



**Department of Teaching and Learning
College of Education**

**Teacher Education Handbook
Undergraduate Programs
WSU - Pullman**



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Preface

Welcome to the Teacher Education Program at Washington State University-Pullman! Teaching students from kindergarten through high school (K-12) is one of the most important, exciting, rewarding, and challenging professions in our increasingly diverse society. The craft of teaching requires rigorous academic and practical preparation and a rich understanding of the community in which their school is located.

The material in this handbook is designed to help you gain a better understanding of your program and help guide you through your professional preparation and on to a rewarding career of teaching.

Note: *In the state of Washington, elementary education programs prepare teacher candidates for multi-subject assignment in kindergarten through grade 8 classrooms (K-8) and secondary programs prepare teacher candidates for specific content area assignment in grades 5-12. Endorsements focused on middle school subject area instruction are available in Washington State and WSU-Pullman, but they cannot be earned alone; they must be added to elementary or secondary certification. Currently, we offer the middle level math and middle level science add-on endorsements.*

I. Overview of Teacher Education Programs

The purpose of this program is to prepare you for a successful career in the field of education. We offer a program rich in teaching experiences and theory. Whether you are in the elementary education program or the secondary education program, you will have the opportunity to work with elementary, middle and high school students and apply your new knowledge and skills in classroom settings.

Although you will meet with your instructors and advisors in the Office of Undergraduate Student Services frequently throughout your program, it is important to remember that **YOU** are responsible for knowing and applying the information contained in this handbook. **Therefore, you should keep this handbook as a reference.**

Elementary Education Program (Bachelor's Degree Program)

The Pullman elementary education program at Washington State University is an integrated course of study and field experiences that includes:

- Alignment to State of Washington elementary certification and competency requirements,
- Practicum and student teaching experiences working with elementary students,
- Students seeking a BA in Elementary Education must also complete 20 semester credits in another endorsable area. Options for completing the 20 credits include add-on endorsements: English language learners, special education, middle level math and middle level science. Some minors are accepted with advisor approval.

Secondary Education Program

The secondary education teacher education program at Washington State University is an integrated course of study and field experiences that include:

- Meeting your degree area requirements
- Alignment to State of Washington secondary education certification and competency requirements
- Practicum and student teaching experiences working with secondary students
- Optional course work leading to add-on endorsements. These include English language learners, special education, middle level math and middle level science.

Application Process

Students admitted to the teacher education program are selected through a multi-step screening process. We seek students who are academically capable and who are dedicated to the education of a diverse population of students in urban, suburban and rural settings. The following list includes some of the requirements for application. For a complete description of the requirements and the process, please see <http://education.wsu.edu/students/undergrad/> or contact the Office of Undergraduate Student Services (Education Addition 316) at beateacher@wsu.edu.

- Overall WSU cumulative GPA of 2.5*
- Evidence of basic skills proficiency in reading, writing and mathematics. This requirement can be met with ACT, SAT or WEST-B scores and coursework.
- Complete all necessary pre-requisite course work with a C or better
- Participate in an interview
- Provide a personal statement
- Documentation of 80 hours of experience serving in a teaching capacity with children or youth. 20 hours must include work with diverse populations.

**Note: This is the minimum GPA required for eligibility to apply, however, meeting the GPA requirement does not guarantee admission. Admitted students typically earn substantially higher grade points.*

Students have five years from the time of admission to a teacher education program to complete WSU’s certification program under the guidelines in place when they are admitted. Students completing a program beyond the five-year timeframe may be held to any new requirements implemented after the term of admission.

Teacher Certification Fees

Teacher certification comes with unique fees. To help you plan accordingly, below is a list of fees that are required for all teacher candidates. This list does not include course, degree, or university fees. Fees are subject to change. This is strictly a guide to help you prepare your financial plan as you progress through the program.

Description of Fee	Fee Amount	Length of Validity	Due
Fingerprinting	\$60-85	Two years	Before first practicum. Fingerprints must be valid each time you are enrolled in a practicum or student teaching and until you apply for your teaching certificate after student teaching.
Liability Insurance	\$7.00-22	One year	Before first practicum and must be valid each time you are enrolled in practicum or student teaching.
Content Exam (WEST-E/NES)	\$95-155	No expiration date	Prior to enrollment in advance practicum (TCH LRN 490 for elementary and 469 for secondary).
*ACTFL Oral	\$70-139	No expiration date	Prior to student teaching.
*ACTFL Written	\$70	No expiration date	Prior to student teaching.
Teaching Certificate	\$74	Two years	End of student teaching.

*Required for Spanish and French

Additional information can be found on our website, <https://education.wsu.edu/undergradprograms/teachered/certification/residency/>. Please contact the Certification Office at coe.certification@wsu.edu or 509-335-8146 with any questions.

II. Curriculum

College Requirements

Repeating Professional Education Courses

By state law, a minimum grade of C (2.0) is required for all professional education course work. *A pre-service teacher may take a course only two times. Failure to obtain a C or better after two attempts will result in the student being released from the major and/or Teacher Education Program.*

Teacher education students who fail to meet the C (2.0) minimum requirement in two or more courses in Block I may not enroll in Block II until all courses in Block I are successfully completed. Those with less than a C in one course in Block I may continue to Block II.

For all majors, enrollment in the Advanced Practicum semester is limited to students who have achieved a minimum grade of C in all professional course work. No student with course work to repeat, incomplete grades in coursework, or full-semester course work remaining may enroll in the block prior to student teaching (Block II for secondary and Block III for elementary).

