

Student Teaching Internship Handbook

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



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General Information

Mission & Vision

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

- [InTASC Standards](#)
- [Professional Program Expectations](#)
- [Family Educational Rights and Privacy Act \(FERPA\)](#)
- [Protection of Pupil Rights Amendment \(PPRA\)](#)

Canvas Courses

Candidates must complete New Student Orientation courses via Canvas on blood borne pathogens and sexual harassment policies prior to starting their teacher education programs.

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 State Department of Children, Youth & Families: How to Report Child Abuse or Neglect](#)

Code of Professional Conduct

This OSPI 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](#)

Section One: Internship Overview



Important Internship Contacts and Emergency Procedures

Important Internship Contacts

TOPIC	CONTACT
Certification	360.650.3388 · CertOffice@wwu.edu
Placement	360.650.3310 · ofe@wwu.edu
Absence	Single-day illness: notify CT (via phone) & UIC (via email) Multi-day/contagious illness: notify CT, UIC, and OFE Director -360.650.3099 Special leave permissions: OFE Director - 360.650.3099

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. Call 911 when an immediate emergency situation occurs.
3. Request assistance from field experience supervisor.
4. Notify OFE Director 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.

EMERGENCY	NOTIFY	FILE REPORT
Candidate injury at internship site for any reason* *Any classroom-based injury must be reported within 24 hours	CT, Principal, UIC/Field Supervisor & OFE Director: 360.650.3099 · ofe@wwu.edu Complete district's Incident/Injury Report and provide a copy to OFE Director	OFE Director files report with WWU Environmental Health and Safety
Fire, lockdown, or other emergency at internship site	UIC/Field Supervisor & OFE Director: 360.650.3099 · ofe@wwu.edu	
Emergencies/crimes in progress at WWU	WWU Police: 360.650.3911 Safety Escort: 360.650.3555	Anonymous Reporting (optional): 360.650.7233
Exposure to hazardous materials at internship site	CT, Principal, UIC/Field Supervisor & OFE Director: 360.650.3099 · ofe@wwu.edu	
Personal issue impacting internship	UIC/Field Supervisor OFE Director: 360.650.3099 · ofe@wwu.edu	

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

- ☐ As required by WAC, Cooperating Teacher are:
 - ☐ Fully certificated school personnel
 - ☐ Have a 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.

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.

UNIVERSITY INTERN COORDINATOR (UIC)

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

- Conduct an Introductory Meeting 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, adhering to the observation schedule determined by the program.
- Review candidate teaching plans and long-range planning.
- Provide candidate with valuable feedback, resources, and guidance related to all InTASC Standards and WWU internship evaluations.
- Coordinate completion of mid-term and final evaluations in collaboration with the CT and present/discuss evaluations to the intern.
- Contact the OFE Director with any concerns regarding the candidate and/or placement.
- Maintain accurate, detailed observation notes and email communication.
- Submit all paperwork to OFE per calendar due dates on the OFE website.
- Attend internship workshops and UIC training sessions as provided.

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.

Stipends & Clock Hours

CT Honorariums

CTs receive stipends for hosting student teachers from WWU. In order to pay the stipend, an IRS W9 form and Washington State A19 form must be completed. The forms will be provided by OFE, and the stipend 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(4). Under this WAC, CTs earn continuing education clock hours per term for hosting a candidate and may earn no more than 30 during a calendar year. Under state law, 10 continuing education clock hours equals 1 higher education credit. OFE distributes completed clock hour forms at the end of each quarter. The clock hour form must be submitted by you to your district HR office at the end of the internship. OFE does not maintain clock hour archives and cannot reissue clock hour forms if lost.

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 20 continuing education clock hours at no cost. This self-paced course covers the following topics:

- Early days of the internship and getting started
- 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.

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**.



Getting Started in Your Internship: Preparation Through First Few Weeks

Before You Start

CANDIDATES	COOPERATING TEACHERS
<ul style="list-style-type: none">• Follow all confirmation email directions• Review school state report card• Review school and district websites for calendar, schedules, information about curriculum materials, and special events• Attend the required Internship Orientation• Keep this handbook on-hand• Register for your coursework and/or internship	<ul style="list-style-type: none">• Review confirmation email• Thoroughly review this handbook• Ensure schedules, curriculum materials, and lesson plan examples are ready for the candidate• Print a student roster and seating chart• Provide a work area for the candidate• Review any pre-internship emails and videos• Optional: Earn 20 clock hours in online mentoring course
Review the OFE webpage for your program 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.)
- Follow district procedures for obtaining email, ID badge, keys, account access, etc.
- 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 InTASC Standards as measured through evidence of meeting that goal.

