

MASTER IN TEACHING

Program Handbook

2018-2019



***The MIT Certification Program is subject to change in accordance with state and university guidelines.*

INTRODUCTION

Teaching ought to open gates, not close them; people only begin to learn when they go beyond what they are taught and begin teaching themselves. This is teaching in my view: creating situations that impel people to reach beyond themselves, to act on their own initiatives.

--Maxine Greene, "Literacy for What?"

Welcome to the Master in Teaching (MIT) program at Washington State University Tri-Cities (WSU TRI-CITIES)! The purpose of this program is to prepare you for a successful career in the field of teaching. We offer a program rich in teaching experiences and theory. During the MIT program, you will have the opportunity to work with elementary, middle school, or high school students. You will apply your new knowledge and skills in elementary or secondary classroom settings.

This handbook has been prepared to serve as a resource guide for the students enrolled in the MIT Certification program and all the partners involved in the education of these future teachers: faculty members, university supervisors of internships, collaborating teachers, and school site administrators.

The purposes of this handbook are to:

- Describe the MIT program
- Provide programmatic information
- Provide student internship guidelines
- Describe the roles and responsibilities of students during their internships
- Describe the roles and responsibilities of the mentor teachers and the university supervisors
- Describe the responsibilities of the site administrators
- Describe state policies, procedures and criteria for successful completion of the internship and program

Please note: The information in this Handbook is valid for the year in which it is published; however, the State of Washington and/or WSU may require changes within that academic year. It is recommended that all participants carefully read this Handbook in its entirety.

MIT PROGRAM DESCRIPTION

The MIT program at WSU TRI-CITIES is an intensive, integrated course of study and field that includes:

- Coursework to meet the State of Washington elementary or secondary certification;
- Coursework to meet Washington State University requirements;
- A constructivist, research-based approach to teaching and learning;
- Practicum, pre-internship, and internship (i.e., student-teaching) experiences working with elementary or secondary students; and,
- Coursework leading to a Master in Teaching degree.

The MIT degree offered at WSU TRI-CITIES is a high quality, practitioner-oriented, teacher preparation program designed for those with non-education bachelor degrees. The MIT program offers an intensive 20-month preservice preparation program with the Master's degree to be completed following certification coursework.

The MIT program differs from typical Master's degree programs in that the degree is focused on preparing teachers as opposed to researchers. "Master in Teaching" is used nationally to denote a specific type of Master's degree, one that is focused on quality teaching, hence, the degree title. Graduates from MIT programs generally do not enter research-focused careers but can, and sometimes do. Most, MIT graduates enter the field of education with a unique set of experiences: a degree in a non-education field and graduate training in education. The MIT is a practitioner-oriented master's degree that includes, but is not focused on, research preparation.

The elementary or secondary certification at Washington State University Tri-Cities (WSU TRI-CITIES) is available in conjunction with a Masters in Teaching (MIT) degree. Students pursuing elementary certification must complete prerequisite coursework based on Washington State content knowledge requirements. Students pursuing a secondary certification must have completed at least half of the required courses in an academic content area (e.g., biology, history, social studies, or physics). Students should have a transcript evaluation to determine completion of the content area requirements before applying and enrolling in teacher certification classes. Students admitted each year are selected through a careful screening process, which seeks to identify those who are both academically capable and have demonstrated a commitment to the education of children.

All education courses are offered at the graduate level and will count toward the Master's degree. Students following the traditional MIT schedule will begin taking classes in Summer semester, become certified to teach at the end of their second Fall semester, and graduate with a Master's degree following their second Spring semester. The structure of the program is flexible, allowing students who wish to take fewer courses each semester to complete the program at a slower pace. WSU requires all certification coursework to be completed within five years of the first term of enrollment. The Graduate School requires that the Master's degree be completed within six years.

Classes are offered primarily in the evenings with the exception of the field experiences and observations that occur during the regular school day, and summer classes, which may also held during the day. Since most of the classes are held during the evening, students are able to work but are advised not to try to work a fulltime job due to the academic rigor of the program.