Exceptions to these policies must be requested in writing to the Director of Undergraduate Student Services and will be reviewed by a committee.

Transferring to a Different WSU Campus

- A) If a student wishes to complete the Teacher Education program at a different WSU campus from initial admission, they must apply and be accepted at their WSU campus of choice. Additionally, if the student wishes to take some classes at a different WSU campus, they must seek approval from that campus in order to enroll.
- B) If a student wishes to complete a program at a different WSU campus, they must acknowledge in writing that the “block” sections do not always align between campuses and therefore transferring from one campus to another will more than likely result in extending their time in the program.

Elementary Education Program

Elementary (K-8) Teacher Certificate Requirements

Please visit <https://education.wsu.edu/documents/2015/09/elementary-education-ucore-endorsement-checklist.pdf> to acquire the outline of course requirements. This form provides you with UCORE requirements and elementary education requirements on side one, and a recommended course sequence for the elementary education program on side two.

Course Blocks

The core courses in your teacher education program are divided into three “blocks”. You must take blocked courses together within a given semester, and in sequence. Blocks of courses were designed to allow instructors to align materials across the courses in each block to provide you with the best learning experience possible. Blocks must be taken in sequence (Block I before Block II and Block II before Block III) because courses and assignments within each block are

meant to build upon each other. Block III courses must be taken the semester prior to student teaching. Your program of study for your elementary education teaching certificate culminates with your student teaching experience.

Endorsements

Elementary education students entering WSU develop competence in areas or a minor in a designated endorsement area of interest in addition to their elementary education endorsement. The add-on endorsements are English language learners (ELL), middle level math, middle level science and special education. These endorsements provide you with a higher level of expertise in working with our diverse population of students. Consult with the Office of Undergraduate Student Services personnel to obtain detailed information about endorsement and minor requirements.

Secondary Education Program

Secondary Education Teacher Certificate Requirements

Please visit <https://education.wsu.edu/documents/2015/09/secondary-core.pdf> to acquire the outline for secondary education course requirements.

Course Blocks

The core courses in your teacher education program are divided into two “blocks.” You must take blocked courses together within a given semester, and in sequence. Blocks of courses were designed to allow professors to work together on joint assignments and aligning curriculum across the courses in each block to provide you with the best learning experience possible. Blocks must be taken in sequence (Block I before Block II), although time schedule conflicts with content courses sometimes mean you need to request an exception to this requirement. Your program of study for your secondary education teaching certificate culminates with your student teaching experience.

Endorsements

Students are encouraged to consider an endorsement of interest in addition to their major endorsement. Additional endorsements are available to students preparing to become secondary education teachers. Endorsements in English language learners (ELL), special education, middle level math and middle level science provide you with a higher level of expertise in working with our diverse population of students. Consult with the Office of Field Services and Certification personnel to obtain detailed information about endorsement requirements.

Practicum/Field Experiences

A successful experience in a professional practicum is essential to your development as an effective teacher. You will have practicum experiences prior to student teaching that will help you understand the world of being a teacher. Each practicum is designed to provide learning opportunities to enhance your skills and abilities. What follows is important information regarding the practicum experiences and is required by state law.

Liability Insurance: Students in practicum and student teaching positions in the State of Washington are required to carry a minimum \$1,000,000 in personal liability insurance to protect in the event of legal action. The National Education Association (NEA) policy (<https://ims.nea.org/JoinNea/>) comes with student membership at approximately \$22.50 per year. Students may enroll in the WSU Liability policy for approximately \$7 a year. Enrollment forms can be picked up in the Office of Field Services and Certification (Cleveland 252). Proof of insurance must be provided to the Office of Field Services and Certification *prior* to the beginning of any field experience (TCH LRN 317, 401, 402, 405, 469, 490 or 415; SPECED 490).

Fingerprinting: Fingerprinting must be completed upon admission to the program (Fingerprints should not be taken before this time, as they are only valid for two years.) Additional fingerprinting information is provided in this handbook under Section V, Washington State Teacher Certification Requirements.

Practicum I - Elementary

TCH LRN 402: Instructional Practicum I - The purpose of this practicum is to provide you with an opportunity for an initial view of elementary and middle school classrooms. You will have the chance to observe and participate in actual classroom activities as well as an opportunity to apply course work and knowledge into practical classroom skills. Placement will be in Pullman area schools for three hours per week for ten weeks.

Practicum I - Secondary

TCHLRN 317: Instructional Practicum - The purpose of this practicum is to provide you with an initial view of school classrooms. You will have the chance to observe and participate in actual classroom activities. The classroom time is three weeks during the month of May, requiring summer session enrollment. The Pullman School District welcomes WSU students for many other practicum experiences; therefore, no 317 placements are allowed in the Pullman School District. Students make their own placements. Requirements include keeping a journal, writing a reflective paper and teacher evaluation. Assignments are submitted online. Information meetings occur every spring prior to spring break.

Practicum II - Elementary

TCH LRN 405: Instructional Practicum II - The purpose of this practicum is to provide you with additional opportunities to observe and participate in actual classroom activities. You will develop lesson plans and facilitate instruction for small and/or large groups. Placement will be in Pullman area schools for three hours per week for ten weeks.

