Preparing thoughtful, knowledgeable, and effective educators for a diverse society.
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MISSION & VISION

Conceptual Framework
Preparing thoughtful, knowledgeable, and effective educators for a diverse society.
Candidates are prepared to:
• Be caring, competent, and reflective educators who support the learning and well-being of all students;
• Demonstrate a balance between content knowledge and pedagogical knowledge and skills;
• Demonstrate a commitment to positively impacting student learning.

Mission
Woodring College of Education facilitates life-long learning through exemplary teaching to prepare quality education, health, and human services professionals for democratic citizenship and meaningful careers. As a College that serves the state, nation, and world, we:
• Construct, transform, and convey knowledge by integrating research, theory, and practice;
• Cultivate student growth through extensive community and school engagement in collaboration with exemplary practicing professionals;
• Act with respect for individual differences, including taking a strengths-based view;
• Develop collaborative partnerships that promote the learning and well-being of individuals, families, and the community; and
• Evaluate processes and outcomes to ensure continual program improvements.

Vision
Woodring College of Education fosters community relationships and a culture of learning that advance knowledge, honor diversities, and promote social justice.
PROFESSIONAL REQUIREMENTS

Candidate professional program and state expectations include, but are not limited to the following. Candidates need to become highly familiar with each area.

Handbook Documents
- Washington Standards for Beginning Teachers
- Professional Program Expectations
- Family Educational Rights and Privacy Act (FERPA)
- Protection of Pupil Rights Amendment (PPRA)

Canvas Courses
Candidates must complete OFE canvas courses on blood borne pathogens and sexual harassment policies prior to starting their teacher education programs. A Bloodborne Pathogens Fact Sheet is available online.

Clearance, Background, Testing
Candidates are to adhere to all state required clearance, background, and testing related requirements.
- General Clearance Information
- Content Exams

Child Abuse & Neglect Reporting
All teachers and teacher education candidates are mandated reporters for child abuse and neglect. Familiarize yourself with this legal responsibility and the steps that must be taken to report suspected abuse or neglect.
- Protecting the Abused and Neglected Child
- Washington Department of Social & Health Services: Reporting Abuse and Neglect

Code of Professional Conduct
This document outlines the professional conduct standards for all education practitioners in the State of Washington. The code is part of the Washington Administrative Codes—WAC 181-87 and monitored by the Office of Professional Practices. Teacher Education candidates are legally responsible for adhering to these requirements.
- Code of Professional Conduct
- Office of Professional Practices
**IMPORTANT INTERNSHIP CONTACTS**

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>CONTACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certification</td>
<td>360.650.3388 · <a href="mailto:CertOffice@wwu.edu">CertOffice@wwu.edu</a></td>
</tr>
<tr>
<td>edTPA</td>
<td>360.650.3312 · <a href="mailto:ofe@wwu.edu">ofe@wwu.edu</a> · <a href="http://www.edTPA.com">www.edTPA.com</a></td>
</tr>
<tr>
<td>Placement</td>
<td>360.650.3553 · <a href="mailto:ofe@wwu.edu">ofe@wwu.edu</a></td>
</tr>
</tbody>
</table>
| Absence        | Single-day illness: notify CT (via phone) & UIC (via email)  
                | Multi-day/contagious illness: notify CT, UIC, and OFE Director - 360.650.3309  
                | Special leave permissions: OFE Director - 360.650.3309 |

**EMERGENCY PROCEDURES**

Emergencies include, but are not limited to fire, lock down/sheltering, hazardous materials, weather, bomb threat, natural disaster, shooting, assault, suspicious object, abduction, and injury. During field experiences, Woodring students are required to:

1. Learn the emergency procedures.
2. Review and practice all procedures until able to manage them independently.
3. Call 911 when an immediate emergency situation occurs.
4. Request assistance from field experience supervisor.
5. Notify WWU personnel when: a) an emergency has occurred at the field experience site, and/or b) injury or exposure to hazardous materials occur during a field experience.

<table>
<thead>
<tr>
<th>EMERGENCY</th>
<th>NOTIFY</th>
<th>FILE REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate injury at internship site for any reason*</td>
<td>CT and Principal OFE Director: 360.650.3309 · <a href="mailto:ofe@wwu.edu">ofe@wwu.edu</a></td>
<td>WWU Environmental Health &amp; Safety 360.650.3064 · <a href="mailto:ehs@wwu.edu">ehs@wwu.edu</a></td>
</tr>
<tr>
<td>Fire, lockdown, or other emergency at internship site</td>
<td>OFE Director: 360.650.3309 · <a href="mailto:ofe@wwu.edu">ofe@wwu.edu</a></td>
<td></td>
</tr>
</tbody>
</table>
| Candidate injury at WWU | WWU Police: 360.650.3911  
                          | OFE Director: 360.650.3309 · ofe@wwu.edu |                                                                |
| Emergencies/crimes in progress at WWU | WWU Police: 360.650.3911  
                          | Safety Escort: 360.650.3555 | Anonymous Reporting: 360.650.7233 (optional) |
| Exposure to hazardous materials at WWU | OFE Director: 360.650.3309 · ofe@wwu.edu | WWU Environmental Health & Safety 360.650.3064 · ehs@wwu.edu |
| Personal issue impacting internship | OFE Director: 360.650.3309 · ofe@wwu.edu |                                                                |

*Any classroom-based injury of a candidate must be reported within 24 hours.*
INTERNSHIP TEAM ROLES

Based on state requirements, program, and OFE policy and contractual agreements with districts, CTs, UICs, and Administrators must meet the following qualifications and/or responsibilities.

COOPERATING TEACHER

Qualifications

☑️ Highly-qualified designation under NCLB; willing to and capable of mentoring a student teacher.
☑️ Per WAC 181-78A-264(3)(c)(i-iv):
  ☑️ Fully certificated school personnel
  ☑️ Minimum of three years full-time professional teaching experience
☑️ Instructional leader who exemplifies excellence in teaching by demonstrating positive impact on student learning.
☑️ Interest in supervising preservice candidates as part of their responsibility to the profession, including investing time to plan with and evaluate the candidate.
☑️ Strong communicator; able to be an effective team member with the University, District administrators, and University Intern Coordinator.
☑️ Knowledgeable of exemplary educational practices supported by research.
☑️ Sensitive to, and appreciative of, all children’s exceptionalities and ethnic, cultural, and language diversities.
☑️ Sensitive to the needs of a beginning teacher, such as the need to experiment with teaching techniques suggested by WWU faculty and the UIC.
☑️ Has training or experience in coaching and/or mentoring adults or is willing to complete the University-provided online mentoring module.
☑️ Strong collaborator with institutional representatives.

Responsibilities

- Accept the candidate as a professional colleague. Share the curriculum, long-range goals, and student performance data.
- Provide candidate with desk/space of their own.
- Provide the candidate opportunities to observe experienced teaching in order to learn strategies, routines, supports, and modeling.
- Introduce candidate to students as a professional member of the classroom teaching team.
- Acquaint the candidate with appropriate school and district policies and procedures, school personnel, materials, resources, and programs. Share information about events and outreach to parents/guardians.
- Schedule regular coaching/mentoring time with candidate. Discuss lesson planning, instruction, and assessments.
- Co-teach and co-plan with the candidate, including daily and long-range unit/lesson plans.
- Coordinate with the UIC to evaluate the candidate’s progress through completion of the mid-term and final.
- Collaborate with candidate and UIC in the establishment of a schedule for expanding teaching responsibilities.
- Encourage the candidate to be creative and try new strategies. Recognize that the candidate may need to organize the teaching/learning within the classroom in a different manner.
- Provide time for the candidate to be left completely in charge of the classroom and provide constructive feedback.
- Toward the end of the internship, provide the candidate with opportunities to observe other classrooms.
- Inform the UIC and/or OFE Director of any special circumstances or conditions which might affect the conduct or quality of the internship experience.
UNIVERSITY INTERN COORDINATOR

Qualifications
The UIC is hired by WWU as the student teacher supervisor. To meet the hiring criteria, all UICs must:
- Adhere to all district standards, policies, and regulations.
- Have experience in the appropriate educational field.
- Hold a Bachelor’s Degree and teacher certification.
- Have evidence of accomplished P-12 teaching plus references.
- Have evidence of successful supervision of interns/certified staff.
- Be a collaborative team member able to work with the CT in the evaluation of the candidate.
- Be knowledgeable of current research-based practices.
- Have strong communication skills.
- Be able to objectively evaluate and observe the candidate regularly throughout the experience.

UIC Responsibilities
- Meet with the CT and candidate to clarify roles and responsibilities.
- Discuss continuum of increased responsibility for teaching with CT and candidate to develop initial timeline.
- Observe and conference with the candidate regularly:
  - Quarter 1 (ELED only) – 2 visits
  - Quarter 2 (ELED only) – 4 visits
  - Full time internship – 8 visits
- Review candidate teaching plans and long-range planning.
- Provide candidate with valuable feedback, resources, and guidance related to all Washington Standards for Beginning Teachers and WWU internship evaluations.
- Coordinate completion of mid-term and final evaluations with CT.
- Support intern in completion of edTPA as needed.
- Contact the OFE Director if a change of placement or withdrawal of a candidate is being considered.

UIC Support for the Candidate
The UIC supports the candidate’s professional development by:
- Providing suggestions, resources, and support for goal setting.
- Reviewing candidate lesson plans.
- Observing candidate teaching and providing feedback.
- Evaluating candidate progress collaboratively with the CT.

ADMINISTRATOR

Responsibilities
- Welcome the candidate to the building and insure awareness of established school and district policies.
- Observe the candidate at least once and provide feedback.
- Assist in the resolution of any problem that may arise and, if necessary, assist in counseling a candidate.
- Contact the OFE Director if a change of placement or withdrawal of a candidate is being considered.
CT Honorariums
CTs receive honorariums for hosting student teachers from WWU. In order to pay the honorarium, a state and IRS form must be completed. The form will be provided by OFE and the honorarium is paid at the end of the experience.