The MIT program operates in accordance with Washington State Teacher Certification guidelines. Student teachers are evaluated by the WSU field supervisor and the mentor teacher using the state-mandated Teacher Performance Assessment. The Washington Teacher Performance Assessment (edTPA) is focused on candidate impact on student learning (WAC 181-78A-010 (8-9)). "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 student learn."

SPECIFIC ENDORSEMENTS

Students pursuing elementary certification at WSU TRI-CITIES will receive an endorsement in K-8 Elementary Education. Students seeking secondary certification may pursue an endorsement in Biology, Chemistry, English/Language Arts, History, Physics, or Social Studies. Other endorsements are a possibility and must be approved by the Program Coordinator. Students must have an official transcript evaluation before applying to the program. Students must earn a “C” or better in all certification and content-area courses.

Contact Helen Berry, College of Education Academic Coordinator, at hberry@wsu.edu or (509) 372-7394, or Sara Sorensen Petersen, Program Coordinator for the MIT program at sarapetersen@wsu.edu or (509) 372-7395 for more information on these endorsements and to request a transcript evaluation.

Endorsement checklists: <https://education.wsu.edu/undergradprograms/teachered/endorsements/list/>

RESEARCH INTEGRATION WITH A PRACTITIONER FOCUS

The MIT program integrates the understanding, analysis, synthesis, and critique of research into all required coursework. That is, students in the MIT program learn how to be critical consumers of and thinkers about educational research in the process of constructing unit and lesson plans across the curriculum.

MIT students are instructed in the analysis and synthesis of research within each of the content areas, with a particular focus on choosing evidence-based methods, strategies, and teaching approaches that have been verified through research. MIT students become familiar with the research "conversations" in each of these areas, by reading and discussing current articles from the field. In this manner, the MIT methods courses combine research and pedagogical preparation.

Because the MIT is practitioner-oriented, students are immersed in elementary, middle, or high school classrooms and cultures, while simultaneously completing certification courses. The experiences in these educational settings are used as anchors to which content/methods courses are linked. The experience in the classroom then becomes the focus of the program, the core experience, and the context through which research and pedagogy are viewed.

As time is limited for each of the pedagogy courses, classroom settings are used to facilitate and enhance the pedagogical preparation in each content area. Because some of the pedagogical training is achieved in classroom settings, the methods courses are then freed up to focus on research practices specific to each content area. Therefore, through the combination of experience in the field and research integration in the methods courses, MIT students become research-based practitioners. MIT students are prepared to use research in thinking about instruction, in the choice of methods, in the selection of teaching strategies, and in the design of curriculum/unit plans.

The culminating project in the MIT program consists of a paper examining the theoretical literature on specific topic identified during the student's internship experiences. The purpose of the project is to

demonstrate an understanding of how to systematically approach—and possibly resolve—a question through a research approach.

The MIT program offers a unique combination of teaching immersion with research-based pedagogy and methods preparation. The MIT program provides students with a practitioner-oriented teacher preparation program with opportunities to become skillful in thinking about and using research to improve education.

PROGRAM THEMES

The MIT program may be characterized by a number of themes. Program themes are patterns that run through the various courses, the field experiences and augment and conceptually integrate edTPA guidelines. The following are some of the program themes.