Advanced Practicum Pre-Internship – Elementary and Secondary

TCH LRN 469 or 490: Advanced Practicum Pre-Internship - The purpose of this practicum is to provide you with an intensive experience integrating educational theory within a classroom context. Enrollment in this practicum occurs the semester prior to student teaching and placement is at your student teaching site. The practicum begins with the opening of public schools in the fall or spring with a return to campus for ten weeks of course work prior to finals week. Students must apply for a placement one year in advance and participate in an interview one semester prior to the practicum. Students must have taken the content exam prior to enrolling

in the course.

Student Teaching Internship – Elementary and Secondary

Interviews to determine placement will be conducted in Pullman prior to placement in advanced practicum. Generally, your placement will be the same for both advanced practicum and for student teaching, TCH LRN 415. Placements will be available through the participating districts in the following areas: Spokane, Greater Puget Sound, Tri-Cities, Vancouver, and Pullman. Student teaching placements are made within the State of Washington and in public K-12 schools. Limited overseas placements are also available by interview only and students should know that placement is not guaranteed.

*Note: It is important to understand that placement in the Pullman area (Whitman and Asotin Counties) is extremely limited. Hardship requests will be evaluated on a case-by-case basis and are not guaranteed.

- Length: Student teaching is a full semester in length. Your student teaching experience will begin with the public school calendar and end on the Friday of WSU finals week each semester.
- Supervision: Student teaching supervision is provided by WSU field supervisors assigned to the school site and by the mentor teacher.
- Seminars: Regularly scheduled seminars, under the guidance of the student teaching supervisors, will be mandatory and are part of the student teaching experience.
- Evaluation: Student teachers will be evaluated using two different, but related approaches during student teaching: (1) the Professional Dispositions Evaluation Field Experience (PDEFE) instrument used during and at the completion of the student teaching experience (located in Appendix B); and (2) Field supervisor and the mentor teacher evaluation of your progress and readiness to teach. Your student teaching evaluations are most important to your future employment. You are strongly advised to NOT take additional courses or maintain a job while you are student teaching.
- Successful completion of the program: In order to pass student teaching, pre-service students must achieve a “Met” rating on all categories of the PDEFE (Professional Dispositions Evaluation Field Experience) and receive supervisor and mentor teacher approval for certification.

Content Exam

All candidates seeking a Washington Residency Teacher Certificate are required to take the content assessment (WEST-E or NES) and meet the minimum passing score for their major endorsement area(s) prior to student teaching. Candidates are given a list of all the future fees and assessments they must complete when they enter the teacher education program. They are advised to take the WEST-E/NES when they have completed more than half their content area course work in the program and must register for the exam in order to enroll in the advance practicum. They may take the content exam as many times as they wish but must pay the fees each time. Music majors must pass the general music content exam prior to student teaching. Additional information can be found at:

<https://education.wsu.edu/undergradprograms/teachered/contenttesting/>.

The overwhelming majority of WSU candidates have passed the WEST-E/NES. Candidates usually take the assessment late in their junior year or early in their senior year. They are expected to pass the exam prior to student teaching. If they do not pass, they are not permitted to student teach and certain remediation steps are taken:

- a. The student meets with their advisor to examine the score report and determine whether this is simply a matter of retaking the test or a matter of further preparation and remediation. When scores are within a few points of passing, students usually pass on the next attempt.
- b. If there is a wide margin between the student score and the passing score, the student meets with a content-specific faculty member and program administrator to analyze results, go over the student's content course history, and determine where they may need further preparation. Test-taking strategies and practice test questions and materials are part of that discussion.
- c. Should the content knowledge gap appear to be fairly specific, content-specific faculty may elect to provide tutorials to that student in that area or suggest a particular course.
- d. Eligible candidates unable to pass the content exam may apply for the Case-by-Case Exception: [Case-by-case exception for content exams | College of Education | Washington State University \(wsu.edu\)](#) .
- e. If the administrator and content-specific faculty member determine that the student needs a great deal of support with content knowledge, several courses may be recommended prior to the student repeating the test.

In addition to the content exam, students completing endorsements in French and/or Spanish must also demonstrate language proficiency by passing the American Council on Teaching of Foreign Languages (ACTFL) exam. For registration and more information, including study guides, visit <https://education.wsu.edu/undergradprograms/teachered/contenttesting/>.

III. Expectations and Responsibilities

Among its most important responsibilities, the College of Education and the Department of Teaching and Learning prepare students for the teaching profession in K-12 schools in Washington and beyond. The College and the Department are responsible for ensuring that our graduates have the skills, knowledge, and professional qualities necessary to facilitate success in the classroom.

Knowledge (mastery of subject matter) is a crucial part of the foundation for successful teaching. Prospective secondary teachers at Washington State University must complete an undergraduate major in the discipline in which they will be licensed to teach. Elementary education students major in elementary education with the requirement of two years of general education course work.

Teachers must also have the skills necessary to facilitate students' learning. Every day, teachers must make myriad decisions about how knowledge can best be communicated, taught, and learned. Those decisions are informed by having a thorough knowledge of a variety of teaching approaches. In part, the skills of teaching can be developed from research and studied in methods classes that explore different approaches to achieve the goal of student learning. These skills must also be established by practice, however, which is why the College insists on extensive real-world experience including observations and assistance in working in school classrooms, culminating in the full semester of supervised student teaching.

Knowledge and skills are not sufficient by themselves to prepare excellent teachers. The transformation of a person from one who merely possesses knowledge and techniques into an effective teacher must also include the development of characteristics such as a capacity for active and creative communication, a tendency to probe, a willingness to explore topics from a variety of perspectives, and a desire to engage and encourage students who have a wide range of abilities, interests, and temperaments.