Supervisory Clock Hours
All cooperating teachers earn supervisory clock hours under OSPI guidelines and WAC 181-85-033(3). Under this WAC, CTs earn 10 continuing education clock hours per term for hosting a candidate and may earn no more than 30 during a calendar year (equivalent to three internship terms within the calendar year). Under state law, 10 continuing education clock hours equals 1 higher education credit. Please contact ofe@wwu.edu for clock hour forms. The clock hour form must be submitted to your district HR office at the end of the internship.

Mentoring Student Teachers Online Course Clock Hours
We also offer an optional one-time online course called Mentoring Student Teachers. It is designed to engage CTs in strategies for mentoring adult learners. CTs who complete this course will receive 23 continuing education clock hours at no cost. This self-paced course covers the following topics:

- Early days of the internship and getting started
- edTPA
- Co-planning instruction with the candidate
- Coaching candidates for teaching and co-teaching
- Observing, documenting, and debriefing teaching
- Helping candidates analyze and reflect upon evidence of student learning
- When things don’t go as you expect

To enroll in this course, contact ofe@wwu.edu.
**THE STUDENT TEACHING TIMELINE**

Each placement, classroom, school, and district are different. The sample timeline below is intended to help visualize the transition to increased teaching responsibility during the full-time internship. At a minimum, candidates are to take on **three weeks of full responsibility**.

<table>
<thead>
<tr>
<th><strong>FIRST 2 WEEKS</strong></th>
<th><strong>2 - 4 WEEKS</strong></th>
<th><strong>3 - 6 WEEKS</strong></th>
<th><strong>5 - 8 WEEKS</strong></th>
<th><strong>7 - 10 WEEKS</strong></th>
<th><strong>FINAL WEEKS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learn emergency procedures</td>
<td>• Regularly co-teach and co-plan (continue throughout internship)</td>
<td>• Begin TPA filming</td>
<td>• Finish TPA filming; start write-up</td>
<td>• Finish TPA write-up and submit</td>
<td>• Gradually transition back to CT</td>
</tr>
<tr>
<td>• Get to know students, learn names</td>
<td>• Regularly prep for future lessons (continue throughout internship)</td>
<td>• Confer with specialists</td>
<td>• Take on another section/group/period</td>
<td>• Take on another section/group/period</td>
<td>• Observe in other classrooms</td>
</tr>
<tr>
<td>• Review curriculum and learning targets</td>
<td>• Review assessment information</td>
<td>• Take on another section/group/period</td>
<td>• Participate in long-range planning</td>
<td>• Discuss transition back to CT</td>
<td>• Complete responsibilities</td>
</tr>
<tr>
<td>• Observe and learn routines</td>
<td>• Take on a section/group/period</td>
<td></td>
<td>• Take on other duties as assigned by CT or UIC</td>
<td></td>
<td>• Write up Professional Growth Plan</td>
</tr>
</tbody>
</table>
GETTING STARTED IN YOUR INTERNSHIP: PREPARATION THROUGH FIRST FEW WEEKS

Before You Start

<table>
<thead>
<tr>
<th>CANDIDATES</th>
<th>COOPERATING TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Follow all confirmation email directions</td>
<td>• Review confirmation email</td>
</tr>
<tr>
<td>• Review school state report card</td>
<td>• Thoroughly review this handbook</td>
</tr>
<tr>
<td>• Review school and district websites for</td>
<td>• Ensure schedules, curriculum materials, and lesson plan</td>
</tr>
<tr>
<td>schedules, information about curriculum materials, special events</td>
<td>examples are ready for the candidate</td>
</tr>
<tr>
<td>• Attend the required student teaching meeting</td>
<td>• Print a student roster and seating chart</td>
</tr>
<tr>
<td>• Review edTPA materials/handbook on Canvas</td>
<td>• Provide a work area for the candidate</td>
</tr>
<tr>
<td>• Keep this handbook and TPA handbook on-hand</td>
<td>• Review any pre-internship emails and videos</td>
</tr>
<tr>
<td>• Register for your coursework and/or internship</td>
<td>• Optional: Earn 23 clock hours in online mentoring course</td>
</tr>
</tbody>
</table>

Review the OFE Internship Materials page for additional information

First Few Days

During the first few days, the candidate and CT need to:

• **Ensure candidate learns ALL emergency procedures. Review and practice until candidate demonstrates understanding of all procedures and is able to follow them correctly.**
• Confirm daily start/end times, sign-in/out policy, and CT schedule.
• Learn each student’s name as soon as possible.
• Review plan for introducing candidate to students. How is candidate to be addressed? What information about them should be shared?
• Discuss procedures for parent communication. With CT approval, consider a letter of introduction.
• Take a tour of the school, possibly with a couple of students.
• Review the school calendar for upcoming events.
• Discuss school/district policy for reporting suspected Child Abuse/Neglect. Candidates are legally mandated reporters.
• Clarify what candidate may and may not use (resources, books, materials, computer, phone, etc.)
• Find out if the district will provide candidate with an ID badge.
• Clarify staff meeting procedures such as where to sit, when they occur, and participation guidelines.
• Discuss and learn about CT duties.
• Learn classroom routines, rules for phones, gum, food, restroom usage, bus, lunch, attendance, etc.

PROGRESSION, REFLECTION, GOAL SETTING

Impact on Students

The foundation of student teaching is to have a positive impact on student learning. Candidate performance will be evaluated in reference to the Washington Standards for Beginning Teachers as measured through evidence of meeting that goal. The standards are comprehensively focused on all areas of teaching with criteria aligned to Effective Teaching, Professional Development, and Teaching as a Profession.

Progression

Evidence of candidate professional knowledge and skills on each criteria is collected through observations, review of work products, interactions, participation, professional engagement, and communication. Candidates will engage in each area of teaching as they incrementally take on full-time responsibility of a professional educator. This will progress to a minimum of three weeks with full responsibility for instruction (planning, instructing, assessing) and classroom/school environment (student attendance, record keeping, meetings, professional development, duties).
Self-Reflection & Goal Setting
Throughout the experience, the candidate will set measurable professional development goals based on evidence of student learning. To begin this process, the UIC will ask the candidate to reflect on what they have learned during their program and any previous field experiences. Candidates should initially identify two to three goals as a baseline for their development. CTs and UICs will collect and review candidate performance evidence as an informative means to support the candidate in meeting these goals and making adjustments when necessary.

Candidates are to regularly review and reflect upon evidence of student learning and set measurable goals for improvement. Examples of evidence include:
- Measures of on-going student development over time
- Monitoring effectiveness of interventions
- Student work samples, formative and summative assessments
- Exit slips, daily monitoring of student participation and work completion
- Evaluation conferencing (with students, mentors, PLCs)
- Data on student engagement
- School, district, and state performance data
- Validity and reliability of teacher-made assignments and assessments

See the Goal-Setting Guide on the OFE Internship Materials page to begin recording goals and evidence.

Curriculum, Instruction, and Assessment
Candidates are to work with their CT to understand the curriculum and long-range learning goals for students. To help familiarize the candidate with content to be taught, it would be beneficial for the candidate to:
- observe the CT teaching;
- review curriculum and lesson plans and future content to be covered;
- review student assessment data and report card forms;
- discuss lesson plan requirements such as format, scripted lessons, and the degree to which the candidate may or may not adjust lessons or develop lessons on their own; and
- receive curriculum resources.

What a candidate teaches is not about what they might want to teach, but about what must be taught in alignment with the curriculum, standards, learning targets, and individual student goals. Candidates need to make sure they understand what content is to be covered and what resources are available to use.

Students will take district and state assessments during the year. Even if a candidate’s internship dates do not overlap with a district or state assessment testing window, they are still responsible for understanding the assessments, the content to be covered, and current assessment data.

In addition, candidates are required to develop reliable formative and summative assessments. This extends beyond checks for understanding and student self-reporting (thumbs up, exit slips, etc.), and should reflect:
- comprehensive assessment practices aligned to research-based practices and standards;
- use or development of student-friendly rubrics and scoring guides;
- measurable learning targets that result in the use of multiple assessments that provide comprehensive information about student performance from which to guide planning and instruction; and
- measurement systems that help students self-assess and guide their own progress.

Assessment is a key element of the teaching-learning cycle and candidates need to practice various forms of evaluative methods during the experience.
GETTING INVOLVED IN THE CLASSROOM COMMUNITY

As a guest, candidates will need to become part of the school-wide community, learn about their students, and help nurture a warm and inviting classroom environment. Here are some suggestions to help the candidate become engaged in classroom routines and teaching early in the internship:

- Learn each student’s name as soon as possible
- Observe your CT and discuss:
  - Student expectations
  - Management techniques
  - Instructional strategies used to promote student learning
  - Methods used to gain attention and promote classroom respect
- Review curriculum materials, resources, seating charts, assessment data; identify learning targets and accommodations for students with an IEP, 504 Plan, or language development.
- Take initiative. Help out, smile, and introduce yourself to front office staff, other teachers, specialists, and school administrators.
- Make a copy of the daily and weekly schedule. If working with two CTs, make sure both are aware of the schedule.
- Assist students during independent work.
- Discuss lesson planning with CT; help set up or develop materials, technology elements, etc.
- Help clean up and put materials away.
- Keep a journal or notebook on-hand to take notes, write down questions/inquiries for review later with CT.
- Begin planning opportunities to co-teach and co-plan with CT and for taking on a routine.
- Establish a regular meeting time to plan with CT.

