU Support List for Teacher Candidates

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Communication Ladder: Not every student teaching experience will be the same. As a guest in the classroom the teacher candidate is expected to follow the lead of the mentor teacher. If the teacher candidate has concerns about their placement, the school climate, or the responsibilities expected of them during their field experiences, the following steps should be followed:

1. Confer with University Supervisor.
2. If no resolution, contact should be made with the regional Director/Coordinator.
3. If concerns continue, the next level of resolution should be made to the Secondary Coordinator and Director of Field Services. Consultation will then occur with the Director of Teacher Education.
In these unprecedented times, Washington State University (WSU) continues to protect the integrity of teacher preparation while also assuring a safe environment for all involved. We will continue to seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

The current COVID-19 pandemic has changed operating procedures for schools across the state, the nation, and the world. Due to the potential uncertainty of the upcoming school year, we will maintain a level of recognition, respect, and adaptability for our teacher candidates placed within our partner school districts. We support the leadership within our state that has determined face to face learning and open school buildings as essential to the educational and social well-being of K-12 students. Furthermore, the Department of Teaching & Learning recognizes the importance of tending to the social and emotional needs of students, especially now as we face economic and health uncertainty. The field partnership between school districts and our Department of Teaching & Learning will work in compliance with all safety procedures set forth by Washington state and partner school districts in an effort to combat the spread of COVID 19. Our candidates must follow these health and safety requirements and/or guidelines.

In developing these guidelines, WSU is following state and district guidelines as we seek classroom opportunities to develop the knowledge and skills of teaching while also providing evidence that our teacher candidates are ready for certification. Personal feelings on how the government is handling our state’s re-opening plan vary greatly in our society. While we respect our candidate’s personal beliefs, we expect that in this time of uncertainty candidates adhere to Washington State, public health authorities (i.e., federal, state, and local) school district and university guidelines regarding safety and health.

Our current candidate safety guidelines during the COVID-19 pandemic are intended to be updated as this public health emergency evolves and new health and safety laws, guidelines and/or standards are developed and/or rolled out. Please note these guidelines are subject to change throughout the 2020-21 school year so it is important candidate’s closely monitor the situation and WSU’s communications so candidates can comply with any new requirements and/or guidelines.

In cooperation with school district partner requests, WSU requires the following information from our student teachers and practicum students:

- Offer assistance in developing strategies to support the social and emotional well-being of children.
- Help enforce new safety guidelines such as social distancing, facial coverings (i.e., cloth masks), and wiping down desks/computers/books.
- Support mentor teacher strategies of following up on students who have fallen behind for any reason.
- Adhere to school district policies for helping disadvantaged students.
- Follow various co-teaching models that further provides service to students.
- Assist in remote learning activities such as synchronous and asynchronous methods of teaching.
- Practice professionalism by supporting teachers, administration, and staff within the school community.
1. If the teacher candidate is originally from a community outside of the county they are placed in, they must satisfy one of the two requirements listed below in order to immediately participate in their student teaching or practicum program.

   a. Provide verification attesting that they have self-quarantined in the county of your placement for 2 weeks prior to the commencement of the program assignment. The goal of this limited contact with others outside the school building is to restrict the potential exposure of this contagious virus to avoid spreading to the students and staff they interact with. An online link from Office of Field Services and Certification will be provided to teacher candidates confirming their readiness to begin their field experience.

   OR

   b. With candidate permission, provide a recent copy of COVID-19 test results stating they are currently not infected by the disease to the partner school district.

2. The teacher candidate must also submit to daily health screenings, social distancing requirements, and other health/safety interventions required by law, WSU and/or the assigned school district to combat the spread of COVID-19. This may include:

   a. Daily temperature checks that are recorded
   b. Completion of a questionnaire asking relevant health questions including a daily attestation you do not have symptoms consistent with COVID-19
   c. Wearing a facial covering
   d. Staying home and not present in the assigned school when ill, a close contact (e.g., family member in the home) is ill, and/or you have been exposed to an individual with COVID-19 or suspected as having COVID-19
   e. Not presenting to the assigned school until cleared by your health care provider, public health officials, and/or meeting the criteria established by public health authorities (i.e., CDC, WA Department of Health) for discontinuing isolation or quarantine.

3. The teacher candidate must immediately report to the school district designee of any travel to a foreign country, state, or visit to a community that is in stage 1 or 2 of the Governor’s Safe Start program. It should be understood that the teacher candidate may be required to self-quarantine and/or may need to provide results of a COVID-19 test prior to returning to their student teaching or practicum assigned classroom.

4. While student teaching or participating in a practicum assignment, a teacher candidate who has come in contact with a person infected with COVID-19 will immediately report this to the school district designee. It should be understood that the teacher candidate may be required to self-quarantine and/or may need to provide results of a COVID-19 test prior to returning to their student teaching or practicum assigned classroom.

5. The teacher candidate understands practicum visits or student teaching days may be reduced or cancelled or converted to a partially online model as required by the local, county or state government, or by the school district.

6. Teacher candidates must follow all health and safety protocols and may be required to participate in any mandatory trainings implemented by the district.
Student teaching is a **supervised** experience. Consequently, a certificated mentor teacher or administrator should be available at all times.