1. **Using inquiry, reflection, and assessment** - All coursework, pre-internship and internship experiences emphasize students learning individually and collectively in a democratic community of learners. Engagement in course and field learning is learner-centered and involves teacher reflections about what is learned, seen, and done in the university classroom and in the student teaching assignment. Reflection allows teachers to develop, examine, and refine their own understanding about how students learn and how to be an effective teacher.
2. **Understanding Curriculum** – Understanding and developing curriculum is a necessary skill to becoming an effective teacher. Interns have progressive opportunities to create lesson plans using pedagogical content knowledge with an emphasis on understanding the relationship between short term and long-term planning. Central to lesson plan development will be meeting the needs of all learners through differentiation, adaption and constructivism.
3. **Establishing learning communities** – Effective teachers establish positive relationships with students, colleagues, and parents. Establishing learning communities and building relationships with learners are key to student success. This concept applies to both teachers as learners and their learners in K-12 classrooms. Facility with establishing learning communities is developed through courses such as Classroom Management and mentored experiences in the field.
4. **Promoting diversity and recognizing community** - There is an emphasis in the MIT Certification Program on meeting the needs of all learners and preparing our students to support their students' growth in a rapidly changing and increasingly diverse world. The program recognizes the value of inclusive and culturally diverse education for all students, by all teachers. Program coursework has been aligned to support our students' teaching for diversity from a variety of perspectives. Coursework also prepares our interns to enrich their classes with a range of multi-cultural examples and applications which apply to their content areas. Additionally, interns learn how to use ethnographic tools to assess and meet the needs of all learners.
5. **Developing as a professional educator** – There are multiple avenues and opportunities in the program in which interns continue to develop as professional educators. Such opportunities are embedded within the collaborative course environments and the field experiences with practicing

educators. Examples and opportunities of leadership are presented in multiple forms, which in turn, facilitate the developing role of the intern as “change agent” within the education profession.

6. **Understanding education in a larger reform context** - The Program emphasizes and is aligned with national and Washington State reform standards. In the program, students will study Washington State EALRs (and be assessed with State forms) and national reform agendas, such as No Child Left Behind, Race to the Top, and the Common Core (State) Standards. For example, when teaching interns do their pre-internship and their internship in their first fall and second spring semesters, their performance will be assessment based on the State’s Teacher Performance Assessment (TPA). Beyond the context of Washington state, emphasis on social, political, historical, and philosophical contexts are explored in courses such as Social Foundations. Deep understanding of these contexts facilitates the development of an education philosophy with the intent of preparing democratic citizens.
7. **Using technology** - There is an emphasis in the program on the use of technology as a tool for learning. Throughout the program, typical computing tasks will include digital communication through email, information access on the Internet, and production of assignments using word processing, multimedia presentation, and spreadsheets. Furthermore, students in the program have the opportunity to use various applications of technology in all of their coursework.
8. **Standard 5** – In addition, the program is framed by the OSPI Standard 5 Competencies:
 - 5.A. Effective Teaching
 - 5.B. Professional Development
 - 5.C. Teaching as a Profession
 - 5.D. Performance Assessment

CONCEPTUAL FRAMEWORK OF THE MIT PROGRAM

A rigorous and comprehensive conceptual framework guides effective, high quality teacher education programs. The College of Education conceptual framework provided below articulates a vision for all of our professional programs, including teacher education.

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.

The College of Education’s conceptual framework is evident throughout all aspects of the teacher preparation program, from the application process through student teaching. The teacher education programs in the College of Education and Department of Teaching and Learning emphasize engaged learning through inquiry approaches in course work and interactive experiences with K-12 students in field placements. Faculty members facilitate engaged learning and also provide the pedagogical tools for future teachers so that they too can facilitate engaged learning in their classrooms. The College of

Education is highly collaborative with schools, communities, and regions and offers WSU students opportunities to learn and develop skills throughout those collaborative projects. The emphasis on diversity and responding to learners in a cultural context are themes woven into all aspects of the teacher education programs. Course assignments and field experiences are based on an inquiry-oriented reflective model that includes a process of asking questions related to social justice, creating safe spaces, democratic processes, fairness, inclusion, choice, authenticity, and respect for personalized learning. Ethical leadership in the field of education is an expectation for all of our teacher candidates.

PROGRAM LEARNING OUTCOMES

The Department of Teaching and Learning has developed learning outcomes derived from the conceptual framework, state and national standards for teacher education, and research on effective teacher education. These outcomes are aligned with the course work and field experiences in the Master in Teaching program. Students experience different aspects of these learning outcomes throughout the program.