CREATING OPPORTUNITIES FOR GROWTH

After the First Few Days/Weeks

After the candidate is comfortable with a routine and possibly teaching or co-teaching a small group or mini-lessons, teaching opportunities can be expanded. The timeline is an example and not a prescriptive scenario, so the CT and candidate should draft a tentative teaching timeline together. Typically, after the first few weeks, the candidate will take on the following for the first month then continue with incremental increases in responsibility:

- Continue co-teaching lessons with the CT; possibly take on one group/period;
- Help out with all sections/periods/groups;
- Help administer assessments and review assessment information;
- Take on a routine (calendar, mini-lesson, etc.);
- Identify the section/period/group for the edTPA lessons;
- Begin planning lessons for individual and long-term teaching, including resources and assessments; and
- Practice edTPA videotaping and send out video permission forms.

As the candidate gains experience, both the CT and UIC will help incorporate additional teaching opportunities.
Lesson Planning

Candidates are responsible for planning thoroughly for each lesson taught. At no time may a candidate teach without a plan. Candidates are required to demonstrate competency in both daily and long-range unit planning.

Daily lessons may be completed using the templates provided (see Appendix or Website) or may be constructed using a format suggested by the CT or required by the school or district. If the program template is not used, the plan must still reflect all required information and be sufficiently complete to implement the lesson. Those elements include:

- Standards
- Learning Targets with measurable outcomes
- Academic Language Objectives/Supports
- Assessment Plan
- Instructional Sequence
- Accommodations, modification, and/or differentiated strategies and supports

As candidates demonstrate the ability to plan thorough, appropriate daily lesson plans, they will shift to multi-day long-range or unit plans continuing to identify the above elements. Sample lesson plan template (see the Sample Instructional Plan Worksheet on the OFE Internship Materials page for additional resources):

### INSTRUCTIONAL PLAN WORKSHEET

Teacher: _____________  Subject/Lesson Title: ___________________  Grade: _____

Curriculum Context/Rationale:

EALRs/GLEs/Pes/Common Core Standards:

Short-Term Learning Targets/Objective(s) for Lesson:

**Review of Lesson Plans & Content**

Communicating with the CT is vital to understanding the content to be taught, assignments, and assessments. Plans are to be aligned to district standards and some might include required scripted lessons.

All plans are to be reviewed by the CT prior to the teaching. To meet professional expectations, candidates must submit daily plans to the CT at least 48 hours in advance. Prior to any scheduled observation, candidates are to email the plan 24 hours in advance to the UIC.
Evidence of candidate performance is collected on each criteria reflected in the *Washington Standards for Beginning Teachers* through candidate teaching observations, review of work products, interactions, participation, professional engagement, and communication.

Throughout the experience, the CT, UIC, Administrator, and other school and WWU personnel will collect formative and summative evidence through observation and review of the following:

- Knowledge about professional laws, policies, and procedures
- Interactions/communication and professional dispositions
- Lesson planning, teaching, assessment, and engagement
- Documentation of lesson/unit plans; assessment records and rubrics; evidence of student learning; student work samples; assignments; video clips of teaching; adherence to laws, policies, procedures, and routines

**Observations**
Candidates will be observed throughout the experience by both school and WWU personnel. Notes will be taken during the observation and shared with the candidate during a debrief session. Those notes along with candidate input frame feedback, resources, and goal setting.

Candidate interactions and communications will also be observed by school and WWU personnel. Candidates should discuss appropriate participation for staff meetings, parent conferences, etc., and should never send home any newsletter, permission form, or information-type document to parents/guardians without approval of the CT.

**Documentation**
Candidate work documents will also be reviewed and feedback provided. Lesson plans are to be reviewed by CTs and observational lessons by UICs. Documentation might also include, but is not limited to, written feedback to students, instructional resources, assessments, assessment rubrics, student work samples, assignments, and video clips.
**Midterm and Final Evaluations**

The final term mid-term and final evaluations are based on the Washington Standards for Beginning Teachers and the Mission and Vision for the Woodring College of Education. All evaluations and the rubric are in your supplemental materials and on the OFE Internship Materials page.

**Midterm**

This evaluation is completed collaboratively between the CT and UIC about half-way through the term and is intended to provide the candidate with:

- Focus areas reflecting emerging strengths and prioritized needs for improvement
- Information to guide goal-setting for the duration of the internship

The candidate will provide a self-reflection using the form and placement context information (such as # of students, state assessment, Title I, and demographic type information) to the UIC for inclusion in the narrative.

The CT and UIC must review the completed evaluation with the candidate and email it to OFE at ofe@wwu.edu.

**Final**

Like the midterm, the final is completed collaboratively by the CT and UIC just prior to the end of the internship. Under no circumstance may the candidate pass student teaching with any “Not Met” scores; only Basic and above will result in a passing score. The candidate will provide their CT and UIC with a list of activities engaged in such as: staff meetings, professional development trainings, outside activities, school events, and specific units taught. The final:

- Assesses the candidate’s readiness to become a professional teacher
- Reflects if the candidate has met all expectations and requirements
- Serves as the primary document provided to potential employers

The CT and UIC must review the completed evaluation with the candidate and submit a signed copy to OFE.

**Evaluation Participants**

The UIC and CT work collaboratively to review the candidate's progress based on the evidence reviewed during the full experience. During this process, each individual should remain cognizant of the different frames of reference they bring to this process and the need to objectively evaluate the candidate.

- **CT**: The CT observes and mentors the candidate on a daily basis. This perspective provides valuable information regarding incremental growth and development.
- **Candidate**: The self-reflection of the candidate provides a unique frame of reference for capturing personal awareness of their increasing knowledge and skills.
- **UIC**: The UIC generally works with multiple candidates each term and, therefore, provides a broader frame of reference that includes other candidates, school setting, and WWU program and state expectations.

**Candidate Grades**

Both the candidate and the UIC are required to submit specific documents for the candidate to receive a grade. Internship grades are only posted after all essential documents are received. Grades are posted in the format of either S (satisfactory) or U (unsatisfactory), though a K (incomplete) grade is posted if any materials are missing.
**Evaluation Process Checklist**

- Candidate completes a self-evaluation and sends classroom/school context information to the UIC.
  - For the final, the candidate also needs to send information about their teaching and school community activities for reference in the narrative.
- UIC and CT arrange a time to meet in person and both write a draft evaluation prior to the in-person meeting. This includes scores and a draft narrative.
- UIC and CT meet in person without the intern to review their draft evaluations and the self-assessment completed by the intern. The CT and UIC will make edits and collaborate to complete one evaluation. A candidate with any “Not Met” scores will not pass student teaching.
- Following or during the meeting, the UIC composes the final version of the evaluation and sends to CT via email for review (or may review and print at the school site during the meeting).
- Once finalized, the UIC and CT share the evaluation with the candidate. A copy is given to the candidate and CT.
  - Midterm evaluations do not require signatures, but must be discussed with the candidate and agreed upon by the UIC and CT.
  - Final evaluations do require signatures. The UIC will take the lead in composing the final document and securing signatures.
- The UIC is responsible for submitting all evaluations to the Office of Field Experiences per the due dates listed on the calendar.
  - For the final, signed copies must be provided to both OFE the candidate.

**Required Program Completion Documents**

**Candidate Submission Checklist**

- Weekly logged internship hours. Candidates will receive directions on how to record the hours.
- edTPA video guidelines and permission forms. Original video permission forms must be returned to OFE. DO NOT keep a copy for yourself. School personnel may request a copy. **Failure to return video permission forms will invalidate your edTPA.**
  - Optional: Copy of edTPA to WWU. We welcome receipt of a copy of your FULL edTPA. We will email you with a request and directions for providing a copy.
- Passing score on edTPA.
- Professional Growth Plan (PGP) and self-assessment. This is a state certification requirement. Go the OFE Professional Growth Plan page for directions and the form. You must provide a copy to your UIC toward the end of the first full-time internship. **Your UIC must sign the bottom of the PGP.**

**UIC Submission Checklist**

- Midterm Evaluation. The UIC and CT complete this document collaboratively, then submit it to OFE. A copy must be given to the candidate.
- Final Evaluation. The UIC and CT complete this document collaboratively. The UIC will submit a signed copy to OFE. A copy must be given to the candidate.
- Candidate observation log. The log is on the back of the candidate information form. Do not return additional observation documents unless requested by OFE Director.

Evaluations and PGP may be submitted electronically to ofe@wwu.edu.
CERTIFICATION

CERTIFICATION IN WASHINGTON STATE

OSPI E-CERTIFICATION ACCOUNT
When you begin your Woodring program, the WWU Certification Office will notify you about opening your E-Certification account with OSPI. You will use this state system to apply for your: a) Pre-Residency Clearance, b) optional Intern Substitute Certificate, and c) Initial Residency Certificate.

RESIDENCY TEACHER CERTIFICATE (FIRST ISSUE)
Initial residency certification programs align with the state standards of effective teaching, professional development, and teaching as a profession. Candidates must know and demonstrate the content, pedagogical, and professional knowledge and skills required for the teacher certificate and area of endorsement. The Residency Certificate (first issue) is issued by OSPI upon verification of program completion including these general requirements:

- A baccalaureate or higher-level degree earned from a regionally accredited college or university.
- Evidence of good moral character and personal fitness.
- Passing score on the content exam for each endorsement (including the ACTFL tests for a foreign language or bilingual education endorsement).
- A successful student teaching internship evidenced by performance in field experience evaluations and the Washington State Teacher Performance Assessment.
- A performance-based teacher education program and at least one qualifying endorsement.

State teacher certification requirements are subject to change. For specific program requirements consult with your education department advisor.

CHARACTER AND FITNESS REQUIREMENTS
Residency teacher candidates must establish character and fitness clearance upon program admission and maintain it through the professional program. Clearance is based on two separate but related processes:

- Pre-Residency Clearance Application (valid for two years): Reportable incidents must be fully disclosed and the requested documentation provided to OSPI. If any information provided changes prior to certification, notify the certification director immediately.
- Fingerprinting: Washington State Patrol and Federal Bureau of Investigation background checks through OSPI remain valid for two years. The only valid alternative clearance is Department of Early Learning (DEL) clearance. DEL clearance is required for participation in an Early Childhood Education program, and must be sent by the candidate to OSPI.
  - Reprinting for either process is required if the results will expire before certification.
  - The Woodring Certification Office provides fingerprinting services by appointment on the Bellingham campus. Call 360-650-3310 to schedule an appointment. Other options are also available.
  - For more information, see the WCE character and fitness page.