**Placement and Calendar:** Teacher candidates will follow the public school's calendar, *not the university's*, once student teaching begins. Teaching assignments are determined by the university supervisor and the cooperating school district to which the teacher candidate has been assigned. Through a contractual agreement, the teacher candidate is under the direct supervision of the university supervisor and a district appointed mentor teacher in the public school system.

**Attendance and Communication:** Teacher candidates are expected to respond to all modes of communication in a professional and timely manner. This includes but is not limited to emails, calls and texts from university personnel, supervisors and mentor teachers. Teacher candidates are also responsible for notifying their supervisor, mentor teacher and other designated school personnel if they are going to be absent, and for giving the mentor teacher appropriate plans for the day(s), just as they would if they were planning for a substitute teacher. Absences will be made up to the satisfaction of all involved. Teacher candidates will be required to attend scheduled student teaching seminars and complete assignments during the school day or after school hours as scheduled by the university supervisor.

**Work Stoppage:** In cases where the mentor teacher participates in a work stoppage, the teacher candidate will report to the university supervisor until such time as deemed appropriate by the university and public school for the teacher candidate to return to the classroom. Under university policy, teacher candidates are not allowed in district buildings during work stoppages or to be involved in any strike related demonstrations or activities.

**Legal Responsibilities:** As stated in WAC 180-44-005-060, the mentor teacher is responsible for the health, safety, and general well-being of the students. Therefore, when the mentor teacher leaves the teacher candidate in charge of the class, the mentor teacher may still be held responsible for the students. However, should harm come to any pupil through malice, negligence, or poor judgment on the part of the teacher candidate, both the teacher candidate and the mentor teacher could be held responsible.

**Clock Hours:** Mentor teachers are eligible to receive twenty clock hours for mentoring a teacher candidate during the culminating field experience. The university will distribute the clock hour form with other WSU documents.

**Recommendations:** The teacher candidate is encouraged to request recommendations from their mentor teacher, university supervisor, and anyone else who has seen them teach and work with young people. With the move to a more electronic application and interview process, traditional placement files have become obsolete. Many school districts use their own recommendation forms that the writer may be asked to complete.

**Code of Professional Conduct:** WAC 181-87 addresses the Code of Professional Conduct for Education Practitioners. By definition, the purpose of this chapter of the WAC is to set forth policies
and procedures related to reprimand, suspension, and revocation actions respecting certification of education practitioners for acts of unprofessional conduct including, but not limited to: misrepresentation; alcohol or controlled substance abuse; sexual misconduct; and failure to report. This chapter also defines good moral character and personal fitness necessary to serve as a certificated employee in a Washington school. The teacher candidate was provided a complete copy prior to student teaching. Full details can be found at: http://www.k12.wa.us/ProfPractices/CodeConduct.aspx

Academic Integrity: WSU’s Academic Integrity Program requires that any plagiarized materials be submitted to the University Conduct Board for review. See http://conduct.wsu.edu/policies. Specifically, the edTPA is intended to be the sole work of the teacher candidate. Presenting information, ideas, or phrasing of another person as the student’s own work without proper acknowledgment of the source may result in the edTPA scores being flagged for Administrative Review and voided. Voided scores require a candidate to register to complete a new edTPA and submit it for evaluation.

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in student teaching, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

Requirements for Teacher Candidate to Successfully Complete Student Teaching:
- Demonstrate ability to successfully plan, instruct, and assess
- Complete and submit the edTPA to Pearson and WSU
- Receive MET ratings on the PDEFE
- Attend scheduled seminars and complete all assignments
- Complete the Draft Professional Growth Plan
- Complete the Electronic Student Teaching Exit Slip
- Complete the Electronic University Supervisor Evaluation

Lesson Planning: Effective teaching is purposeful and must be guided by a written lesson plan to assist the teacher in focusing on what is to be taught in the time allotted.

The teacher candidate will have been trained in lesson planning. Teacher candidates are expected to complete daily lesson plans for any content they are responsible for teaching. The mentor teacher may wish to give suggestions as to the kinds of plans most appropriate for the particular classroom involved. Most important, every lesson has a plan. See lesson plan template on page 27.

Daily lesson plans should be submitted to the mentor teacher at least a day in advance in order for the mentor teacher to make suggestions and ascertain that planning has been thorough. Plans submitted the morning of a lesson are too late for proper evaluation and conferencing.
**Teacher Performance Assessment:** The Teacher Performance Assessment (edTPA) is modeled after the National Board Certification process and is part of a national effort to define a single instrument to be used nationally to evaluate beginning teachers. **This is the required student teaching assessment for all teacher preparation programs in Washington,** and teacher candidates must receive a score of 40 or higher on rubrics 1-15 in order to be recommended for licensure (34 for World Languages). It requires teacher candidates describe, analyze, and evaluate the teaching of a “learning segment” in their student teaching classroom and submit a short video of that learning segment and additional artifacts and commentaries as evidence of their teaching ability. The teacher candidate is expected to share the edTPA directions and materials with their mentor teacher. For remote teaching, there is a compatible Virtual Learning Environment (VLE) version available for teacher candidates.

The teacher candidate is encouraged to go online to [http://www.edtpa.com](http://www.edtpa.com) and review the submission and score reporting dates and submit no later than October (fall semester) or April (spring semester).

Teacher candidates who do not successfully complete the edTPA will not be recommended for residency licensure. A remediation and resubmission plan will be developed on a case by case basis. If the teacher candidate needs to plan, teach, and assess with new materials, it may be necessary for the candidate to enroll for credit in the next WSU term.