At the completion of the certification portion of the Master in Teaching program, all WSU teacher candidates will be able to:

1. Use enduring content and pedagogical knowledge to inform their teaching.
2. Develop relevant, rigorous, and developmentally appropriate curricula.
3. Modify curriculum and instruction based on the individual needs of their students.
4. Use assessment of their students' learning and their own teaching to inform future planning and teaching.
5. Attend to the social and civic development of their students.
6. Work respectfully and collaboratively with colleagues and community members to ensure quality instruction programs and stewardship of public schools.

REQUIRED EDUCATION COURSES LEADING TO CERTIFICATION AND COURSE SEQUENCE

In addition to content area coursework, students receiving certification from WSU TRI-CITIES are required to take courses in the College of Education. Included in this program are a Practicum Experience and accompanying seminar, a Pre-Internship and seminar, and an Internship and seminar. The Education courses are designed to complement content courses by providing rich field experiences with an emphasis on active approaches to teaching and learning. The overarching goal of the MIT Certification Program is to create a collaborative program in support of all students, offering a foundation for the professional growth of the teacher. The program seeks to prepare graduates to use contextual teaching and learning and to work with their students to meet the four state educational goals, including the fourth goal: "Extending the context: School applications to living, learning, and working." The following is a list and sequence of program courses.

Elementary Education Coursework and Sequence

Course Number	Course Title	Credits
Summer Term #1		
MIT 501	Learning and Development in School and Community Contexts	3
MIT 502	Assessment of Teaching & Learning	3
MIT 508	Curriculum and Instruction Methods	3
MIT 551	Literacy Development I	3
	Total Credits	12
Fall Term #1		
TCH_LRN 510	Theoretical Foundations of Bilingual/ESL Education	3
MIT 533	Elementary School Mathematics Methods	3
MIT 534	Elementary School Science Methods	3
MIT 552	Literacy Development II	3
TCH_LRN 590	Early Practicum	2
	Total Credits	14
Spring Term #1		
MIT 506	Integrating Technology into Classroom Teaching	3
MIT 507	Teacher Inquiry and Practice	3
MIT 535	Integrated Fine Arts into K-8 Curriculum	2
MIT 571	Pre-Internship and Seminar	2
SPEC_ED 520	Teaching in Inclusive Classrooms	3
	Total Credits	13
Summer Term #2		
MIT 505	Classroom Management Seminar	3
MIT 530	Elementary School Social Studies Methods	3
KINES 536	Methods of Health and Physical Education	2
	Total Credits	8
Fall Term #2		
MIT 575	Internship and Seminar	10
	Total Credits	10
Spring Term #2		
MIT 702	Master's Special Problems, Directed Study, and/or Examination	2
	Total Credits	2
	TOTAL CREDITS:	59

Secondary Education Coursework and Sequence

Course Number	Course Title	Credits
Summer Term #1		
MIT 501	Learning and Development in School and Community Contexts	3
MIT 502	Assessment of Teaching & Learning	3
MIT 508	Curriculum and Instruction Methods	3
	Total Credits	9
Fall Term #1		
TCH_LRN 510	Theoretical Foundations of Bilingual/ESL Education	3
MIT 550	Seminar in Middle Level Education	3
TCH_LRN 590	Early Practicum	2
Content Methods Course(s)	Varies by endorsement	3
	Total Credits	11
Spring Term #1		
MIT 506	Integrating Technology into Classroom Teaching	3
MIT 507	Teacher Inquiry and Praxis	3
MIT 571	Pre-Internship and Seminar	2
SPEC_ED 520	Teaching in Inclusive Classrooms	3
Content Methods Course(s)	If necessary	
	Total Credits	11
Summer Term #2		
MIT 505	Classroom Management Seminar	3
MIT 552	Literacy within the Disciplines	3
	Total Credits	9
Fall Term #2		
MIT 575	Internship and Seminar	10
	Total Credits	10
Spring Term #2		
MIT 702	Master's Special Problems, Directed Study, and/or Examination	2
	Total Credits	2
	TOTAL CREDITS:	45

INTERNSHIP: A MODEL OF STUDENT TEACHING

During the MIT 575 Internship, interns follow the school district's calendar, and thus, begin their field experiences on the same August date as their mentors. They attend Monday through Friday and follow the school's protocol for arrival/departure times.