No candidate may participate in a University-sponsored activity in the public schools until cleared by OSPI.

ENDORSEMENTS
An endorsement is the subject area or developmental level in which a teacher is prepared and authorized by the state to teach. Woodring candidates earn at least one qualifying endorsement and are encouraged to earn multiple endorsements. Not all endorsements are earned through a major and not all majors lead to a qualifying endorsement. For more information and a list of qualifying endorsements, see the WCE endorsement page.
**INTERN SUBSTITUTE CERTIFICATE**

This form of limited certificate authorizes candidates who are completing a fulltime student teaching internship to substitute teach in the classroom of the internship placement. Woodring will approve applications of interns who exceed expectations, successfully complete at least three weeks of fulltime teaching, and are ready for the responsibility of teaching independently in their assigned classroom.

1. See the WCE substitute certificate page for all directions and steps.
2. Your school district will input the request in E-Certification and you will need to fill out district employment paperwork (W2, etc.).
3. Send a copy of the School Request Form to the WCE Certification Office at CertOffice@wwu.edu for approval.
4. Retain a copy of your School Request Form.

NOTE: This certification is only available to Washington State interns.

**APPLICATION FOR RESIDENCY TEACHER CERTIFICATE (FIRST ISSUE)**

Candidates will receive instructions from the Woodring Certification Office to apply for teaching certificates. Please do not apply and/or pay for certification before you are advised to do so.

For more information, visit the WCE residency certification page.

**PROGRAM COMPLETION AND RESIDENCY CERTIFICATION**

Upon successful completion of all aspects of your program, you will qualify for a Washington Initial Residency Certificate. Processing of that certificate is through the State of Washington E-Certification system.

1. The OFE Director will notify WCE Certification that you have completed your internship successfully.
2. The Certification Office will complete the WCE portion of E-Certification after verifying your program completion.
3. You will then access your E-Certification account and verify the information. Your residency certificate will then be processed by OSPI (usually 1-4 weeks).
Q: When do I receive my teaching certificate?
A: Up to 4 weeks after you complete the certification process.

Q: How do I prepare for job interviews, applications, etc.?
A: Use the resources through the WWU Career Services Office. The Career Center offers mock interviews, advising, and workshops on writing cover letters and resumes.

Q: How do I start the job search process?
A: There are multiple resources available to help you identify and apply for teaching positions, including:
- WWU Career Services Viking CareerLink. You can sign up to receive email notices about job openings.
- Individual district websites for openings and application processes.
- Portals such as WAteach.
- Your personal and professional network – friends, past WCE graduates, etc.
Section Two
Helpful Resources
STAGES OF EXPERIENCE

Candidates may go through many emotional stages during the internship that can impact their teaching and learning. CTs can help by discussing the anxiety, challenges, and outcomes of their own early experiences with teaching. This will help the candidate identify similar experiences that often reflect the following emotional stages:

- **Anticipation**: Initially, candidates are often anxious and excited. They are committed to making a difference and have many ideas they want to try during the internship. This phase usually lasts several weeks.

- **Survival**: It is natural for candidates to feel overwhelmed during the first month or two as they absorb vast amounts of information/guidelines, learn student names, find resources, and begin to instruct. During this phase, even the best-prepared candidate can be caught off-guard and feel overwhelmed. Breaking down each activity in a scaffolded manner will help candidates establish organizational systems and strengthen their management of requirements.

- **Disillusionment**: This phase generally reflects stress, not to be mistaken for a lack of commitment to or passion for teaching. As candidates take on more teaching independently, their stress goes up and they may fail to recognize positive occurrences. Candidates’ evaluations can also contribute to self-doubt or questioning of their role. Help the candidate understand that this phase is normal and assist by focusing on positive aspects each day. This will help reduce stress.

- **Rejuvenation**: As the latter portion of the internship begins, most candidates have gained their bearings and tackled issues about time management and planning. Now that they know routines, school culture, names, and location of resources, and have established their presence with their students, they have more time to focus on planning, instruction, and learning.

- **Reflection**: The last few weeks of the internship present an opportunity for the candidate to engage in the completion of their pre-professional growth plan. They are now able to think about their practice, catalog lessons learned, identify areas in need of additional learning, and wrap up their internship with their students and CT in a positive, professional manner.


**Observe Your CT**

Candidates need to develop strong observational skills that help them identify the routines and subtle actions of their CT and students that promote student learning and a community of respect and social justice.

Observation is a valuable tool if used correctly. Candidates will need to engage in observation by:

- Observing with a purpose
- Carefully attending to observational best practices (be alert, focused, and data-oriented)
- Taking notes and collecting data
- Identifying the antecedent, behavior, and outcome

The below reflects specific observation focus areas and strategies to help the candidate learn.

**Observation Strategies**

**Instruction**

How does the lesson start? How does CT prompt students? How are learning targets identified and taught? How does your CT call on students? What strategies are used to include and engage all students? How does your CT transition? What methods does your CT use to model information?

**Routines & Organization**

Observe routines, restroom use procedure, lunch count, sharing information, attendance, lining up to leave the room, start and end of day, change in class periods.

**Interactions**

How does CT greet students? Where does the CT stand when students enter/exit the room? What are the expectations for students interacting with each other? What type of comments do students make to each other?

**Rejoinders**

How does CT elicit student responses and critical thinking? What strategies does CT use to extend student thinking? How are other students engaged in the conversation and thinking?

**Movement**

How does the CT monitor the classroom and move through the room? How much time does the CT spend helping a student with a question? How does CT keep an “eye” on whole class when helping a student or small group?

**Challenging Situations**

Carefully observe a challenging situation and note how your CT responds and diffuses the situation. What voice level was used? How was body language used to help diffuse? How did the student respond?
Co-teaching is when two or more people collaborate to share responsibility for teaching some or all of the students assigned to a classroom, including responsibilities for planning, instruction, and assessment.

Co-teaching is a critical element of helping candidates scaffold early classroom experiences. Research has shown that student learning is positively impacted through a co-teaching internship model; students in co-teaching classrooms outperform students in classrooms using other student teaching models (Villa, Thousand, & Nevin 2008). The instructional lead incrementally shifts from the CT to the candidate and, in various formats, the CT generally remains in the classroom working with the candidate and students in a clearly defined co-teaching role.

Co-teaching is about working together and sharing strengths and expertise to have a positive impact on students. To accomplish that goal, we ask that candidates be active, engage with their CT, take initiative, and become a true team member in the classroom. See the Co-Teaching Plan Chart on the OFE Internship Materials page to begin planning.

Co-Teaching Approaches
There are six basic approaches to co-teaching that reflect planning together and identifying clear instructional roles with mutual ownership of the learning objectives and student understanding (Friend & Cook 2000). They are:

<table>
<thead>
<tr>
<th>APPROACH</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Teach, One Observe</td>
<td>One teacher has primary instructional responsibility while the other gathers observational information.</td>
</tr>
<tr>
<td></td>
<td>One teacher observes students for on-task engagement, types of questions asked, and understanding of task.</td>
</tr>
<tr>
<td>One Teach, One Assist</td>
<td>One teacher is the primary instructor while the other assists students with work, monitors behaviors, or corrects assignments, often lending a voice to students who hesitate to participate.</td>
</tr>
<tr>
<td></td>
<td>While one teacher delivers instruction, the other teacher can provide subject details, clarification, thoughtful questions, or insights.</td>
</tr>
<tr>
<td>Station Teaching</td>
<td>Divide instructional content into parts. Each teacher instructs one of the groups. Groups then rotate.</td>
</tr>
<tr>
<td></td>
<td>Both teachers provide guidance at their own learning stations.</td>
</tr>
<tr>
<td>Parallel Teaching</td>
<td>Each teacher instructs half the students, with both teachers addressing the same instructional material.</td>
</tr>
<tr>
<td></td>
<td>Both teachers instruct half the class on the same lesson, using the same learning goal, strategies, materials, and assessments.</td>
</tr>
<tr>
<td>Supplemental Teaching</td>
<td>One teacher instructs students at their expected grade level, while the other teacher instructs students who need the information extended or remediated.</td>
</tr>
<tr>
<td></td>
<td>One teacher works with students on reading, writing, or math when assessments reflect lack of understanding.</td>
</tr>
<tr>
<td>Team Teaching</td>
<td>Well-planned, team-taught lessons exhibiting an invisible flow of instruction with no prescribed division of authority. Both teachers are actively involved.</td>
</tr>
<tr>
<td></td>
<td>In a literacy lesson, one teacher reads a story and the other teacher provides prompting questions.</td>
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</tbody>
</table>
MENTORING

CT and UIC mentoring may take on different roles as the internship progresses: coach, collaborator, and consultant. Those three roles are uniquely integrated during student teaching for each reflects a different aspect of mentoring. As the candidate progresses, the CT and UIC may find their role shifting depending on candidate development.

<table>
<thead>
<tr>
<th>MENTOR</th>
<th>A trusted counselor or guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Cooperating Teacher (CT) mentors the candidate in the practices of becoming a certified teacher by providing guidance through three roles: consultant, coach, and collaborator.</td>
<td></td>
</tr>
</tbody>
</table>

### CONSULTANT

*Focus is on providing candidate with suggestions, orienting them to the school, ideas to improve, thinking aloud about routines and decisions, developing an idea bank, etc.*

Generally the mentor starts as a consultant – first few days, routines, etc.

Some suggestions include:
- Provide resources and materials
- Help intern become oriented to the school
- Give intern daily and weekly schedules

### COACH

*Focus is on content development and instructional strategies used to enhance student learning and achievement.*

The CT guides the candidate to reflect, inquire, and use data to make instructional decisions.