**Suggested Time Line for Student Teaching:** The teacher candidate is expected to meet with their mentor early in the student teaching experience and, if possible, identify the unit of study for the edTPA so the candidate may begin Task 1. Adaptations are expected as the teacher candidate, mentor teacher, and university supervisor personalize the schedule. See page 23-24.

**Co-Teaching:** Everything schools and teacher preparation programs do should lead to student learning. Co-Teaching is defined as two teachers working together with groups of students – sharing the planning, organization, delivery and assessment of instruction, as well as the physical space. This model depends on effective communication with a gradual shifting of roles for primary responsibility from mentor teacher to teacher candidate keeping the constant focus on P-12 learning. See page 25.

**Observation and Conferencing Resources:** Communication and feedback is critical for the teacher candidate to grow and develop as an educator. Materials have been developed to support this process and strengthen the communication between the mentor teacher, teacher candidate and university supervisor. See pages 29-30

The **Student Teaching Weekly Conference Form** is designed to encourage communication between the mentor teacher and student teacher/intern. Focus should be on what the mentor teacher has observed during the week and suggestions for the next week. This will provide a snapshot of the week and focus for the following one. A notebook or folder of these “week in review” conference forms should be available for the university supervisor to look over when they are in the classroom. See page 30.
The Professional Dispositions Evaluation for Field Experiences (PDEFE) should be used to give feedback throughout the student teaching/internship experience. Focus can be on specific areas then feedback is given on only those dispositions being observed. The intent is to provide a way to track progress/competency across the span of the student teaching experience and assess from the perspective of a growth mindset. To be effective, illustrative examples or observation notes should be provided for each disposition being observed. All ten dispositions should be addressed at the midterm and all dispositions with notes for the rating must be met at the end of the student teaching/internship experience. See page 31.

Role of the University Supervisor: The university supervisor is a member of the College of Education faculty who serves as a supervisor, mentor, coach, and advocate for the teacher candidate, a consultant for the mentor teacher, and a liaison between the College and public school. As a mentor, the WSU supervisor oversees the teacher candidate’s progress and provides guidance as the candidate reflects on their own practice and makes plans for moving forward in a systematic and developmental way. As a consultant, the supervisor facilitates on-going communication and feedback regarding the teacher candidate’s effectiveness in the K-12 setting. And, as a liaison, the WSU supervisor works actively to promote a partnering relationship with principals and teachers.

The supervisor will conduct scheduled student teaching seminars and visit teacher candidates on both a scheduled and drop-in basis. The supervisor will use the PDEFE to measure growth and encourage communication. Guidance and support will be provided as the candidate completes the Teacher Performance Assessment (edTPA) tasks.

Role of the Mentor teacher: The mentor teacher is considered to be an outstanding educator who is willing to share students, classroom responsibilities, and professional expertise. The mentor has been given the responsibility to help the teacher candidate develop a sense of confidence and security and the skills necessary to successfully begin a teaching career. The following suggestions are intended to assist the mentor teacher.

- Welcome the teacher candidate as a fellow professional and a part of the learning community.
- Model and demonstrate teaching strategies that work for you.
  - Take time before and after teaching to explain what is taking place and why, keeping in mind that while you know clearly what you are doing, your teacher candidate may not.
- Keep lines of communication open with the teacher candidate and the WSU supervisor.
  - It cannot be stressed enough that this is one of the key factors in the success of the experience for all involved.
- Collaborate with the teacher candidate in daily and long-range lesson planning and assessing teaching performance and student learning. *see Co-Teaching strategies on page 25.
  - Establish a regular routine for consultation, collaboration and team planning.
  - Try not to let a day go by without some acknowledgment of the efforts of the teacher candidate. Verbal and written feedback is invaluable.
  - Use the PDEFE to measure progress and set goals toward meeting all dispositions at the end of the experience.
- Mentor teacher role with the edTPA
o Move the teacher candidate toward planning and teaching lessons in either their chosen elementary content or, at the secondary level, the class period selected for completing the edTPA as soon as is feasible.

o Provide input as the teacher candidate gathers information regarding the contextual setting of the classroom and the background of the learners.

o Help the teacher candidate with parental permission slips for video recording lessons.

o Assist, perhaps, with filming the teacher candidate during lessons. Note, filming for the edTPA must be continuous with no pauses or edits.

o Be a sounding board as the teacher candidate reflects on experiences with your learners.

o Provide input and feedback as the candidate completes the edTPA tasks.

- During the experience, the teacher candidate should take the lead in planning and teaching for an agreed upon duration of instruction.
  o Assume the role of observer, collaborator and provider of feedback.
  o During this time it is crucial that the teacher candidate have the opportunity to be the lead teacher and to be aware of how they are performing in that role.

- Assist the teacher candidate in reflecting on their teaching and analyze strengths and areas in which to improve.
  o Current teacher education literature reinforces the advantages of teacher candidates engaging in reflection.
  o Analysis and reflection are the focus of the edTPA.

- Continue to develop teacher candidate’s awareness of the professional community.
  o Assist the teacher candidate in becoming aware of the benefits of belonging to and participating in professional organizations.

- Provide time for the teacher candidate to visit and confer with other staff members, specialists and classroom teachers.
  o Observation of other classrooms and teaching styles is important to the candidate’s growth as a teacher. Observing other professional educators broadens a candidate’s knowledge of teaching strategies.