Thus, the third part of the foundation we require, in addition to knowledge and skills, are abiding principles that contribute to helping each student succeed. We call these qualities professional dispositions.

Professional Dispositions

Professional dispositions are the principles or standards and attitudes that underpin a teacher's success in the classroom. They are the foundation of professional ethics that govern how a teacher interacts with students, families, colleagues, and communities. From research and experience, certain dispositions have emerged that nearly all good teachers have in common. These professional standards guide our preparation of new teachers. The faculty agreed to use the PDA form in conjunction with each core course in the teacher education program. The PDA form (used in core courses) and the PDEFE form (used in practicum and student teaching) are as much a communication instrument and educative tool as they are evaluation forms, providing students with an opportunity to see how they are perceived by others and allowing for specific suggestions for improvement. The disposition forms are based on TPEP and INTASC standards of professional dispositions and includes a listing of what effective teachers do as well as indicators of that disposition. (A copy of the PDA can be found in Appendix A, and the PDEFE in Appendix B of this handbook.)

Effective teachers:

1. Are active, respectful participants in discussions.
2. Express themselves clearly and effectively.
3. Listen thoughtfully and responsively.
4. Engage in lifelong learning, aided by reflection and assessment of new information and ideas.
5. Interact effectively, respectfully, and empathetically across a wide range of situations and people.
6. Work to ensure system-wide high quality learning opportunities and experiences for all students.

7. Seek understanding of complex issues in order to solve problems both independently and collaboratively.
8. Are committed to mastering best practices informed by sound theory.
9. Are responsible colleagues.

Why do we evaluate your dispositions?

In order to provide the highest quality teacher candidates possible, the College of Education and the Department of Teaching and Learning have the responsibility of evaluating teacher effectiveness along a variety of dimensions. A variety of instruments are used to assess the effectiveness of prospective teachers, to make certain they have the knowledge, skills, and professional attributes necessary to serve in the highly dynamic and complex classrooms of the 21st century. Good teachers come from widely different backgrounds and cultures, and have varied opinions, interests, and personalities. But some qualities, such as the ability to interact effectively with learners from diverse backgrounds or with special needs and the ability to communicate clearly, are common to all good teachers.

Students in the K-12 classrooms in Washington come from varied locations, socioeconomic levels and cultural and racial backgrounds. They have a wide range of abilities, languages, levels of prior knowledge, and vary in how they feel about learning and school. These young people grow and develop, sometimes slowly, and sometimes with astonishing quickness. Each classroom, therefore, is a complex mix of dozens of interests, needs and stages of development that require varied strategies for teaching. To be successful—and help each child achieve to their fullest—teachers must purposefully act in caring, fair, professional, respectful, and culturally sustaining ways.

How is it possible to tell whether a person possesses these professional dispositions?

Dispositions can be identified through careful observation of behaviors and actions:

- Is the teacher candidate a thoughtful, active listener?
- Is the teacher candidate open to new and/or differing perspectives?
- Does the teacher candidate participate in discussions, and is that participation thoughtful and respectful?
- Does the teacher candidate give help readily?
- Is the candidate open to feedback and coachable?
- Does the teacher candidate show an interest in learning about other cultures and how to support all learners?
- Does the teacher candidate move away from thinking that their own experience of school is universal and applies to all K-12 learners?

Patterns of action that show up during a teacher education program can be presumed also to show up later in the profession. A person demonstrating promptness, courtesy, and scrupulous attention to detail throughout the teacher education program, will likely act in the same manner when employed. In contrast, a person habitually late, insensitive, rude, or careless in pre-service work will be likely to have trouble in a teaching position.

These are judgments about professional potential, not about people or their opinions or beliefs. Institutions certifying teachers owe Washington's citizens their best judgment and keenest

observations when making decisions that will have such profound future effects. The identification and evaluation of professional dispositions is a valuable tool for examining critically important information about prospective teachers, to make sure that they are best prepared for their professional lives. These judgments are meant to be instructive and educational to candidates, not punitive, and an opportunity to grow as a teacher candidate.

Candidates entering the Teacher Education program are provided a copy of the dispositional document assessment forms. The dispositions are explained, with examples, and they are asked to sign the document indicating their understanding. The dispositions are assessed in every course required for certification and are used as documentation of candidate issues related to dispositions and as an educative tool for the candidate. Most often, instructors will be observers/assessors of these dispositions, however, concerns may be raised by anyone in the education community.

Steps in the Disposition Assessment Process

When instructors, staff or community educators observe a behavior or pattern of behaviors that do not meet the expectations of the dispositions, they follow the steps below.

1. Notify the candidate of the concern with the behavior and hold a conference with the candidate. The instructor and candidate discuss the issue with the goal of making this a learning and growth experience for the candidate.
2. The candidate now has an opportunity to correct that behavior. If the concern is resolved, the instructor simply keeps a record of the occurrence whether on the dispositions form or not.
3. If the behavior does not change, the instructor completes the disposition form, meets with the candidate to have them sign the form (acknowledging that the candidate is aware of the concern), then files the disposition form with the program administrator so that it becomes part of the candidate's file within the program. The administrator checks to see if other instructors have similar concerns.
4. If more than one instructor documents a concern in a single semester, the candidate must meet with program administrators and a plan for improvement with clear guidelines is developed. If the concern involves a student whose home department is outside Teaching and Learning, the administrator consults with the home department.
5. The candidate now has a certain time (usually within a semester) to respond to the concerns written in the plan of improvement. Depending on the level of concern, the plan of improvement may be written as a contract with the ultimate possibility of dismissal from the program.
6. If the contract is not met, the program will move toward dismissing the student. Concerns of a single course or instructor, however, will not lead to immediate dismissal unless university regulations or state laws are violated. Safeguards for candidates are built in as well, including confidentiality and the right of appeal to the Academic Director or Department Chair.
7. The university appeal systems may also be used if the student is dissatisfied with the administrator's decisions.