Most of the time is spent in this role guiding the candidate to make independent decisions.

Some suggestions include:
- Prompt intern to think out loud about their decision making and reasoning: why something worked well, why something did not go as planned, etc.
- Explain your reasoning to intern: why you made adjustments, changes to your lesson, etc.
- Prompt intern to find evidence of student success. What evidence or ideas do you have to explain why some students performed as expected and others did not?

### COLLABORATOR

*Focus is on both individuals actively working together through co-planning and co-teaching.*

Each takes on equal roles and responsibility for student learning.

This is a critical role that requires precise planning in order to focus the candidate’s learning and participation.

Some suggestions include:
- Co-teach with intern
- Co-plan with intern
TEACHER PERFORMANCE ASSESSMENT (edTPA)

All candidates must complete one edTPA for their qualifying endorsement, using the Canvas resource site for all handbooks, video permission forms, and submission dates. Additional resources about technology requirements, using good judgment, uploading, borrowing a video camera, etc. are also on the Canvas site.

Passage of the edTPA is a program completion and state certification requirement per WAC 181-78A-010 (8-9). The OFE edTPA policy is available online.

Overview
The edTPA requires candidates to describe, analyze, and evaluate the teaching of a 3-5 lesson unit of instruction called a “learning segment.” The assessment is built around the proposition that successful teaching is based on knowledge of subject matter and subject-specific pedagogy, knowledge of one’s students, involving students in monitoring their own learning process, reflecting and acting on candidate-based and student-based evidence of the effects of instruction on student learning, and considering research/theory about how students learn.

Evaluation Criteria and Scoring
Candidates will be assessed on six dimensions of teaching: planning, instruction, assessment, analyzing teaching effectiveness, academic language, and student voice. For the academic year, the consequential score includes rubrics 1-15, but candidates are required to submit the required artifacts for all rubrics 1-18.

The passing score requirement is 40 for all subjects except World Language that has a passing score requirement of 35.

Resources
The Washington edTPA handbooks are only posted on Canvas. Please download the Washington State handbook and corresponding templates to your computer. Print a copy of the handbook and put it in a 3-ring binder.

You MUST use the edTPA permission forms provided by OFE (located on Canvas).

Video cameras used for the edTPA must be digital and, if needed, may be checked out from the Woodring Technology Center or your school site. We do not advise that you use your iPhone or smart phone; iPads/tablets are generally suitable. Make sure you test your equipment several times prior to recording for the edTPA.

DUE DATE
Due dates are posted on Canvas and dictated by WWU programs, not Pearson.
edTPA Rubric Categories

The edTPA is scored on 18 rubrics. Rubrics 1-15 are consequential and form the score that is determined for passage. Rubrics 16-18 are required, but not part of the consequential score. These are just the “headers” and do not reflect the score levels (1-5). Additionally, the headers are generic in that each subject area (Literacy, Math, Science, etc.) reflects slightly different language.

Rubric 1: Planning
Plans build on each other to support student learning, clear connections, explain how candidate will use learning tasks to lead students to make connections.

Rubric 2: Planning to Support Varied Student Learning Needs
Using knowledge of their students to target support, specific strategies identified.

Rubric 3: Using Knowledge to Inform Teaching and Learning
How does the candidate use knowledge of their students to justify instructional plans?

Rubric 4: Identifying and Supporting Language Demands
Supports are designed to meet the needs of students with different levels of language learning.

Rubric 5: Planning Assessments to Monitor and Support Student Learning
Informal and formal; designed to monitor students’ understanding, strategic designed to allow individuals or groups demonstrate their learning.

Rubric 6: Learning Environment
How does the candidate demonstrate a respectful learning environment that supports students’ engagement in learning?

Rubric 7: Engaging Students in Learning
How does the candidate actively engage students in developing conceptual understanding?

Rubric 8: Deepening Student Learning
How does the candidate elicit responses to promote thinking and develop conceptual understanding?

Rubric 9: Subject-Specific Pedagogy: Using Representations
How does the candidate use representations to develop students understanding of concepts?

Rubric 10: Analyzing Teaching Effectiveness
How does the candidate use evidence to evaluate and change practice to meet students’ varied learning needs?

Rubric 11: Analysis of Student Learning
How does the candidate analyze evidence of student learning of conceptual understanding, reasoning, and problem solving skills?

Rubric 12: Providing Feedback to Guide Learning
What type of feedback does the candidate provide to focus students?

Rubric 13: Student Use of Feedback
How does the candidate provide opportunities for students to use the feedback to guide their further learning?

Rubric 14: Analyzing Students’ Language Use
How does the candidate analyze students’ use of language to develop content understanding?

Rubric 15: Using Assessment to Inform Instruction
How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?
edTPA Checklist for Candidates

- **Review information and resources** in the edTPA handbook and on the Canvas and Pearson sites.
- **Download, save, and print** a copy of your edTPA Washington handbook and templates from Canvas. Put in a 3-ring binder and begin to highlight, annotate, etc.
- **Choose** 1 class/period/section for your edTPA. You do not complete the edTPA in all classes/periods/sections.
- **Get permission** to include students in the edTPA videotapes. Only send out permission slips for students in the one class/period/section where you will be completing the edTPA. See permission forms FAQ below.
- **Prepare and record** with a video camera.
  - If needed, check out a camera from the Woodring Technology Center. See Canvas for additional resources.
  - Practice using your video camera in advance of filming for the edTPA and test sound quality.
  - Make sure you have the settings on normal. Do not use HD or time lapse.
  - Use the cable, not the memory card, to download video to your computer.
  - Download the same day you record to make sure your segment is usable.
  - Make sure you capture critical teaching, student voice, etc. See your edTPA handbook so you understand what the video should reflect and how it will be reviewed and evaluated.
- **Review policies**: a) Guidelines for Supporting edTPA Candidates and b) Peer Review Protocol for edTPA. These policies specifically outline what kind of support is permitted. Requesting and receiving support, editing, etc. outside of what is permitted reflects unprofessional conduct and failure to abide by policy, and may be grounds for not receiving certification and/or not passing student teaching.
- **Submit** your edTPA to Pearson by the due date assigned by WWU. You may not change your due date unless you have permission by WWU (not by Pearson).
- **Optional: Send a copy to WWU**. We welcome a copy of your FULL edTPA for use with faculty. We will send you an email to inquire about receiving a copy of your edTPA with directions for sending it to us and providing us with such permission to use your copy confidentially.

**FAQ: Permission Forms**

- **Where do I find the permission forms?** They are posted on Canvas.
- **Can I use an alternative kind of form instead?** You must use the WWU/OFE video permission form. Failure to do so may invalidate the edTPA. Under no circumstance may you create your own form, use a non-edTPA form, not use a form, or use a district form without first consulting the OFE Director 360.650.3309 or ofe@wwu.edu.
- **What about students I don’t have permission to film?** They may not, under any circumstance, be included in your edTPA videos. However, the student IS to remain in the TPA lessons. Begin taping AFTER you have all of the forms you are able to collect.
- **If any adults are filmed, do they also need to sign permission forms?** Yes, including your CT and UIC.
- **When and how do I turn in signed permission forms?** As soon as you collect all the signed forms, you can either mail them to OFE or drop off your forms at the OFE office in Miller Hall 150.
- **What happens if I don’t return the permission forms?** Failure to return the forms will invalidate your edTPA.
Supporting edTPA Candidates

The edTPA prohibits direct editing of any written portion or interpretation of assessment data, etc. by the CT, UIC, or any other school or WWU personnel. The guidelines below are provided by edTPA.

edTPA is a summative, subject-specific portfolio-based assessment of teaching performance, completed during a preparation program within a clinical field experience. edTPA is designed to assess a teaching candidate’s readiness to teach.

Given the placement of edTPA within an educational program, professional conversations about teaching and learning associated with the outcomes assessed in edTPA are expected and encouraged. Consistent with research on student learning, programs are encouraged to help candidates examine expectations for performance evaluated by edTPA in meaningful ways and discuss how they will demonstrate their performance in relation to those expectations. One highly effective way to clarify what edTPA requires AND prepare candidates to teach well is to closely examine the rubrics. Faculty, supervisors, and cooperating teachers should take time to examine the language, structure, and progression of the edTPA rubrics during formative experiences throughout the program.

Candidates receive a variety of support during their coursework and fieldwork to help prepare for and respond to the tasks of edTPA. For example, within their coursework and key program assignments and activities, candidates receive feedback from instructors and fellow candidates. A methodology class could include assignments related to curriculum and lesson design and an educational psychology class could include assignments related to analyzing student assessment data; both activities could help support the candidate’s thinking about how to design lessons and understand assessment in relationship to the expectations identified in edTPA. Instructors typically also provide feedback to candidates relative to the teaching standards of their field and any state standards for teaching performance addressed within the coursework and assignments.

During field experiences, candidates are trying out what they have learned and they receive feedback on their performances from supervisors, cooperating teachers, and other support providers. These activities and formative experiences provide opportunities for candidates to “practice the activities of edTPA” and to synthesize their learning from the program. Preparation for edTPA offers many collegial opportunities for candidates to share and discuss their experiences as well as to share and discuss responses to practice activities.

Although many program activities and experiences provide acceptable forms of support for candidates within the edTPA process, other activities are not acceptable within a summative assessment process that is intended to determine whether each candidate individually demonstrates mastery of state/program standards and should be recommended for an initial license.