During the fall Internship, the interns are at their placement sites for 16 weeks. However, it is important to note the interns will not necessarily "student teach" the entire 16 weeks. Most often, they begin their student teaching at the onset of the school district's school year and take on their assigned teaching responsibilities in a staggered fashion (see diagram below for a general model). An intern-specific model/plan for the teaching transition is designed with input from mentor, intern and supervisor at the initial conference.

Ideally, interns will gradually take the lead in the classroom while the mentor teacher gradually responsibility to the intern. Some possibilities include team teaching, co-planning, and in some cases, lead teaching. Again, the mentor teacher, the WSU Tri-Cities supervisor, and the teaching intern will jointly decide the extent of the role the intern will play during the experience.

During the semester, the interns are expected to engage their students in a unit of study (3-4 weeks) that is responsive to diversity, integrates technology into the curriculum, and facilitates students' school applications to the extended contexts of "living, learning, and working." In addition, the interns are expected to engage in collaborative work, develop leadership skills, and begin to develop a habit of meaningful classroom and school inquiry.

Additionally, when the intern is lead teaching, the mentor teacher should still be a part of the classroom environment. The overall focus is on professional collaboration in the best interest of student learning.

The State of Washington has implemented a Teacher Performance Assessment (edTPA) instrument for teacher candidates. This tool is used to record the attainment of standards as set for in the Washington Administrative Code (WAC). Professional dispositions towards teaching will all be assessed using the Professional Dispositions Evaluation for Field Experiences (PDEFE) to further support the candidate's readiness for certification.

The Internship experience varies from intern to intern, given the uniqueness of the setting, the development of the intern and any contingencies that might arise over the course of the internship. It is not unusual that an Internship be extended should there be a general consensus among the intern, supervisor, and mentor teacher that the intern requires more classroom preparation to complete certification requirements.

ACADEMIC COURSE INFORMATION AND PROGRAM POLICIES

Academic Standards

The following represent Graduate School minimum requirements:

For Award of a Graduate Degree

For award of a Graduate Degree, a student must have a 3.0 cumulative GPA and a 3.0 program GPA. No work of “B-” grade or below may be dropped from a program for an advanced degree, nor can a course be repeated for a higher grade if the final grade is “C” or higher. Any course included in the advanced degree program in which a grade of “C-” or below is earned must be repeated but not on a P/F basis.

Incomplete Grades

An Incomplete (“I”) is the term indicating that a grade has been deferred. It is given to a student who, for reasons beyond the student’s control, is unable to complete the assigned work on time. Incomplete grades are granted on the sole discretion of the course instructor. Students will have up to one year (unless a shorter time is specified by the instructor) to complete work for which they received an “I” grade. After one year, the “I” grade for the course will become an “F”. Students will not be permitted to begin student teaching until all Incompletes have been removed from their transcripts. Students admitted conditionally or on academic probation may not be allowed an Incomplete grade option.

All graduate students should be familiar with the Policies and Procedures Manual published by the Graduate School. This publication can be accessed online at: <https://gradschool.wsu.edu/159-2/>.

Clearance to Begin Student Teaching

All content area and education coursework (with the exception of the research courses and the courses scheduled in the summer following the internship) and required exams (i.e., NES or WEST-E) must be completed before official student teaching begins. Any exceptions require submission of a petition to the Director of Field Services. All petitions will be reviewed by the Program Coordinator, Director of Field Services, and Academic Director.

In addition to successful completion of all coursework, students are required to obtain clearance from the Washington State Patrol and the FBI before starting the Practicum Experience. This clearance is obtained by means of a fingerprint check and completion of forms regarding moral character at the start and end of the student’s program. The fingerprinting process can take several weeks and the ENTIRE fingerprinting process must be completed and approved prior to starting any practicum experience. Upon admission to the program, you will receive all necessary paperwork and fingerprinting information for clearance.