- Provide the teacher candidate with both formal and informal feedback.
  o Meaningful, systematic observations will enable the teacher candidate to study more in-depth the concepts of teaching and learning.
  o Complete the Student Teaching Weekly Conference Form, discuss with candidate and have available for supervisor to review. See page 30.
  o Suggestions when observing lessons and debriefing:
    • Let the teacher candidate clarify lesson objectives and decide what the focus of the observation should be.
    • Pay attention to observable behaviors, avoiding inference and judgment.
    • Note strengths, improvements, and successes in the identified area of focus. Record what happened in the lesson.
    • Meet with the teacher candidate as soon as possible after the lesson to debrief.
    • Regular feedback is what is important. The following suggestions are possible options for feedback: anecdotal notes, district TPEP, the Weekly Conference Form on page 30, the PDEFE form on page 31, or whatever works for the mentor.
    • Use the Student Teaching Weekly Conference Form provided on page 30:
Begin by asking questions that allow the teacher candidate to feel positive about the experience: “What do you feel were the strengths of your lesson? What worked well? Why is it working well?” Focus on what is helping to bring about these successes.

In situations where it is difficult for the teacher candidate to identify successes, point out observed examples of success and if the teacher candidate expresses a concern regarding the lesson, assist in drawing connections between previous successes and possible alternatives/solutions to the concern.

At the end of the conference, discuss the teacher candidate’s continuing growth and encourage him/her to set goals and use past successes to move forward.

Give a copy of any observation notes/summaries to the teacher candidate and share with the WSU supervisor.

Role of the Building Administrator: The building administrator plays a key role in selecting qualified mentor teachers, helping teacher candidates become a welcomed addition to the teaching staff in the school and serving as a resource person and observer. Please share this information with your building administrator. It is very beneficial for the teacher candidate if the administrator will:

- Welcome and introduce the teacher candidate to school staff members.
  - Teacher candidates tend to be nervous the first several days of the field experience. Taking time for introductions and a brief tour of the building helps the teacher candidate feel part of the school and aids the important transition from coursework to teaching. Include the teacher candidate on the staff mailing list and in staff workshops and social functions. If possible, provide a mailbox and an identification badge for him/her. Teacher candidates view these actions as symbols of belonging on the school staff.

- Orient the teacher candidate to school policies.
  - An overview of the staff and student handbooks, building goals and staff member expectations helps the teacher candidate become familiar with policies and procedures. It also helps the teacher candidate better understand his/her role in the school. Some administrators include the teacher candidate in new teacher orientation.

- Conduct at least one formal observation and conference and several informal visits.
  - Observations enable teacher candidates to gain feedback and also become familiar with the professional evaluation system. It also provides opportunity to observe potential hires.

- Maintain communication with the WSU supervisor to monitor the teacher candidate’s progress.
  - Open communication enables all participants to have input throughout the experience. If a problem should develop, everyone is informed and better able to assist the teacher candidate. Communication also is necessary to assess fairly the teacher candidate’s performance when time comes for final evaluation.

- Participate in the teacher candidate’s exit process.
  - If asked, write a recommendation for the teacher candidate. Arrange a simulated (or actual) job interview with the teacher candidate. After the interview, discuss the rationale for including specific questions and suggest interview strategies for the teacher candidate to consider.
Field Issues: If the mentor teacher, building administrator, or university supervisor has concerns regarding placement or performance during the field experience, the following steps will be implemented:

1. Remediation: a clear, written plan (Plan of Improvement) upon which all parties agree (mentor teacher, teacher candidate, and university supervisor).
2. Probation: a written contract explaining that the teacher candidate will be evaluated on a weekly basis to insure that they are meeting expectations; they are not allowed to continue teaching the following week unless expectations are met.
3. Extension: used in cases where progress is being made but it is agreed that additional time is needed to demonstrate competency. This extends responsibilities for the mentor teacher and university supervisor; usually requires additional tuition.
4. Removal: The Department of Teaching and Learning reserves the right to remove any teacher candidate from any practicum/student teaching situation when one or more of the following occurs:
   - The mentor teacher, building principal, and/or district placement coordinator request that the experience be terminated.
   - The university supervisor indicates that after repeated feedback and observation, documented in writing, sufficient progress is not being achieved.
   - The teacher candidate violates the student code of conduct and/or the Professional Dispositions of Teachers (see PDEFE).

In the event a teacher candidate is removed from a practicum/student teaching placement, the following will occur:

1. Department personnel will gather information from school personnel, the university supervisor, and others as appropriate to document the reason for removal. The teacher candidate is required to work through department personnel and their university supervisor to resolve issues regarding their placement and may not directly contact school district personnel regarding the placement unless authorized by the department to do so.
2. Before a teacher candidate is given a new placement, the candidate must submit a formal request letter to their placement coordinator. This letter should reflect why they would like a new placement, what they learned from their last placement, and what they will do differently this time around for a successful internship.
3. A college review committee consisting of five representatives selected from the university supervisor, program coordinator, faculty, placement coordinator, field experiences director, certification coordinator, or director of student services will examine the candidates request along with a review of the candidate’s progress in the program.
4. A meeting is scheduled to discuss the situation and next steps. The attendees will include the teacher candidate and, if desired, a support person or other mutually agreeable third party (e.g., ombudsman) and at least three members of the college review committee. At the
meeting, the teacher candidate may present additional information as the situation is discussed and options are explored.