This document clarifies what are acceptable forms of support for candidates during the edTPA process and what are unacceptable forms of support. It replaces earlier versions posted at http://edTPA.aacte.org/ and https://www.edTPA.com/.
Acceptable Forms of Candidate Support Within the edTPA Process (for WWU candidates):

- Providing candidates with access to handbooks and other explanatory materials about edTPA and expectations for candidate performance on the assessment
- Explaining edTPA tasks and rubrics and guiding discussions about them
- Providing and discussing support documents, such as Making Good Choices, about what lessons or examples to use within the assessment responses
- Discussing samples of previous edTPA portfolio materials (where appropriate permissions have been granted)
- Engaging candidates in formative experiences aligned with edTPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work)
- Using rubric constructs or language to evaluate and debrief observations as part of clinical supervision process
- Asking probing questions that encourage candidates to reflect on their responses and artifacts in reference to theory/research, and to reach their own conclusions about their teaching practice
- Assisting candidates in understanding how to use the Pearson platform to upload their edTPA
- Arranging technical assistance for the video portion of the assessment

Unacceptable Forms of Candidate Support Within the edTPA Process:

- Editing a candidate’s official materials prior to submission
- Offering critique of candidate responses that provides specific, alternative responses, prior to submission for official scoring
- Telling candidates which video clips to select for submission
- Uploading candidate edTPA responses (written responses or videotape entries) on public access social media websites

Peer Review Protocol

It is essential that a teacher candidate’s edTPA portfolio reflect their own planning, teaching, and reflection. While peer feedback and review can strengthen one’s practice, for the purposes of the edTPA, it must be given following very strict guidelines so that the validity of the assessment is not compromised.

In engaging in peer review, you must follow these guidelines:

- You may ask each other questions about drafts or read-aloud text. You MAY NOT make suggestions/edits.
- In responding to draft plans in the beginning stages, you may talk to others about how you’ve been approaching a particular task and they may raise questions such as "How are you thinking of eliciting students' understanding of the learning targets?" or other such probing questions related to prompts or rubrics.
- You may ask how the person thought about/responded to particular prompts or rubrics (e.g., “How do you know the learning tasks were appropriate for your students in light of their prior academic learning and/or their personal/community assets?” for Rubric 3).
- You may ask each other clarifying questions to draw attention to gaps or inconsistencies, or to elicit more information to better understand how a portion of text is related to rubrics or prompts or evidence provided.
Section Three

Policies, Procedures and Standards
WASHINGTON STANDARDS FOR BEGINNING TEACHERS  
(WAC 181-78A-270)

Effective Teaching
i. Using multiple instructional strategies, including the principles of second language acquisition, to address student academic language ability levels and cultural and linguistic backgrounds;
ii. Applying principles of differentiated instruction, including theories of language acquisition, stages of language, and academic language development, in the integration of subject matter across the content areas of reading, mathematical, scientific, and aesthetic reasoning;
iii. Using standards-based assessment that is systematically analyzed using multiple formative, summative, and self-assessment strategies to monitor and improve instruction;
iv. Implementing classroom/school centered instruction, including sheltered instruction that is connected to communities within the classroom and the school, and includes knowledge and skills for working with others;
v. Planning and/or adapting standards-based curricula that are personalized to the diverse needs of each student;
vi. Aligning instruction to the learning standards and outcomes so all students know the learning targets and their progress toward meeting them;
vii. Planning and/or adapting curricula that are standards driven so students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology;
viii. Preparing students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society;
ix. Planning and/or adapting learner centered curricula that engage students in a variety of culturally responsive, developmentally, and age appropriate strategies;
x. Using technology that is effectively integrated to create technologically proficient learners; and
xi. Informing involving, and collaborating with families/neighborhoods, and communities in each student’s educational process, including using information about student cultural identity, achievement and performance.

Professional Development
i. Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of their teaching through feedback and reflection.
ii. Demonstrate knowledge of teacher evaluation research and Washington’s evaluation requirements.
   • Examination of Washington’s evaluation requirements, criteria, four-tiered performance rating system, and the preferred instructional frameworks used to describe the evaluation criteria.
   • Self-assessment, goal setting, and reflective practices;
   • Evidence gathering over time;
   • Use of student growth data and multiple measures of performance;
   • Evaluation conferencing; and
   • Use of an online tool to review observation notes and submit materials to be in evaluation.

Teaching as a Profession
i. Participating collaboratively and professionally in school activities and using appropriate and respectful verbal and written communication.
ii. Demonstrating knowledge of professional, legal, and ethical responsibilities and policies.

Performance Assessment
i. All candidates will complete and pass the teacher performance assessment per WAC 181-78A-264 as authorized by the professional educator standards board.
ii. All candidates shall exit the residency certificate program with a draft professional growth plan oriented toward the expectations for the professional certificate.


**INTERNSHIP POLICIES & PROCEDURES**

Any exceptions, waivers, or exemptions to these policies must be filed by the student and be granted specific administrative approval. College, WWU, and state policies include, but are not limited to, the following:

**Coursework**
Candidates are required to satisfactorily complete all program required coursework and corresponding field experiences.

**Entry Criteria**
1. Successful completion of all pre-internship coursework.
2. Successful completion of all pre-internship field experiences.
3. Adherence to all professional expectations.
4. Good standing status with the program and university.
5. GPA requirement must be met.
6. At least one attempt to pass endorsement content exam prior to the start of fulltime student teaching.
7. Department Chair and faculty approval to student teach.
8. Must have fingerprint and character clearance.
9. Must be accepting of placement made by OFE.

**Exit Criteria**
1. Meeting placement time and teaching requirements (hours and weeks).
2. Logging all internship hours.
3. Adherence to all professional expectations.
4. Must maintain, at all times, fingerprint and character clearance.
5. Meet all Washington Standards for Beginning Teachers and program requirements through a progression of increased responsibility including observation, planning, instruction, assessment, and reflection to be demonstrated through successful scores on the IDES – Intern Development and Evaluation System.
6. Passage of the edTPA.
7. Sign and return the edTPA Video Guidelines Policy Form
8. Submit all original parent/guardian signed OFE/WWU-approved edTPA video permission forms to OFE.
9. Completion of Pre-Professional Growth Plan.

**Grade Point Average (GPA)**
Candidates must maintain a quarterly GPA of 2.75 (3.0 for Masters in Teaching candidates), including the program admission application quarter. Candidates who fall below quarter GPA requirements must meet with their department to determine if they will stay in the program.

**Grades**
The State of Washington requires a grade of “C” or better in all major endorsement and program courses.

**New Student Orientation**
Newly admitted candidates must attend orientation prior to their first quarter. This may not be waived. Candidates who fail to attend may not participate in a school-based field experience until the orientation is completed.

**University Policies**
All university policies are in the official catalog. These include: Use of WWU email as official means of communication, prerequisites, full-time standing, graduation, major evaluations, withdrawal, grades and grade reporting, Academic Honesty Policy, Academic Grievance Policy, etc. See the [University Academic Policies page](http://wce.wwu.edu/ofe/internship-materials) for more information.
**Internship Policies & Procedures**

**Absences**
During the **full-time portion** of the experience, candidates follow the host school schedule. Candidates are required to be in attendance each day of the internship. **Only in extenuating circumstances** (e.g. illness, emergency, employment interview) is an absence considered appropriate. See the OFE Internship Materials page for your internship calendar.

- **Illnesses:** Candidates must notify their CT and UIC by phone when they are ill and provide all relevant plans and materials to the CT prior to the start of school. The OFE Director should be notified of multi-day or contagious illnesses. Candidates with a contagious illness need written clearance from their physician before returning to school. Full-time interns are to send those reports to OFE Director. Long absences may result in lengthening, withdrawing from, or not passing the internship.

- **Special Leave Permissions:** Non-emergency time away from the classroom must be approved in advance by the OFE Director. Candidates may not request such absences from their CT/UIC, but should ask their CT if the absence is supported.

**Acts of Unprofessional Conduct**
It is the responsibility of the candidate to be familiar with all Washington Administrative Codes (WACs) related to Acts of Unprofessional Conduct. These WACs include, but are not limited to, WAC 180-87-015, Accountability for Acts of Unprofessional Conduct; WAC 180-87-050, Misrepresentation or Falsification in the Course of Professional Practice; WAC 180-87-055, Alcohol or Controlled Substance Abuse; WAC 180-87-060, Disregard or Abandonment of Generally Recognized Professional Standards; WAC 180-87-065, Abandonment of Contract for Professional Services; WAC 180-87-070, Unauthorized Professional Practice; WAC 180-87-080, Sexual Misconduct with Students; WAC 180-87-085, Furnishing Alcohol or Controlled Substance to Students; WAC 180-87-090, Improper Remunerative Conduct; and WAC 18-87-095, Failure to File a Complaint. WACs can be reviewed on the Washington State Legislature website.

**Clearance**
As a program and state requirement, you must maintain background clearance at all times and **may not be in a field experience** without such clearance. The state-required clearance document Character and Fitness Supplement includes an affidavit, signed by the candidate under penalty of perjury, a requirement that the candidate notify the university if any information provided changes. If any reportable disclosure occurs, contact the WWU Certification Office immediately at 360-650-3388 or CertOffice@wwu.edu.

**Communication & Interactions**
The student WWU email address is the official form of communication. Candidates must respond promptly to emails.

Candidates are guests in their school and must respect the CT’s procedures, materials, and overall management of the classroom. The candidate is to check with the CT before using resources, including computers, printers, projector, supplies/paper, etc.

Candidates must be honest, sensitive, and mature communicators who develop positive working relationships with CTs and UICs. This is demonstrated by responsiveness, respect, careful observation of classroom methods, sensitivity towards the CT’s time, and asking appropriate questions to best support their students. Candidates may not engage in inappropriate personal conversations or questions.

**Confidentiality**
All candidates must observe confidentiality policies and procedures with respect to information and understand all confidentiality requirements under local, state, and federal laws such as FERPA.