Progression

Evidence of candidate's professional knowledge and skills on each criteria are 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

Interns will use the Self-Assessment available on the OFE webpage for their program 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 is expected the candidate will:

- 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 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.);
- Begin planning lessons for individual and long-term teaching, including resources and assessments

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/Functional lesson plans 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. Each program provides interns with lesson plan templates. Required elements, regardless of program are outlined below.

INSTRUCTIONAL PLAN COMPONENTS

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

1. CCSS/NGSS/Other Standard:
2. Learning Target:
3. Introduction:
4. Lesson sequence:
(Include formative assessment/checks for understanding and questioning strategies)
5. Closure:
6. Summative assessment as applicable

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. This allows adequate time for the CT to review and provide suggestions and for the intern to revise the plan if necessary.

24 hours prior to any scheduled formal observation, candidates are to email a detailed lesson plan to the UIC.

Interns may never teach without properly planned lessons. As an intern gains proficiency, lesson plans may become shorter/more efficient. These functional lesson plans must be available for review by the UIC and detailed enough that the intern is able to successfully deliver the lesson.

Evidence of Performance

Evidence of candidate performance is collected on each criteria reflected in the [InTASC Standards](#) 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's reflective feedback, resources, and goal setting will be considered as evidence of the intern's performance.

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. All lesson plans are to be reviewed by CTs prior to teaching and considered as evidence of the candidate's planning abilities. UICs will also review and consider lesson plans provided for observed lessons. Documentation might also include but is not limited to: written feedback to students, instructional resources, assessments, assessment rubrics, student work samples, assignments, parent communication, and video clips.

Midterm and Final Evaluations

The mid-term and final evaluations are based on the InTASC Standards and the Mission and Vision for the Woodring College of Education. All evaluations and the rubric are available from your UIC or on the OFE webpage under the intern's program.

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-assessment using the appropriate form and provide 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 the UIC will submit via 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 Developing 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 at ofe@wwu.edu.

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 intern's self-assessment 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 or IP (incomplete) grade is posted if any materials are missing.

Evaluation Process Checklist

Note: Elementary candidates and CTs, please see directions on the Elementary evaluation specific to your program.

Mid-term and final evaluation cycles are similar, with some additional requirements for the final evaluation as indicated below.

Candidate TO DO:

- ☐ Complete the Self-Assessment and send to your CT and UIC
- ☐ Write a narrative paragraph providing information about the school and classroom context

Cooperating Teacher TO DO:

- ☐ Review the intern's Self-Assessment and score the evaluation
- ☐ Meet with the UIC to review the Self-Assessment and the scores each of you awarded on the evaluation
- ☐ Work with the UIC to collaboratively develop one evaluation

UIC TO DO:

- ☐ Review the intern's Self-Assessment and score the evaluation
- ☐ Meet with the CT to review the Self-Assessment and the scores each of you awarded on the evaluation
- ☐ Work with the CT to collaboratively develop one evaluation
- ☐ Meet with the intern to review the finalized evaluation (and at midterm only, discuss goals for the remainder of the internship)
- ☐ Turn in **required documents** to ofe@wwu.edu by due dates indicated on internship calendar
 - Midterm evaluation
 - Final evaluation, signed by intern and UIC (intern receives a signed copy for their records)
 - PGP, signed by intern and UIC
 - Self-Assessment
 - Meeting Log

NOTES ABOUT EVALUATIONS:

- “Not Observed” scores are expected at midterm
- “Unsatisfactory” scores indicate that a candidate has not successfully performed the skill and should not be used if the intern has not had ample opportunity to do so. Choose “Not Observed” instead.
- A candidate with any “Unsatisfactory” scores on the final evaluation will not pass student teaching.
- **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 internship calendar.

Required Program Completion Documents

Candidate Submission Checklist

☐ **Weekly logged internship hours**

Directions for logging hours can be found on the [OFE Website](#) under the “Field Experience Hours Log” menu option after selecting your program. You are responsible for keeping this log up to date throughout the course of your internship. OFE should not have to remind you to submit and maintain your hours log. Not completing your hours log will result in an incomplete grade and could impact your graduation and/or recommendation for certification.

☐ **Self-Assessment**

The self-assessment should be considered a living document that you keep up-to-date with your internship experiences. It will be required prior to the midterm and final evaluations to provide your CT and UIC with evidence.