5. The Committee will make a final decision regarding removal and next steps, communicate the decision to the teacher candidate in writing, and copy the Department Chair. Possible next steps include, but are not limited to, the following:
   - A new placement is recommended and the teacher candidate begins again as soon as a placement can be arranged. The internship may need to be extended to meet time requirements. If reassigned, every effort will be made to make the placement in a different district with a different field supervisor. A formal letter stipulating conditions for the continuation of the field experience is provided to the teacher candidate, who must indicate their agreement to the conditions in writing.
   - The teacher candidate is advised to withdraw from the field experience and must meet university criteria and the published university deadlines to withdraw from student teaching or cancel enrollment.
   - The teacher candidate receives a failing grade for the field experience and may be removed from the teacher preparation program. In the event the teacher candidate is removed from the program, they may be able to continue in/graduate from a departmental degree program, but without recommendation to the state for teacher licensure. The degree change may necessitate additional coursework.

The decision of the committee may be appealed to the Department Chair and if not resolved to the teacher candidate’s satisfaction, through the formal grievance procedure outlined in the WSU student policies.

Use of WSU Teacher Candidates as Substitute Teachers: The demand for teachers has resulted in a shortage of substitute teachers in some districts. Washington State University (WSU) understands that the growing need for substitutes places school districts in a difficult position. However, student teaching is the most valuable pre-service experience and is designed to assure that prospective teachers enter the profession successfully.

WSU will use the following policy for (a) awarding an Intern Substitute Teacher Certificate, and (b) allowing substitute teaching by teacher candidates who possess an Emergency Substitute Teacher Certificate:
   - Determination of readiness for an Intern Substitute Teacher Certificate, or for substitute teaching by teacher candidates who possess an Emergency Substitute Teacher Certificate, will be made after formal observations by the university supervisor, and with input from the teacher candidate and the mentor teacher.
   - The teacher candidate must have progressed in their assignment to the point where they have demonstrated the ability to effectively solo teach, and no sooner than the mid-point of the student teaching experience.
   - The teacher candidate shall notify in writing the student teaching supervisor of each substitute teaching assignment.

In addition to the above policy, WSU encourages school districts to adhere to the following practices:
• Teaching as a substitute should be limited to no more than three consecutive days and 10 days total during the entire student teaching experience. This does not apply to the period of student teaching when the individual is assigned to solo teach, during which time the mentor teacher is available to mentor the teacher candidate.
• The teacher candidate shall not be penalized in any way, including performance evaluations, for refusing to accept an assignment as a substitute teacher.

The Intern Substitute Certificate is valid only during the student teaching field experience. Substitute service during the student teaching phase (1) must be in the mentor teacher’s classroom, (2) must be approved by the university supervisor, (3) cannot exceed 10 days of the entire student teaching experience, (4) is limited to a maximum of three consecutive days per occurrence.

Information and directions for applying for the Intern Substitute is available on the web at https://education.wsu.edu/internsub

If the teacher candidate currently holds a valid Emergency Substitute Certificate, applying for the Intern Substitute Certificate is not needed. Please Note: Some districts do not support the use of teacher candidates as substitutes.

The Draft Professional Growth Plan: Washington Administrative Code (WAC) requires the development of an initial, or draft, professional growth plan as a program exit requirement and for issuance of the Residency Certificate. This mandated plan focuses on the residency level standards. To access the draft form and directions for completing the PGP, go to: https://education.wsu.edu/professionalgrowthplan.

Teacher Certificate: After successful completion of student teaching and the conferment of the bachelor’s degree, WSU will recommend teacher candidates for a residency teaching certificate. It is important that teacher candidates do not apply for the teaching certificate in E-Certification until an email is received from coe.certification@wsu.edu outlining the next steps. Emails are typically sent a week after the conclusion of the semester. Failure to follow our directions may result in the teacher candidate paying an additional fee that is not refundable per OSPI policy.

Residency and Professional Teacher Certificates: The Washington endorsable teacher certificate has two levels. The first level is the Residency, and the second is the Professional Certificate. More comprehensive information can be found at the OSPI Certification website http://www.k12.wa.us/certification/default.aspx. The endorsement system is intended to align endorsement requirements with the state’s learning goals and to provide school districts with teachers who are able to demonstrate a positive impact on student learning.

Residency Certificate: To be issued a Residency Certificate the following requirements must be met:
• Completion of a state approved preparation program
• One endorsement
• Hold a bachelor’s degree
• Prove good character and fitness to teach
• Meet all testing requirements:
Basic Skills
Subject Content exams plus ACTFL for World Language endorsements
Pedagogy – Teacher Performance Assessment (edTPA)

The Residency (First Issuance) certificate is valid until the teacher has completed two years of successful service and has accumulated at least 1.5 FTE. At this time, they will apply to have the Residency reissued and will have five years to complete the equivalent of 100 clock hours.

**Professional Certificate:** The second level of teacher certification is the Professional Certificate. To move to the Professional Certificate candidates must hold a valid certificate issued by the National Board for Professional Teacher Standards (NBTS).
For additional information on professional certification please visit [http://education.wsu.edu/certification/](http://education.wsu.edu/certification/)

**Emergency Certificate:** The Professional Educator Standards Board (PESB) adopted an emergency rule to assist pre-service teachers who were not able to meet requirements for the residency certificate because of COVID-19. Teacher education programs in Washington can temporarily recommend pre-service teachers for the Emergency Certificate if ALL requirements are completed with the exception of edTPA and/or content testing (WEST-E or NES).