- Candidates are prohibited from removing from the classroom/school any official document pertaining to the student (this would include grade reports, Individual Education Plans (IEPs), official records, etc.).
- Candidates must store student work carefully and confidentially. If student work is used for purposes of review and grading, it must be put away when unattended. If unofficial items are removed from the classroom for grading purposes, they must be secured at all times and not left unattended or in view of others.
- Candidates **may not break FERPA** (or HIPAA) confidentiality through any form of communication, including blogging, Facebook, etc. Any communication about students, parents/guardians, teachers, professors, school/university staff, etc. that violates confidentiality is a severe professional violation. Confidentiality is not secured through the use of pseudonyms or the redaction of personal information. As long as enough information is provided that would allow the public to ascertain who is being discussed, then confidentiality has been compromised. **Candidates are to use discretion in this area at all times.**
Coursework, Coaching/Extracurricular
Unless given specific approval, candidates are not to take coursework or coach during the full-time portion. If a candidate desires approval to take coursework or coach, they must file a petition PRIOR to the start of the internship with the OFE Director. If a candidate is granted permission, this may not interfere with their ability to meet internship requirements and may not conflict with internship hours and school planning/events.

Dress & Professional Appearance
Candidates are to respect school and district norms for professional dress as a teacher-leader at all times. Candidates must not smell of any scents at school including smoke, perfume, and cologne; children may have a negative reaction.

Field Trips
If a field trip is planned for your students, you should participate per your CT’s instruction. Use caution if asked to drive your personal or a district vehicle. Due to potential issues with liability and safe relationships with students, we highly encourage student teachers to not be a driver. If you do decide to drive your personal vehicle, you must meet district driver and insurance requirements and comply with all WWU applicable policies. Please review the WWU Transportation Safety website for additional information. A candidate may not drive or be driven in a district-owned 15-passenger van; they are prohibited by the university.

Grading
All internship requirements must be met to receive a satisfactory grade. Grades are posted per the WWU schedule and will appear on transcripts after graduation. If a candidate is not making adequate progress and not meeting the required performance standards, a Case Conference will be held to determine if the candidate should continue in the program.

Graduation
If you will be graduating the same term you are completing your full-time internship, apply to graduate with the WWU Registrar’s Office. Please review the Registrar’s website for more information.

Inclement Weather
Candidates are responsible for monitoring weather conditions and school closures. If a school site remains open during inclement weather, the candidate is expected to be present. If the candidate is unable to safely make it to the site due to weather, they must notify the school personnel.

Injury in the Classroom
If the candidate is injured in the classroom, the candidate should prioritize tending to the injury and their health. The candidate must inform the CT, Principal, and OFE Director within 24 hours. Since the candidate is not an employee of the school district, they must complete a WWU accident/injury report provided by OFE.

Intern Substitute Certificate - WAC 180-79A-231 (6)
Student teachers must have the Intern Substitute Certificate in order to substitute teach only in their assigned internship classroom(s) during the full-time portion. To be considered for this certificate, the candidate must complete at least 3 weeks of full-time student teaching, be ready for the responsibility of full-time teaching, and demonstrate readiness through their mid-term evaluation or upon recommendation of their CT and UIC.

Substituting in a classroom not assigned for student teaching is not permissible. State of Washington RCW 28A.410.025 “Qualifications – Certificate or permit required” states: “No person shall be accounted as a qualified teacher within the meaning of the school law who is not the holder of a valid teacher’s certificate or permit issued by lawful authority of this state.” Teaching outside these legal requirements puts the candidate and school district personnel in jeopardy of potential litigation that would be extremely harmful to all parties and would not pass scrutiny for meeting the certified requirement for substitute teachers. For more information, visit the Woodring Certification website or contact CertOffice@wwu.edu.

Internship Hours
Internship hours must be logged using Web4U. Completion of this log is a state and internship requirement.
Lesson Planning
The candidate is responsible for developing daily and long-range lesson plans and in demonstrating competency in this area. During the final full-time term, daily plans should be submitted to the CT and UIC approximately 24 to 48 hours in advance of teaching so that feedback and adjustments may be made.

Mandated Reporting – Abuse/Neglect
Candidates are legally-mandated reporters and must adhere to mandatory reporting laws. Candidates must become familiar with the procedures for reporting abuse and neglect in their school and follow all state required policies.

Placement Changes
If you have questions or concerns regarding your assignment, please contact the OFE Director at 360.650.3309 or ofe@wwu.edu to determine next steps.

Placement Subjects
- Elementary endorsement candidates must teach across the subjects of Literacy (Reading and Writing), Math and/or Science, and Social Studies even if placed in a middle school. Candidates must teach a full schedule during the full-time portion. If the elementary school has a specialist model, the candidate will likely work with multiple teachers in order to teach all required subjects and often “follow” a group of students during the full-time portion.
- Secondary candidates must be assigned in their Qualifying Endorsement but may have some periods (if possible) in their Additional Endorsement area.

Professional Liability Insurance
During student teaching, you are acting in a professional capacity that has potential for liability. If a student is injured, there is potential for legal action to be undertaken. Though you are not mandated to purchase professional liability insurance, you are highly encouraged to do so to protect yourself legally and financially. Professional liability insurance is NOT provided by WWU. There are several options for you to consider:
- Join Student Washington Education Association
- Join a professional organization, such as Council for Exceptional Children (CEC) or National Council for Teachers of English.

Please note that not all memberships to professional organizations include liability insurance. Some districts do require candidates to have this insurance. You will be notified if you are required to purchase this insurance for the district where you are placed.

Professionalism
The candidate is to act professionally during all aspects of the internship, including interactions with the CT, UIC, students, administrators, parents/guardians, and other staff and colleagues. Candidates must handle confidential information with great care. Unprofessional behavior is grounds for withdrawal from the internship.

Registration & Tuition
Please remember to register for your full-time internship. If you are unsure about the correct course, please contact your program department.

State Testing Participation
Per OSPI policy, student teachers are allowed to assist in the administration of the State’s or Smarter Balanced’s assessment, provided all activities are under supervision of a trained and certified school district staff member. Candidates may be asked to help assist in a class or grade level outside of their assigned placement, which is permissible.

Strike
It is best for the candidate to neither actively support nor actively oppose a strike or work slowdown. If a strike does occur, the candidate should contact OFE and not report to the school. In this circumstance, the candidate’s absence from work would be following OFE policy and not violating any responsibilities.
Teacher Performance Assessment (edTPA)
Each candidate is required to complete, submit, and pass an edTPA in order to successfully complete the student teaching internship and to be recommended for certification. The candidate must follow all instructions provided regarding completion of the edTPA. They must use the posted permission forms on Canvas; other forms are not accepted. For issues regarding permission forms, contact the OFE Director at 360.650.3309 or ofe@wwu.edu.

Lack of successful edTPA completion may result in the candidate’s withdrawal from the internship, completion of an additional internship, a failing grade, lack of program completion, not being recommended for or delay in receipt of the Residency Certificate, or other consequences.

Withdrawal or Reassignment from the Internship

Withdrawal:
The CT, school administrator, UIC, or WCE Chair or Administrator, in collaboration with the OFE Director, maintain the right to withdraw a candidate from the student teaching placement.
1. Candidates withdrawn due to personal illness, outside circumstances such as family challenges, or the determination that teaching is not their desired profession shall:
   a. Contact the OFE Director prior to taking any action.
   b. Not formally withdraw from the internship course. That process is part of the Case Conference or Exit Interview arranged by the OFE Director or designee.
   c. Attend a Case Conference if they wish to pursue another student teaching internship and certification.
   d. Attend an Exit Interview if they do not wish to pursue another student teaching internship OR certification.
   e. For undergraduates, a BA in Education degree without certification is not automatic. Students can formally request this if they decide not to pursue teacher certification.
2. Candidates withdrawn due to unsatisfactory progress in meeting the required standards or when their actions or behaviors are deemed unprofessional or potentially dangerous shall:
   a. Be notified by the OFE Director, UIC, or school administrator.
   b. Have received, prior to the withdrawal when possible or appropriate, documented feedback reflecting the concerns and areas of weakness and/or a possible plan of improvement.
   c. Not formally withdraw from the internship course. That process is part of the Case Conference or Exit Interview arranged by the OFE Director or designee.
   d. Attend a Case Conference if they wish to pursue another student teaching internship and certification.
   e. Attend an Exit Interview if they do not wish to pursue another student teaching internship OR certification.
   f. For undergraduates, a BA in Education degree without certification is not automatic but must be formally requested and is only for those students who decide not to pursue teacher certification.

Reassignment:
The student teacher may be reassigned on very rare occasions. This may occur due to a change in a teacher’s assignment, leave of absence, or illness. The UIC must contact the OFE Director prior to any internship change to discuss the situation and determine the best possible solution.

Working During the Internship
Candidates may work during the internship. However, work may not interfere with their ability to meet internship requirements or conflict with internship hours and school planning/events. Candidates are encouraged to NOT work during the full-time internship, to gain maximum benefit from the experience, and perform at their highest ability.
A Case Conference is held when a WWU teaching candidate is not making adequate progress and not meeting required performance standards.

1. The Case Conference is held if the candidate desires to pursue another student teaching internship and teacher certification OR if the candidate is unsure about their program and certification options.

2. The Case Conference Committee will be made up of the following:
   a. The candidate (If they choose to attend; see #4 below)
   b. Director of the Office of Field Experiences, or designee
   c. Faculty member(s) from the program area and/or major area of study
   d. The University Intern Coordinator (if available)

3. The candidate may ask to have a particular faculty member attend, but that does not guarantee their availability or ability to attend.

4. The candidate may choose not to attend the Case Conference; however, the candidate will be asked to notify the OFE in writing of this decision prior to the date of the Case Conference, and will be responsible for the fulfillment of requirements decided upon by the Case Conference Committee.

5. The candidate may bring a guest to the Case Conference; however, guest participation as determined by the Assistant Attorney General in collaboration with the OFE, is one of emotional support to the candidate. The guest does not have a role in the actual procedure of the conference and may not provide comments about the internship for which the guest has no first-hand knowledge. The guest and candidate will be required to complete and sign the Guest Confidentiality document. In addition, the guest may not be part of the committee deliberations.

6. The TEA/OFE Director of designee schedules the Case Conference and arranges for and informs all participants of the date, time, and location. Case Conferences will take place geographically close to the candidate’s placement location and may request a room at the Bremerton, Everett, and North Seattle sites. Candidates out of area may participate via Skype, Facetime, etc.