Listed below are the conditions that will automatically prevent students from being awarded a teaching certificate in the State of Washington.

Conviction, including guilty pleas, involving any of the following:

- (a) Physical neglect of a child under chapter 9A.42 RCW.
- (b) Physical injury or death of a child under chapter 9A.32 or 9A.36 RCW (except motor vehicle violations under chapter 46.61 RCW).
- (c) Sexual exploitation of a child under chapter 9.68A RCW.

- (d) Sexual offenses under chapter 9A.44 RCW where a minor is the victim.
- (e) Promoting prostitution of a minor child under chapter 9A.88 RCW.
- (f) Sale or purchase of a minor child under chapter 9A.64.030 RCW.
- (g) Violations of similar laws to the above in another jurisdiction.

Finally, per the memorandum below, students must show proof of personal liability coverage before beginning any practicum experience in a K-12 classroom.

Liability Insurance Policy

All teacher candidates are required to show proof of professional liability coverage (\$1,000,000 minimum) before beginning any practicum experience in K-12 classrooms. There are three available options for coverage:

1. Provide proof of coverage from your local insurance provider. This may be an additional rider on your current policy.
2. Join the Student National Education Association (fee is ~\$22.50 per year) program; this fee entitles you to receive selected professional journals and job opportunities/postings. You can enroll online after July 1st at the following website: <https://ims.nea.org/JoinNea/>.
3. Purchase coverage through Washington State University's Experiential Learning Intern Policy for approximately ~\$7.50 per year. You may obtain the form from the Director of Field Services or at the MIT Orientation prior to the start of classes.

Proof of the coverage must be submitted by August 15th to the Field Services Director before beginning your Practicum Experience. Email confirmation is acceptable. This proof can be in the form of a copy of a personal insurance policy or a copy of NEA membership card. Failure to provide proof of your insurance coverage will cause the University to remove you from your field placement.

PROFESSIONAL DISPOSITION ASSESSMENT

Intent and Rationale

The university classroom provides for the opportunity to learn through respectful discourse and exchange of ideas. WSU TRI-CITIES faculty values this important facet of democratic education and it is a standard to which we hold ourselves as well. Pre-service teacher education also calls for the development of the teacher candidate's ability to act professionally and the faculty's role in that development. The faculty sees this as an important component of learning to be an effective teacher. In addition to what a student knows and can do, their professional disposition in the classroom indicates readiness to perform as a teacher at a professional level. Identifying current and potential problems is part of WSU Tri-Cities's responsibility through its faculty and staff.

The Professional Disposition Assessment (PDA) is designed to provide early feedback for teacher candidates who might be experiencing difficulty in the teacher preparation program. The assessment process is based upon the concept of remediation and calls for clear feedback to the teacher candidate about the concern, and the development of a plan of remediation to correct the situation. The process is also an acknowledgement that while the vast majority of students will not have problems, not every

person is suited to be a teacher. This process is designed to provide feedback and, when necessary, to counsel the teacher candidate out of the program. The process is confidential and is designed to be supportive of individual differences and needs.

The PDA standards for classroom performance and behavior listed below are adapted from the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC). They parallel the standards and expectations for student teachers working toward certification in Washington.

These dispositions reflect the WSU Tri-Cities expectations about the manner in which those who teach children comport themselves as well as the expectations of faculty, prospective employers, future colleagues, and the public. The expectation is that these behaviors will most often be observed by instructors. However, warnings may be submitted by anyone in the WSU Tri-Cities professional community. This community includes all faculty, staff, students, and administrative personnel on the University campus and in the local educational community who interact with teacher candidates and have an opportunity to observe their development of professional skills and knowledge. WSU Tri-Cities will hold students accountable for the PDA standards.

In addition, students enrolled in teacher education programs must also adhere to the Washington State University Standards of Conduct for Students as presented at <https://tricities.wsu.edu/conduct/>. These standards detail laws and regulations about academic dishonesty, harassment, alcohol and drugs, firearms and dangerous weapons.