Concerns regarding a candidate's content proficiency follow a similar process, whereby faculty (or others) notify the candidate of the concerns regarding content proficiency. The faculty member may suggest additional readings, meetings, and conversations. If the proficiency is not remediated, the administrator may suggest taking additional content courses or reviewing study materials. Ultimately, the student must also pass the WEST-E or NES exam for certification.

Academic Integrity

Teachers must have the highest level of academic integrity. Proper adherence to the University Academic Integrity policy will be strongly enforced in every course. (For the University Policy and definitions, visit <https://communitystandards.wsu.edu/>). Violations to academic integrity include plagiarism. Academic dishonesty includes cheating, falsification, fabrication, multiple submission, plagiarism, abuse of academic materials, complicity, or misconduct in research. Plagiarism and other academic integrity issues will be reported to the College of Education Director of Undergraduate Student Services, a Professional Dispositions Assessment form will be completed, and the Center for Community Standards will be notified. Plagiarism may result in an F for the course.

Students are responsible for knowing the WSU policy on academic integrity as described in the University's Student Handbook for Community Standards.

IV. Washington State Teacher Certification Requirements

In addition to successful completion of all course work, students are required to prove good moral character and personal fitness to teach before being allowed to be with children unsupervised in the classroom, and before being awarded a residency teacher certificate. This requirement is fulfilled with fingerprint clearance through Washington State Patrol and FBI and by completing the pre-residency clearance. The pre-residency clearance and fingerprint clearance is required prior to enrollment in the first practicum experience.

Listed below are conditions that may automatically prevent you 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.

V. Important Policies

The Department of Teaching and Learning and the College of Education provide advising, support, and assistance throughout your program so that you can be successful.

Cell phone usage in class

The use of cell phones is prohibited during class except by instructor designation. Cell phones should be turned off (or on vibrate) and stored with personal items. Students who are designated as emergency caretakers or in an emergency situation may use this technology with respect for the instructor and other students. Please inform the instructor before each class if you are the emergency caretaker or in a situation where you must have access to your phone.

Computer usage in class

In the classroom, students are only allowed to use computers (or other electronic devices such as iPads, smartphones, etc.) for class-related activities. Unless requested by the instructor or being used specifically for class purposes, electronic devices should have their lids down or be turned off during class. Students who use their computers for other activities will, at a minimum, be asked to leave class and could lose participation points for the day.

Professionalism and interactions with others

In-class discussion and activities, as well as cooperation with colleagues, will play a significant role in what you learn during this program. You must go to each class prepared to teach, discuss assigned topics, or present what you have learned from an assignment. Course readings must be completed prior to class so that each of you can contribute. Just as in teaching in school, you must be able to work effectively with others when planning and organizing for instruction and take directions/feedback from your supervisor. Because you will have to work in collaboration with others, a student who is absent or who does not work well with others fails to contribute to the community of learners.

Additionally, realize that just as when you are applying for a job, anyone you encounter along the way may well have some input on whether you should be hired; the same is true for gaining your teaching licensure. Beginning in your home department, you should interact with staff, faculty, instructors, and other students in the program with professionalism and respect. If you want something from someone—whether a staff person, instructor, field supervisor, faculty member, or peer—asking is always better than demanding. Recognize also that all these people have many responsibilities in addition to working with you. They will help you as soon as they possibly can. If you believe that you are not being helped appropriately, note that each office area has a supervisory person you can visit with in regard to your concerns. Later in this handbook, you will find a directory of those people should you need it. Regarding interactions with peers, if you have concerns in a given course, please see the course instructor or the program coordinator.

Course concerns

If you have a concern (i.e., course information, grade, instructor fairness, etc.) about a specific course, you should first meet with your course instructor to discuss the concern. If you still have concerns after your discussion with the instructor, please follow these steps:

1. If you are not satisfied with your discussions with a course instructor, meet with the course coordinator (if different from the instructor—their name should be on the course syllabus).
2. If you are not satisfied with the discussion with the course coordinator and you still have concerns, meet with the Program Coordinator.
3. Finally, if you are not satisfied with your discussions with the Program Coordinator, make an appointment to meet with the Chair of the Department of Teaching and Learning.

Program concerns

If you have a program-related concern (e.g., course sequence, placement) please talk to the Program Coordinator first. If you are not satisfied with the outcome, then make an appointment to meet with the Chair of the Department of Teaching and Learning. If these initial conversations do not resolve your concern, then you may initiate the Reporting Procedure for Student Concerns described next.

Reporting procedure for student concerns

The procedures outlined below are for documenting student concerns regarding programmatic and academic issues. Specifically, the content and context of the student concerns for these procedures may include grades, assessments, program and course content, and class procedures and management. The student should always begin with a conversation or written request with the professor/instructor prior to following these procedures.

Student Concerns Reporting Procedure:

1. The student submits their concern in writing (email, memo, etc.) to the Administrator (Chair of the Department or Dean of the College).
2. A letter is sent to the student, indicating that their concern has been received and will be reviewed for possible action.
3. Concerns that are programmatic are discussed at the next appropriate meeting with the Administrator for review and possible action; the Administrator reviews concerns that deal with personnel. The Administrator will communicate the outcome of the review to the student.
4. If action is warranted, steps are documented. A meeting with the student regarding the concerns may be scheduled.