PURPOSE OF THE CASE CONFERENCE

1. The purpose of the Case Conference is to generate a set of decisions.
2. The first is a Case Conference Committee recommendation about another internship; Yes or No.
   a. If yes to “a”, the CC Committee may recommend specific requirements prior to or during the second internship.
   b. If yes to “a”, an appropriate statement will be agreed upon by the CC Committee and provided school district personnel by OFE when requesting an internship placement. Such a statement may be, but is not limited to the following:
      "Please note that this will be the candidate’s second internship. The candidate has full WWU approval to student teach."
   c. If no to “a”, alternative options may be presented (such as WWU Career Services, BAE Degree without Certification, etc.). Reminder that a BAE is only an option for undergraduate students pursuing a BAE degree.
3. The second is to determine the grade to be posted. Options are W for withdrawal or K for incomplete. Candidates are not given a U or unsatisfactory grade.

CONFERENCE PROCEDURE

1. If documents were not provided in advance, hand out and allow enough time for everyone to read through the information.
2. Candidate is asked to summarize their perceptions of the reasons leading to the withdrawal from the internship.
3. UIC summarizes their perceptions.
4. Questions are asked by the committee (to the candidate and/or UIC, etc.).
5. Ask candidate and guest to step out of the room.
6. Committee discusses options and determines decision (Yes or No to another internship).
FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)

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

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

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

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

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may call 1-800-437-0833. Or you may contact us at the following address: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-852
PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98) applies to programs that receive funding from the U.S. Department of Education (ED). PPRA is intended to protect the rights of parents and students in two ways:

- It seeks to ensure that schools and contractors make instructional materials available for inspection by parents if those materials will be used in connection with an ED-funded survey, analysis, or evaluation in which their children participate; and

- It seeks to ensure that schools and contractors obtain written parental consent before minor students are required to participate in any ED-funded survey, analysis, or evaluation that reveals information concerning:
  - Political affiliations;
  - Mental and psychological problems potentially embarrassing to the student and their family;
  - Sex behavior and attitudes;
  - Illegal, anti-social, self-incriminating and demeaning behavior;
  - Critical appraisals of other individuals with whom respondents have close family relationships;
  - Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
  - Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents or students who believe their rights under PPRA may have been violated may file a complaint with ED by writing the Family Policy Compliance Office. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of PPRA occurred.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339.

Or you may contact us at the following address:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920
PROFESSIONAL PROGRAM EXPECTATIONS

A copy of this contract was signed and submitted at the New Student Orientation. If you have any questions, please discuss those with WCE personnel.

Faculty and staff of the Woodring College of Education have the responsibility to assure children, families, and the public that WWU graduates are fully competent teachers who have successfully completed a rigorous academic program of study and met all program and state requirements. WWU teacher education candidates must demonstrate academic competence in content, pedagogy, and professionalism throughout their program of study. This document serves as a summary of the expected academic professional behaviors, but is not an exhaustive list.

Candidates in our teacher education programs must adhere to the Washington Standards for Beginning Teachers (Standard V), and specific Program and Woodring College of Education standards regarding professional development, teaching as a profession and professional contributions, and effective teaching.

Candidates entering our programs must review all information in this document and sign below. Signing reflects that the candidate agrees to:

COMMUNICATION/CONFIDENTIALITY
1. Communicate in an appropriate and professional manner, including all verbal, written, and electronic communication (including any future forms not currently in use). This includes, but is not limited to: communicating in a professional manner, being sensitive to all audiences, maintaining confidentiality, following district policy with respect to email, phone #s, texting, Facebook, blogs, etc. Understand that in most circumstances districts require teachers to use district email and phone #s when corresponding with students and parents/guardians and that not adhering to district policy is a breach of professionalism.
2. Understand that the use of electronic passwords or controls does not meet or sustain confidentiality and that ultimately all forms of communication may be considered public and not confidential. As such, posting confidential information pertaining to your program, WWU faculty and staff, school-based field experiences, P-12 students and parents/guardians, school teachers, administrators, and staff is in violation of FERPA and possibly HIPAA.
3. Maintain confidentiality at all times and learn requirements under FERPA and HIPAA.
4. Not blog or use other forms of electronic communication in any manner that violates FERPA or HIPAA.
5. Not discuss confidential information through any form of communication unless there is a legitimate educational purpose required to meet teaching expectations such as collaboration with mentoring teachers.
6. Use extreme caution and sensitivity when discussing non-confidential information about my program, WWU faculty and staff, school-based field experiences, P-12 students and parents/guardians, school teachers, administrators, and staff and understand that as a teacher, I am a steward of my P-12 students and community.
7. Not remove in any format (hard copy, electronic, etc.) any official or confidential documents (such as report cards, IEPs, 504 plans, etc.) from the classroom/school.
8. Not leave any official or confidential documents in public view, including attendance rosters.
9. Store student work carefully and confidentially.

VIDEOTAPING
1. Follow all video/digital taping requirements and procedures.
2. Follow required videotaping procedures for the edTPA (Teacher Performance Assessment) and only use the official WWU-Office of Field Experiences edTPA video permission forms and will not, under any circumstance create my own permission form, use a program non-TPA form, not use a form, or use a district form without first consulting the OFE Director 360.650.3309 or ofe@wwu.edu.
3. Follow required videotaping procedures for the edTPA that mandates excluding from video of all students without a valid permission form, but retain students in the instructional lesson.
4. Return all original edTPA video permission forms to WWU/OFE and understand that failure to return video permission forms will invalidate my edTPA.
5. Destroy all program and edTPA videotapes (all versions, drafts, practice, final) after a passing score report is received and a copy (if I grant permission) is provided to my program.
PROFESSIONAL PROGRAM EXPECTATIONS, CONT’D

PROFESSIONAL PRACTICE
1. Not break confidentiality (FERPA and/or HIPAA)
2. Follow all legal requirements for mandated reporting for child abuse/neglect and understand this requirement extends to me as a candidate in a teacher education program.
3. Engage in practice that is reflective, collaborative, and professionally growth-centered.
4. Adhere to standards of professional dress and deportment.
5. Conduct self ethically and professionally at all times.
6. Be on time and in attendance when required and submit all assignments/plans on time.
7. Assume personal responsibility for performance.
8. Display initiative by using a variety of resources appropriately.
9. Invite and seek professional self-improvement through feedback and adjust my behavior and actions based on such information.
10. Use problem-solving approaches to sensitive situations.
11. Use knowledge of families and community resources appropriately to enhance support for students.
12. Demonstrate respect and support for all students, treating all equally and equitably, using appropriate language that emphasizes people first language and never denigrating students.
13. Not arrange for my own field experience placements (practicum, student teaching).
14. Follow all program field experience and student teaching requirements, including:
   - Following all program requirements for practica field placements.
   - Understanding that all student teaching communication goes through personnel with the Office of Field Experiences and I will not query teachers or school administrators in any form regarding the possibility of student teaching in their school/district.
   - Adhere to program and Office of Field Experiences policies and guidelines for student teaching start dates, end dates, and other timelines. This includes:
     - Fall starts – when teachers report back to work in the fall (usually late August).
     - Spring starts – Monday of WWU Spring Break (I understand that if my fulltime start term is spring that I will NOT take the WWU Spring Break and start my student teaching that week).

PROFESSIONAL POLICY AND LEGAL REQUIREMENTS
1. Keep informed by professional, ethical and legal responsibilities and policies. Learn, understand, and follow all laws, regulations, and policies required for teachers.
2. Understand all photograph and videotaping limitations and expectations.
3. Meet school and university expectations, policies, and requirements.
4. Thoroughly review and adhere to the Washington Code of Professional Conduct and understand that any actions counter to the code will result in appropriate university, program and/or state level actions.
5. Adhere to all FERPA requirements regarding maintaining confidentiality of student and family information and confidentiality of peers, staff, faculty, and administrator information. That will also include confidentiality pertaining to HIPAA.
6. Understand and adhere to all laws and policies regarding Child Abuse/Neglect Reporting and understand that I am a 24 hour mandated reporter. I understand this will require that I learn such requirements for each school district in which I am placed for a program-related field experience.
7. Adhere to the WWU Academic Honesty Policy and understand that Western Washington University students are responsible for reading, understanding, and following the policy and procedures regarding academic honesty as set forth in the WWU Academic Honesty Policy and Procedure (see Appendix D of the University Catalog).
8. Maintain fingerprinting and character CLEARANCE at all times while in the program and will complete a new character clearance as soon as an incident occurs that requires disclosure. I understand that continuation in the program, coursework, and any and all field experiences is contingent upon maintaining such clearance.
9. Take the state required content endorsement exam(s) and the Teacher Performance Assessment (edTPA) and understand that Washington State requires teacher candidates to pass these required assessments. Further understand that:
   - ALL content exams for all endorsements I am earning must be passed prior to the start of my FIRST student teaching internship.
   - Only upon special permission granted prior to the start of the internship may I remain in the internship without passing required endorsement content exam scores.
   - The edTPA must be completed during student teaching.
10. Adhere to other requirements, including but not limited to additional school, district, or university expectations.

11. Highly consider purchasing professional liability insurance and understand that WWU nor the school districts where I complete my field experiences and/or program-required service learning provide such coverage and that for some school district, such coverage is required for placement.

My below signature reflects my understanding and review of, and agreement to, this contract and I acknowledge my responsibility to fully understand all requirements, expectations and corresponding WWU, Woodring, P-12 school, and state and federal policies, rules, laws, and regulations pertaining to my course of study, being a professional teacher and teacher candidate.

Consequences for failing to comply with these expectations may include, but are not limited to, removal from the program, inability to meet requirements for certification, removal from the university, probation, performance contract, removal from a field-experience, removal from the full-time internship, postponement of the internship, low internship performance ratings, or an unsatisfactory internship grade that would result in not being recommended for certification.
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