Note: In the case of illegal behaviors, including harassment, assault/battery, or use/abuse of drugs or under the influence in a learning environment confirmed through an investigation, the behavior(s) shall result in a range of consequences from warning and a personal contract to immediate removal from the program, depending on the severity of the instance.

Orientation

Teacher candidates are first apprised of the PDA as part of their program orientation session. Written information, an oral explanation of the process, and some sample scenarios are provided at that time by the Program Coordinator. The written information includes a clear description of appropriate professional behaviors, or dispositions, teacher candidates are expected to develop and demonstrate throughout the teacher preparation program as well as the steps taken PDA process. This written information is also included in the *Program Handbook*, on the program website, and is referenced in course syllabi for the program. The records are kept in the Program Coordinator's office in a confidential file and are destroyed when the student completes or leaves the program.

Safeguards

Because potential consequences to teacher candidates are so high, the faculty has built in procedural safeguards and due process. Specifically,

- Candidates will not be counseled out of teacher education programs solely because of problems that arise in one class or with one teacher (unless University regulations or state laws have been broken).

- Instructors will talk individually with students before completing a PDA form. The faculty understand that there may be additional information or alternative interpretations regarding what they may have observed in a student's behavior.
- All matters concerning professional dispositions of teacher candidates remain confidential and discussed only with the Academic Director and those individuals directly involved.

Should the student be dissatisfied with the findings of a meeting or the PDA process, they may submit a written appeal to the Academic Director. As per the WSU Student Handbook, students are entitled to further appeal through University channels.

During the Instructional Program

Instructors deal with professional disposition concerns as class-related matters. The following process would be used if they were unable to remedy the situation or if it was very serious.

- The instructor talks with the student to share the PDA form. The student signs the form after having the opportunity to share their version of the events in writing.
- The instructor submits a copy of the PDA form to the Program Coordinator who contacts the student's other instructor(s) that semester to determine if the student is having additional difficulties in other classes. The Program Coordinator uses discretion about possible further investigation related to the issue.
- The Program Coordinator will determine if a conference is necessary and may schedule a conference with the professor, the student, and an advocate for the student (if requested by the student) to discuss the situation, hear both sides, and decide on a plan for remediating the problem. The student may bring witnesses if appropriate and the Program Coordinator agrees it would be helpful if facts or interpretations are disputed. A follow-up conference may be scheduled as part of the plan. The plan might need to extend into the next semester and would be handled in a confidential way with the student's professor(s).

If a second PDA form was received for the same student or if the initial behavior was deemed as very serious or illegal behavior, another conference is scheduled (same participants as above plus the Academic Director) to discuss whether the student should continue in the program and under what conditions.

Student Advocacy

While it is rare, it is not impossible that students may wish to seek a solution, resolution, or redress within a specific situation. The process of student advocacy clarifies the formal steps and procedures students should follow in this process. It is important to note, though, that initial good communication between and among student, faculty, staff, supervisors, and mentor teacher(s) can go a long way in preventing the need for a more formal advocacy process.

Ideally, and in most situations, the student should first speak to the person he or she is working with, be this a faculty member, program advisor, academic advisor, or supervisor. The POSSIBLE exception to this rule may involve a situation between the student (teaching intern) and his or her mentor teacher (see

below). If, for example, a student has questions or concerns about an academic situation, perhaps coursework, they should first speak to the instructor in the course. With questions or concerns about a certification situation, such as course credits, the student should meet with the Program Coordinator or Academic Director, after which the student will receive further information about how to proceed.

With teaching, supervision, or placement questions, the student should first talk to the university supervisor. Again, in terms of teaching issues, it is important for the student to try to maintain an open and communicative relationship with the mentor teacher and to set aside dedicated time each week for collaboration. If, however, the student has any question about the appropriateness of the topic of discussion with the mentor teacher or needs advice about how to proceed, the student should contact their university supervisor for advice.

Students are responsible for monitoring any certification changes which may result from program modifications they make.