There are University and College policies and procedures regarding non-academic issues such as sexual harassment, discrimination based on protected classes and failure to accommodate for disability issues that are not addressed in this procedure. Concerns of discrimination may be discussed with the Office of Civil Rights Compliance and Investigation, <https://crci.wsu.edu/>.

Policy on Removal from Field Placement (Practicum, Student Teaching, Internship)

If the mentor teacher, building administrator, or university supervisor have 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 ensure 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 to ensure 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 candidate's 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.

VI. Student Clubs and Programs

Alhadeff Future Teachers of Color

The Alhadeff Future Teachers of Color (AFTOC) program is proudly part of the WSU College of Education's initiative to assist in the efforts to increase culturally and linguistically diverse teachers for inclusive schooling. By providing mentoring, networking opportunities, and support, it is our goal to help future teachers from diverse backgrounds succeed in their programs and ultimately inspire others in educational settings. While the AFTOC members have the opportunity to participate in professional development programming relevant to their educational needs, including guest speaker sessions and career-oriented workshops, in addition to other fun and informative events.

This prestigious program selects two undergraduate ambassadors who assist with mentoring future and current students in the program, by conducting monthly meetings for AFTOC members, planning the annual AFTOC conference, and representing the College of Education at various events.

AFTOC Faculty Mentor: Dr. Amir Gilmore, amir.gilmore@wsu.edu

Kappa Delta Pi

Kappa Delta Pi is the international honor society in education, promoting excellence in and recognizing outstanding contributions to education. The society is located on more than 550 college and university campuses, providing many opportunities for education students, faculty and school practitioners. It serves as a professional resource throughout your career as an educator. Students may join by invitation only, which is extended as a recognition of high grade point average and character.

Advisor: To be determined. Contact the Office of Undergraduate Student Services with questions.

Benefits of membership:

- Creating networking opportunities with the field's most prestigious educators, including National State Teachers of the Year, the American Teacher Award winners, National Teacher Hall of Fame members, Golden Apple Teachers, and KDP's own Laureate Chapter
- Connecting members to national job postings and job fair opportunities on-line
- Awarding over \$100,000 in scholarships
- Sponsoring recognition programs, such as the National Student Teacher/Intern of the Year Award and the Outstanding Young Researcher Award
- Offering subscriptions and discounts to such award-winner publications at *The Educational Forum*, *Kappa Delta Pi Record*, and *The New Teacher Advocate*
- Exposing members to professional and leadership development opportunities at local, regional, and international conferences
- Developing new resources to benefit educators throughout their career
- Providing an excellent, useful web site (<http://www.kdp.org>). Many of the services of the web site are only available to members, such as job links
- Scholarships – loan repayment (working in inner city schools)

SWEA

Susie Skavdahl, Instructor, susan.skavdahl@wsu.edu

SWEA (Student Washington Education Association) is a student group in the College of Education for elementary and secondary pre-service teachers. SWEA is the student division of the WEA (Washington Education Association). Although joining SWEA is beneficial to pre-service teachers, you are not required to join to be a member of the club. Becoming a member of SWEA offers benefits such as access to journals and resources, and the opportunity to be active in education at the state and college level.

SWEA in the College of Education organizes programs of interest to prospective teachers. Previous selections have included: certification panels, content test preparation, resume preparation and interviewing, and principal panels. The club is also responsible for holding a book fair twice a year, which gives you a chance to build your classroom library.

Membership in SWEA also offers access to:

- Conferences
- WEA and NEA Professional Library of Teacher Resources
- Leadership opportunities
- Professional development workshops
- Interviewing and job search
- Paid travel opportunities
- Grant opportunities
- Monthly journals
- \$1 million liability insurance
- Member benefits (loans, discounts)
- Representation in legislation as a future teacher

Don't miss your chance to enhance your leadership and networking skills. Become a member of the SWEA! For more information, visit Cleveland 343 or visit the WSU SWEA Facebook page.

VII. Conceptual Framework and Learning Outcomes



Learners in Cultural Context, Engaged Learning with Meaning and Purpose, and Ethical and Responsible Leadership

Effective and high-quality teacher education programs are guided by a rigorous and comprehensive conceptual framework. The College of Education has a conceptual framework that provides a vision for all 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 conceptual framework is evident throughout all aspects of the teacher education 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. The faculty facilitates engaged learning but also provide the pedagogical tools for future teachers so that they too can facilitate engaged learning in their K-12

classroom. 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. Effective teaching requires that educators draw upon students' social, cultural, linguistic, and academic strengths. The emphasis on diversity, and responding to learners in a cultural context, are themes woven into all aspects of the teacher education program. 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.