WSU is committed to assisting pre-service teachers with completing the requirements for the residency certificate. The emergency certificate is a tool that will allow candidates to serve as a substitute or contracted teacher with any district in the State of Washington while they finish outstanding requirements for the residency certificate.

If you qualify for this certificate the following will need to be completed in order for our office to recommend you:

- A bachelor’s degree
- All required coursework for the residency certificate
- Valid fingerprints or Washington certificate on file
- A request form which includes a narrative of how COVID-19 has stalled your ability to earn the residency certificate and how you plan to meet all requirements for the residency certificate within one year – this allows our office to accurately report and track candidates affected by COVID-19.

The request for the emergency certificate should be submitted to [www.education.wsu.edu](http://www.education.wsu.edu).

Once the request has been approved by the Department of Teaching and Learning, WSU will recommend candidates for the emergency certificate. The candidate will receive an email from “COE Certification” telling them how to apply and pay the $44 fee to the Office of the Superintendent of Public Instruction (OSPI).

Please direct any questions to sbickel@wsu.edu
**Common Core State Standards Washington:** Common Core is a real-world approach to learning and teaching. Developed by education experts from 45 states, these K-12 learning standards go deeper into key concepts in math and English language arts. The standards require a practical, real-life application of knowledge that prepares Washington students for success in college, work and life.

Common Core provides:
- Consistent learning expectations for all students.
- Clear standards that focus on understanding over memorization.
- Emphasis on the critical topics students need to succeed after high school.
- Faster testing results with a better, more focused online assessment system.

This information and links to the following are found at [www.k12.wa.us/CurriculumInstruct/ccss/](http://www.k12.wa.us/CurriculumInstruct/ccss/)

**The SMARTER Balanced Assessment Consortium:** The SMARTER Balanced Assessment Consortium (SBAC) is one of two multistate consortia awarded funding from the U.S. Department of Education to develop an assessment system based on the new Common Core State Standards (CCSS). SBAC is charged to develop a balance set of measures and tools to provide student data throughout the academic year that will inform instruction, guide interventions, help target professional development, and ensure an accurate measure of each student’s progress toward career and college readiness. [www.smarterbalanced.org](http://www.smarterbalanced.org) and [www.k12.wa.us/smarter](http://www.k12.wa.us/smarter)

**Helpful Resources and Readings**

The following resources have been compiled on our website beginning at [http://education.wsu.edu/studentteaching](http://education.wsu.edu/studentteaching) to assist both teacher candidate and mentor teacher.
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Suggested Time Line for Student Teaching
(Ultimate authority of teacher candidate progression will be determined by mentor)

** WSU respects that the 2020/2021 school year will not be traditional. We understand that it will be essential for mentors to establish a strong foundation for the students in their class. Teacher candidates are reminded to be service minded and to support the mentor teacher to promote the social, emotional, and educational wellbeing of students.

Prior to school starting
  o Set up an initial meeting with mentor(s) before the placement begins. Establish teacher candidate time frame and daily schedule. Review resources, routines, and working space. Clarify expectations. Communicate with the building principal and send a thank you note along with a re-introduction.
  o Research the subject areas for that grade level. Familiarize with grade level or subject resources to be used.
  o Look over student teacher handbook and College of Education website http://education.wsu.edu/field/. Become familiar with the placement school (handbook, website, tour of building etc.).
  o Check with placement school HR department and school office in regard to district e-mail, keys, identification badge, teacher workdays, and district orientations.

Week One
  o Plan to arrive or be available at school at least a half hour early and stay as long as your mentor is expected to stay. If you are teaching online, establish a schedule with your mentor.
  o Introduce yourself to students and with the help of your mentor prepare a message sent to parents/guardians.
  o Ask questions, discuss observations, review routines, review policies, and familiarize yourself with online learning platforms and curriculum guides.
  o Learn the names of students in your classes. Study the characteristics and learning habits of the students in your class(es).
  o Develop a weekly check in with your supervisor. Submit weekly plan with goals.

Week Two
  o Review with mentor teacher the edTPA as a certification requirement. Review the three tasks. Create a timeline with completion goals and discuss appropriate subject or class to target.
  o Begin collecting Context for Learning Information.
  o Express availability to ease into co-teaching roles.

Weeks Three to Five
  o Gradually take on more teaching opportunities that include classroom management practice. Offer to co-teach and follow the lead of your mentor.
  o Prepare written lesson plans for your mentor and supervisor as you transition. Invite feedback.
  o Record segments of your teaching to share with your supervisor and to evaluate your progress.
  o Create general outline of edTPA unit plan with a clear idea of what assessment you intend to use. Work on Task 1 of edTPA.
Weeks Six through Eight
- If mentor determines you are ready to solo teach be sure to prepare all ideas, resources, and plans in full cooperation with your mentor. Co-teaching may still occur, but not as much.
- By the end of week seven, the filming for Task 2 should be completed but the writing will take much more time.
- By the end of week 8, the Task 3 Assessment should be selected. The commentary and analysis will follow and take more time in following weeks.
- Schedule a formal observation session with your Supervisor. Review with your mentor and supervisor the PDEFE midterm.