☐ **Professional Growth Plan (PGP)** This is a state certification requirement and therefore must be completed and turned in to OFE in order to receive a passing grade on your internship. For exemplars and the Professional Growth Plan template, go to the OFE Website, select your program and Internship Materials. The PGP is due at the end of your full-time internship and must be signed by you and your UIC.

UICs are responsible for submitting all final and required documents to ofe@wwu.edu.

Certification (Including Substitute Teaching Certification)

Certification in Washington State

The Washington Administrative Code specifies requirements for earning a Washington State teacher certificate. The Professional Educator Standards Board (PESB) establishes state educator preparation and certification policies. The Office of Superintendent of Public Instruction (OSPI) administers state certification procedures and issues certificates.

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.
- ☐ 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.

No candidate may participate in a university-sponsored activity in the public schools until cleared by OSPI. Additionally, interns are not permitted on school grounds if either fingerprinting or Pre-Residency Clearance expires.

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](#).



Substitute Certification

There are two types of Substitute Certificates available to candidates. Regardless of the type of certificate being sought, all Woodring students must complete the approval process before serving as a substitute, even if you have already been issued a certificate by your internship district. This serves as a protection for students and notification for Woodring.

Each program has slightly different expectations for subbing during the internship so it is your responsibility to review the expectation for your specific program on the [Certification Office's Subbing During Internship](#) web page and also discuss these with your Field Supervisor/University Internship Coordinator.

Intern Substitute Certificate

This form of limited certificate authorizes candidates who are completing a full-time 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 in the classroom, and are ready for the responsibility of teaching independently in their assigned classroom. Interns wishing to receive an Intern Sub Cert must complete the substitute teaching approval process before applying for this certificate.

Emergency Substitute Certificate

Washington State recently lifted the requirements of a bachelor's degree for Emergency Sub Certification if a school district is experiencing a sub shortage. Some school districts request this type of certification for interns as part of the onboarding process, however the university still regulates the ways in which interns can be used as substitute teachers during the internship experience. Before being approved to sub during your internship, you must complete the substitute teaching approval process and adhere to the following guidelines available on the Subbing During Internship page.

The Emergency Sub Cert is a good choice if you expect to sub in the same district after graduation as you will not have to wait for your Residency Certificate to be issued.

To apply for your Substitute Certification

1. Go to the WCE [Subbing During Internship](#) page and complete the "Permission to Sub During Internship" process
2. Wait for information from your program or WWU's Certification Office on next steps
3. Once approved, the school district will input the request in OSPI's E-Certification system and then you will complete the OSPI application as well as fill out district employment paperwork (W2, etc.)

NEVER agree to serve as a substitute teacher until you are certified!

Application for Residency Teacher Certificate (First Issue)

Candidates will receive instructions from the Woodring Certification Office to apply for teaching certificates at the end of the internship quarter. Please do not apply and/or pay for certification before you are advised to do so. For more information, contact the [Woodring Certification Office](#).

Program Completion and Residency Certification

Upon successful completion of all aspects of your program, you will qualify for a Washington 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 input a Recommendation to OSPI in the E-Certification system after verifying your program completion.
3. When you are instructed to do so, you will apply for your certificate through the OSPI E-Certification.
4. Once you have applied your Residency Certificate application will be processed and issued by OSPI (usually in 2-8 weeks).

A note from the Certification Office:

A Bachelor's Degree is required for certification, so WWU can only recommend you to OSPI for certification when your BA degree has officially posted to your student record. This usually happens the Thursday after the commencement ceremony. At that time, the Cert Office will send you directions to apply for the certificate with OSPI – you will not be able to apply before then. Once you have applied and paid for your certificate with OSPI, a school district can request a rush from OSPI which usually results in same day or next day issuance.

Certification questions can be directed to WCE's Certification Office at
cert@wwwu.edu or 360-650-3388



Post-Internship & Job Search

Q: When do I receive my teaching certificate?

A: Two to eight weeks after you complete the certification process. If you have a job lined up following your internship, the school district can submit a rush request to OSPI to expedite the processing.

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:

- Sign up on [Handshake](#), a post-graduation job search network free to you as a WWU student
- Individual School District websites post their job openings
- Attend WWU and Washington State Job Fairs
- USE [WEA's Job Opportunities](#) website
- Your personal and professional network – friends, past WCE graduates, etc.

Q: When can I expect to get my first job?