College of Education—Conceptual Framework Proficiencies

WSU programs for initial teacher preparation as well as advanced programs for educators ensure that graduates gain/increase proficiencies directly related to our conceptual framework. Our graduates:

1. Knowledge Base Proficiencies
 - a. Use a range of pedagogical, leadership, or counseling skills in different settings
 - b. Develop coherent, articulate curricula
 - c. Promote self-worth and dignity of all P-12 students
 - d. Use research, theory, wisdom of practice in their professional lives
 - e. Assess effects of teaching, leadership, or counseling
 - f. Analyze and reflect on their practice
 - g. Refine and improve their instruction, leadership, or counseling as a result of reflection on practice
 - h. Use what P-12 students are thinking to reshape teaching, leadership, or counseling
 - i. Evaluate effects of choices/actions on students, parents, professionals
 - j. Grow professionally
2. Theory and Practice in Education Proficiencies
 - a. Know and use appropriate content
 - b. Know and use appropriate content pedagogy, leadership skills, or counseling
 - c. Know and use appropriate general pedagogy
 - d. Understand curriculum
 - e. Understand learners
 - f. Understand context
 - g. Know, understand, and assess educational ends
3. Learners in Cultural Contexts
 - a. Use culturally responsive teaching, leadership, or counseling
 - b. Seek transformative academic knowledge
 - c. Ensure content integration
 - d. Enact equity pedagogy
 - e. Promote and assess academic achievement of all students
4. Engaged Learning with Meaning and Purpose

- a. Ensure that P-12 students engage with schooling
 - b. Ensure that P-12 students regard learning as authentic
 - c. Explicitly connect learning, community, culture
 - d. Challenge learners to use prior knowledge, experience, frames of reference
 - e. Ensure that learners assume responsibility for their own learning
 - f. Facilitate learners' construction of knowledge
 - g. Consider background, knowledge, and beliefs of learners
 - h. Extend learning beyond classroom
5. Ethical Leadership
- a. Respect student integrity
 - b. Resolve dilemmas with purpose, knowledge, authority, vision, and trust
 - c. Understand the inter-connectedness of ethical leadership, organizational ethics, and social responsibility
6. Local and Global Responsibilities toward a Sustainable and Just Future
- a. Incorporate sustainability education/inquiry in teaching
 - b. Understand pedagogical initiatives related to sustainability education (e.g., place-based education)
 - c. Understand pedagogical processes related to sustainability education (e.g., experience of local environments, communities)

Departmental Learning Outcomes

The Department of Teaching and Learning has developed learning outcomes that are 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 teacher education program. You will experience different aspects of these learning outcomes throughout your program.

At the completion of the teacher education program, all WSU teacher education students 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 to ensure quality instructional programs and stewardship of public schools

VIII. Department of Teaching and Learning Contacts

In the College of Education and Department of Teaching and Learning there are many people who are here to assist you in making your professional preparation and experience the best that it can be.

Department of Teaching and Learning Office - 321 Cleveland Hall

Department Chair, Dr. Tariq Akmal (509) 335-6842

Principal Assistant, Julie Killinger (509) 335-7296

Fiscal Specialist, Kris Nilsson, (509) 335-5027

Elementary Education Coordinator – TBD

Secondary Education Coordinator – Dr. Francene Watson, 327 Cleveland Hall,
(509) 335-5015, fwatson@wsu.edu

Office of Undergraduate Student Services – 316 Education Addition

General Information (509) 335-4855, beateacher@wsu.edu

Director, Angie Hammond (509) 335-4855, angiehammond@wsu.edu

Academic Advisor, Ashley Herridge (509) 335-4855, ashleyh@wsu.edu

Academic Advisor, Lexi Schaar (509) 335-4855, lexi.schaar@wsu.edu

Office of Field Services and Certification – 252 Cleveland Hall

General Information, Heidi Ritter (509) 335-0925, hritter@wsu.edu

Director, Matt Coulter (509) 335-0925, mpcoulter@wsu.edu

Certification Coordinator, Staci Bickelhaupt (509) 335-8146, sbickel@wsu.edu

Program Coordinator, Ashley Burke (509) 335-8147, ashley.m.burke@wsu.edu

Student Teacher Supervisor Coordinator, Ross Swan, 226 Cleveland Hall, (509) 335-4095,
ross.swan@wsu.edu

Elementary Practicum Coordinator, Lori White, 264 Cleveland Hall, (509) 335-7984,
whitel@wsu.edu

Secondary Practicum Coordinator, Jim Johnson, 236 Cleveland Hall, (509) 335-4095,
jrjohnson@wsu.edu

**Appendix A: Professional Dispositions Assessment (PDA)
Professional Dispositions Assessment (PDA) Form1**

Candidate Name: _____ ID#: _____ SEM: _____ YEAR: _____ Block Number: _____

Instructor Name and Signature: _____ Course: _____

Instructor: Complete the form and provide explanation for each negative rating. Submit the form to Student Services office (ED AD316. Zip: 2152). You must notify the teacher candidate when filing a PDA form. Completed forms will be kept in the teacher candidate's confidential student file until the candidate completes the program. Candidates may review their files in the Student Services Office and may submit a response to the form.

Professional Standard	Indicators of Meeting the Standard	Instructor Rating/Comments/Evidence
Good teachers	The teacher candidate	
1. are active, respectful participants in discussions.	participates regularly in class, is an active contributor, shows respect for others.	Yes No
2. express themselves clearly and effectively.	speaks and writes in a clear and organized fashion, uses language appropriately for context.	Yes No
3. listen thoughtfully and responsively.	listens and responds appropriately to others, uses feedback in a positive manner.	Yes No
4. engage in lifelong learning, aided by reflection and assessment of new information and ideas.	reflects on information provided, demonstrates ability to apply new ideas to own practice, demonstrates curiosity and willingness to learn.	Yes No
5. interact effectively, respectfully, and empathetically across a wide range of situations and people.	interacts with others appropriately and respectfully, recognizes the context of interactions, seeks and uses knowledge of diversity that contributes to effective interactions.	Yes No
6. work to ensure system-wide, high quality learning opportunities and experiences for all students.	shows willingness to consider multiple perspectives on social and institutional factors that can impede or enhance students' learning.	Yes No
7. seek understanding of complex issues in order to solve problems both independently and collaboratively.	seeks pertinent information, learns new ideas and strategies, and uses information to solve problems both independently and with others.	Yes No
8. are committed to mastering best practices informed by sound theory.	seeks theoretical knowledge and regularly connects theory to potential teaching practices.	Yes No
9. are responsible colleagues.	arrives punctually and prepared for classes and required activities, dresses appropriately, communicates professionally with others.	Yes No

1 Approved by Department of Teaching and Learning faculty on December 14, 2005, and by WSU's Office of the Attorney General on January 25, 2006.