Weeks Nine and Ten
- The teacher candidates should complete writing and upload the completed edTPA materials to Pearson as soon as complete. Work at a pace that you and your mentor teacher think is best knowing that the sooner your work is submitted the sooner it is scored and returned.
  Submit a signed Video Guidelines & Permission to Use Form with a full copy of edTPA materials directly to Pullman. Detailed instructions are posted on Black Board at http://learn.wsu.edu

Weeks Eleven through Fourteen
- Continue teaching responsibilities without the pressure of the edTPA
- Invite the building principal to observe you teaching (Most principals will not serve as a reference unless they have observed you teach).

Final Weeks
- Gradually transition all teaching responsibilities back to the mentor. Observe or assist teachers in other classes if arranged.
- Be sure all papers, assignments, and resources are graded and returned to the mentor.
- Show appreciation to all school personnel who have assisted you.
- Review and complete final WSU requirements (PDEFE, Professional Growth Plan, evaluations, etc.).
- Ask if mentor and supervisor are willing to be a reference for you.
# Traditional Co-Teaching Strategies & Examples

*Many of these strategies may be modified for remote learning instruction*

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Definition/Example</th>
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</table>
| 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 retaught, extended or remediated.  
**Example:** One teacher may work with students who need reteaching 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.
Washington State University Sample Lesson Plan Template

Teacher Candidate: Date: 
Grade/Subject: Estimated Time for Lesson: 
Lesson Title/Focus: 

Materials, Resources, and Technology used in this Lesson:

<table>
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<tr>
<th>Materials/Resources</th>
<th>Technology</th>
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Central Focus of Learning Segment (Summary statement of the overarching learning outcomes associated with learning standards and learning objectives).

State Learning Standard(s): (Please select 1 or 2 Learning Standards from content areas)

Learning Targets (Objectives) and Assessments:

<table>
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<tr>
<th>Learning Targets: Write the objectives in student friendly language.</th>
<th>Assessments: Describe the assessment(s) that will be used to measure the learning targets. Include rubrics if applicable.</th>
</tr>
</thead>
</table>

Examine your learning targets. How will you provide opportunities for language development for students? Include: Academic vocabulary, Language function, Discourse, & Syntax

Students’ Prior Knowledge or Experiences with the content of this lesson:

Sequence of Learning Activities: (beginning, middle and end - include revisiting the learning target)

- Include short descriptions of what the students will be doing (application), placed alongside corresponding teacher actions & minutes. Include major statements (such as definitions or directions, as needed). Include major questions the teacher will ask. Include a motivational intro & strong conclusion.

Sequence of Learning Activities:

<table>
<thead>
<tr>
<th>Minutes</th>
<th>What will the teacher be doing?</th>
<th>What will the student be doing?</th>
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<tr>
<td>5</td>
<td></td>
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Answer the Questions:

- How will you differentiate instruction and outcomes to meet needs of students? Include as appropriate:
  - Universal design, grouping, learning styles/intelligences, ELL, special ed, interests, culturally responsive supports, etc.

- What are your supporting theories/principles? (Why are you doing what you are doing?)

- How will you provide opportunities for student voice? (Student self-assessment/metacognition related to the learning target) Include as appropriate:
  - Journal entries, rubrics, reflections, exit cards, etc.

- Reflection/ How did the lesson go? (Complete after the lesson is taught)
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Weekly reflection questions for Teacher Candidates to share with Supervisors

This past week:

What prep work have I done in regard to student lessons or activities?

What have I presented or taught to my students? How did it go?

What progress have I made in building rapport with students or establishing a connection with home?

What new tips or strategies have I learned with online learning?

What have I done on the edTPA?

What student challenges or classroom management issues have I encountered and what are some potential strategies I might try using?

What have I planned for the following week with my mentor?

What have I done to take care of my own social/ emotional well-being?
**Student Teaching Weekly Conference Form**

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<tr>
<th>Things done well:</th>
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<td>3.</td>
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<table>
<thead>
<tr>
<th>Things to work on:</th>
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<tr>
<th>Suggestions for the coming week:</th>
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<th>edTPA: What I’m working on this week:</th>
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_______________________  _______________________
Student Teacher’s Signature  Mentor teacher’s Signature

__________________________________________
Date
Professional Dispositions Evaluation for Field Experiences (PDEFE)  
Student Teaching/Internship

Teacher Candidate Name: ____________________________  WSU ID#: ____________________________

PURPOSE: As an institution that prepares teachers, we owe parents, citizens and our state’s P-12 students our best professional judgement and keenest observations when making assessments that could have profound effects in the future. The identification and evaluation of professional dispositions is part of WSU’s professional responsibility.

## DISPOSITION STANDARD EVIDENCE

1. **High Expectations/Understanding Diverse Cultures**  
The teacher candidate centers instruction on high expectations for student achievement through the understanding of individual differences and diverse cultures and communities.  

   Notes supporting rating:  
   - Met  
   - Not Met

2. **Differentiation**  
The teacher candidate recognizes individual student learning needs and develops strategies for planning differentiated instruction that supports every student in meeting rigorous learning goals.  

   Notes supporting rating:  
   - Met  
   - Not Met

3. **Instructional Strategies**  
The teacher candidate demonstrates effective teaching practices and knowledge of content that use a variety of instructional strategies and technologies to engage learners in critical thinking, creativity and collaborative problem solving focused on the learning targets.  

   Notes supporting rating:  
   - Met  
   - Not Met

4. **Assessment**  
The teacher candidate understands and uses both formative and summative methods of assessment, as well as student voice, to engage learners in their own growth, to monitor learner progress and modify instruction to improve student learning.  

   Notes supporting rating:  
   - Met  
   - Not Met

5. **Classroom Environment**  
The teacher candidate fosters and manages a safe and positive learning environment using a variety of classroom management strategies that takes into account the cultural, physical, emotional and intellectual well-being of students appropriate to their grade level.  

   Notes supporting rating:  
   - Met  
   - Not Met

6. **Communication/Collaboration**  
The teacher candidate communicates and collaborates with colleagues, parents and the school community in an ethical and professional manner to promote student learning and growth.  

   Notes supporting rating:  
   - Met  
   - Not Met

7. **Taking Initiative to Participate and Collaborate**  
The teacher candidate takes the initiative to participate and collaborate with learners, families, colleagues, other school professionals and community members to advance their own professional development and contributions to the broader profession.  

   Notes supporting rating:  
   - Met  
   - Not Met

8. **Requests Feedback**  
The teacher candidate respectfully and openly requests, accepts and applies feedback for improvement.  

   Notes supporting rating:  
   - Met  
   - Not Met

9. **Reflection**  
The teacher candidate reflects on their own practice and progress to improve instruction for all learners.  

   Notes supporting rating:  
   - Met  
   - Not Met

10. **Professionalism**  
The teacher candidate demonstrates professionalism by attending all field experiences; arriving on time and departing appropriately; preparing to participate and/or teach; dressing according to building climate, culture and expectations; observing confidentiality; and adhering to school and state code of conduct.  

   Notes supporting rating:  
   - Met  
   - Not Met

Standards adapted from the Teacher Performance Evaluation Program (TPEP) and the Interstate New Teacher Assessment and Support Consortium (INTASC).

University Supervisor Signature

Mentor Teacher Signature

Teacher Candidate Signature

Date
Online Learning Options:

**Online Teaching Resources**

*Synchronous learning* refers to learning that occur at the same time (real time), but not in the same place or not in person. It can be in various forms of technology such as phone, Zoom, FaceTime, or Skype in which students learn from instructors, colleagues, or peers.

*Asynchronous learning* refers not learning at the same time together. This type of learning allows students' the ability to access information, demonstrate what they've learned, and communicate with classmates and instructors on their own time--they don't have to be in the same classroom, space, time period to participate. Websites, e-mail, Blackboard are all examples of Asynchronous learning.

**Student Teaching Tips for Working Remotely:**

1. **Simplify!** Use tiered learning targets that clarify and personalize levels of learning. Prioritize the skill and concepts you want learned. Keep a clear daily schedule with clear objectives. Teach in smaller chunks (using a timer helps) that emphasize the target.

2. Design lessons around clear assessments. Plan backward using the learning targets to provide measurable data of student learning. With the assessment in mind plan for synchronous an asynchronous learning. Utilize resources such as *Kahoot* and *Screencastify* for engaging online lessons.

3. **Promote curiosity** and provide examples. Student will follow your lead. Develop intriguing questions, provide visuals, and model/demonstrate the correct way of doing things. Create a safe and supportive learning environment that allows for two way feedback.

4. Research and **utilize fun online resources** that supports student learning. Review and research various programs and create a “toolbox” of 5 websites you like to use. For example: AnswerGarden, Blabberize, Poll everywhere, DocsTeach, Powtoon.

5. Seek **student participation.** Develop hand signals that encourage nonverbal student feedback such as “share your level of understanding from 1-5”. Teach sign language for yes, no, thank you, will you please repeat etc... Promote student voice and input. Seek ways to build rapport with students while also supporting social and emotional wellness. Create activities within lesson such as scavenger hunts make the most out of the given time provided.

6. **Patience, Planning, and Practice.** Be patient with technology issues or students who are falling behind. Plan for back up plans if something isn’t working. Practice and learn as much as you can about the online platform being used by your mentor teacher. Plan/Prepare asynchronous activities and materials to support your synchronous learning times. Ensure that the learning can be done both ways – so if a student can’t be part of the synchronous time, they will still have a way of getting the content.

7. **Maintain professionalism and protect the privacy of you, your mentor, and your students.** Consider what is in your Zoom background and always be aware that virtual learning allows for people other than your students to
eavesdrop on synchronous class sessions. Always dress appropriate and keep written and verbal communication centered on student learning.

8. **Emphasize the quality of learning** over the quantity of learning. A common beginning teacher mistake is to try and cover too much content. Providing student choice within lesson design promotes equity and interest.

9. **Establish clear routines and expectations.** Be intentional in your planning on what student expectations are Before, During, and After (BDA) the online session. This where synchronous and asynchronous learning works in tandem.

10. **Bring positive energy to online teaching.** Just like in traditional model face to face teaching, students will follow the teachers lead. Sell the importance and model excitement for each topic you teach. Include fun ice breakers and consider meaningful exit activities that promote the first 5 minutes and last 5 minutes of each lesson.

11. Practice **self-care** and **establish boundaries.** You don’t “live in the classroom”, so don’t be tempted to unnecessarily make yourself available outside of school hours. You may still plan and prep in the evenings and on weekends, but establish those clear boundaries early in the year so you have time away from your screen.