Why Assess Dispositions?

The State of Washington requires that teacher preparing institutions certify for each program completer that they have “no knowledge of any relevant information related to the applicant’s character or fitness that would adversely affect the applicant’s ability to serve in a certified role . . .” [see Washington Administrative Code: WAC 180-79A-155(3)]. Among the knowledge and skills required by the State of Washington are those related to professional ethics and those related to responsibilities, structure, and activities of the profession (WAC 180-78A-270).

The National Council for Accreditation of Teacher Education (NCATE), the College of Education’s accrediting agency, sets performance-based standards for the preparation of P-12 teachers and other professional school personnel. The standards require that candidates demonstrate the knowledge, skills, and professional dispositions (e.g., honesty, responsibility, fairness) necessary to help all children learn (see NCATE president’s discussion: Wise, Arthur E., “Disposed to Teach? What Teachers Must Know and Be Able to Do,” <http://education.wsu.edu/student-services/disposition/>).

WSU’s professional dispositions draw on the model standards for beginning teachers, developed by the Interstate New Teacher Assessment and Support Consortium (INTASC). The complete INTASC document is available at the Council of Chief State School Officers (CCSSO) website (<http://www.ccsso.org/intasc.html>)

Professional Disposition Assessment Background

Washington State University is required to certify to the state that each program graduate recommended for teacher certification has the knowledge, skills, and character/fitness necessary to be a successful classroom teacher. Content knowledge is assessed in required university arts and sciences classes. Skills are assessed in education classes and related field experiences. But how can we know if a person possesses the professional dispositions—the professional ethics and the inclination to enact those ethics—that will guide them in their interactions with students, families, colleagues, and communities?

A pattern of action that shows up in the course of teacher preparation will likely also show up later on the job. We conclude that a candidate who shows promptness, courtesy, and scrupulous attention to detail will act likewise when employed. A person habitually late, rude, or careless in pre-service work is, in contrast, likely to have trouble in a teaching position. As an institution that prepares teachers, we owe parents, citizens, and our state’s P-12 students our best professional judgment 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.

Professional Disposition Assessment (PDA) Process: Guidelines and Suggestions

Teacher candidates who have been accepted into a WSU teacher education program will be assessed regularly to determine their progress in academic performance, field experiences, and professionalism. The PDA form is one of many assessment tools used in the program. The PDA process we use follows: One class at the beginning of each teacher preparation program is selected for presentation and trial use of the PDA form. All candidates will, at the end of this introductory course, provide a self rating of their current professional disposition development. The instructor will also complete the form for each candidate, providing him/her with feedback on strengths and areas that can be improved upon throughout the program. Although this trial form will be kept in the candidate’s file, this first use of the form is informational; it will not be used by program personnel for any purpose other than informing the candidate of the form’s existence and its use. Additionally, all program applicants will be provided the form and asked to sign a copy recognizing its existence and use when they apply for entry into WSU’s teacher preparation programs.

After the initial trial use, the form may be used by any instructor who feels that a candidate is not meeting a particular professional standard. The completed form must be accompanied by a description of the behavior and available documentation that indicates failure to meet the standard. Normally, the form will be completed at the end of a given semester after the instructor has worked unsuccessfully with the candidate to help him/her meet the standard. The form can, however, be completed at any time. The instructor will notify the candidate that a PDA form has been filed. Completed PDA forms will be stored in the student files (Student Services, Ed Ad 316). In accordance with FERPA Student Rights (see WSU Student Handbook or <http://distance.wsu.edu/pubs/handbook/regulations.asp>), teacher candidates may view their completed forms via request to Student Services, and may provide a written response to a PDA form for their file, also via Student Services.

A Teacher Education Student Affairs Committee is required to meet with the teacher candidate to discuss remediation strategies if (1) an instructor requests a meeting, or (2) a teacher candidate receives two negative ratings for any single professional disposition. If a teacher candidate receives four or more negative ratings in any combination of categories, the committee shall review documentation and (1) permit the teacher candidate to proceed in the program with appropriate remediation, OR (2) remove the teacher candidate from the program. Teacher candidates who wish to appeal the Teacher Education Student Affairs Committee’s decision must prepare a written appeal and present it to the Chair of the Department of Teaching and Learning. The Chair may make the final decision or refer the appeal to the faculty.

I have read the above statements and understand the use of the Professional Disposition Assessment form.

Teacher Candidate Signature

Date

Appendix B: Professional Dispositions Evaluation for Field Experiences (PDEFE)
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. 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: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
2. 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: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
3. 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: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
4. 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: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
5. 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: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
6. 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: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
7. 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: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
8. The teacher candidate respectfully and openly requests, accepts and applies feedback for improvement.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
9. The teacher candidate reflects on their own practice and progress to improve instruction for all learners.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Not Met

10. 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