A: School districts begin the hiring process for the new school year in Spring. Don't fret if you don't get a job right away. Hiring occurs throughout the summer and sometimes into fall. If you don't land a job your first year, substitute teaching will provide you with excellent experience as well as the opportunity to "shop around" for districts, schools, and buildings that match your professional goals.

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.

Observing 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 strategies below reflect 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

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 resources on the OFE [Resources for Cooperating Teachers page](#) to begin planning.

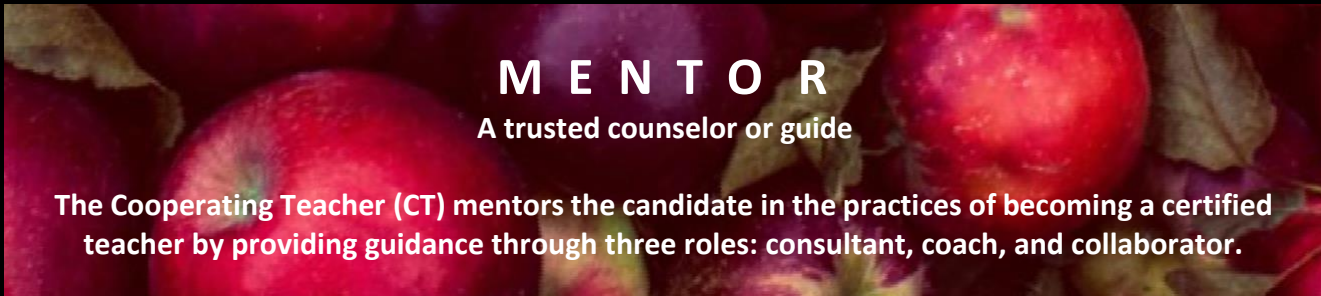
Co-Teaching Approaches

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:

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

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.

 <h3>MENTOR</h3> <p>A trusted counselor or guide</p> <p>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.</p>		
CONSULTANT	COACH	COLLABORATOR
<p><i>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.</i></p> <p>The mentor starts as a consultant – first few days, routines, etc.</p> <p>Some suggestions include:</p> <ul style="list-style-type: none">• Provide resources and materials• Help intern become oriented to the school• Give intern daily and weekly schedules	<p><i>Focus is on content development and instructional strategies used to enhance student learning and achievement.</i></p> <p><i>The CT guides the candidate to reflect, inquire, and use data to make instructional decisions.</i></p> <p>Most of the time is spent in this role guiding the candidate to make independent decisions.</p> <p>Some suggestions include:</p> <ul style="list-style-type: none">• 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?	<p><i>Focus is on both individuals actively working together through co-planning and co-teaching. Each takes on equal roles and responsibility for student learning.</i></p> <p>This is a critical role that requires precise planning in order to focus the candidate's learning and participation.</p> <p>Some suggestions include:</p> <ul style="list-style-type: none">• Co-teach with intern• Co-plan with intern

Section 3: Policies, Procedures and Standards



InTASC

Model Core Teaching Standards and Learning Progressions for Teachers 1.0

Click [HERE](#) for the full InTASC Standards booklet

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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 requirements of internship length and hour accrual.
2. Logging all internship hours.
3. Adherence to all professional expectations.
4. Consistent maintenance of fingerprint and character clearance.
5. Meeting all InTASC and program requirements through a progression of increased responsibility including observation, planning, instruction, assessment, and reflection to be demonstrated through successful scores on the intern evaluation.
6. Completion of Professional Growth Plan.
7. Completion of Self-Assessment.

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](#) for more information.

Internship A to Z

Policies & Procedures

Absences

During the **full-time portion** of the internship 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 website 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 may need written clearance from their physician before returning to school and must always follow district protocols for contagious illnesses and returning to work. 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 180-87-062, Digital Communication; 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 180-87-095, Failure to File a Complaint. WACs can be reviewed on the [Washington State Legislature website](https://leg.wa.gov/WAC).

Athletic Participation

In general, Woodring supports student athletes participating in sports during the internship experience. At the time of application, the intern will indicate that they are a student athlete. OFE will follow up with logistical questions that are intended to assure that the best placement location and schedule can be secured. Since the internship will ultimately lead to state level certification, it is important that the intern understand that all requirements of the internship must be met, including attendance, hours and meeting of standards. If an intern's anticipated athletic schedule significantly impacts any of the internship requirements, program approval will be required and may result in an extension of the internship or postponement to a different quarter where athletics would not have such an impact. The internship must always be viewed as the student's priority.

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 cert@wwu.edu.

Communication & Interactions

The student WWU email address is the official form of communication. Candidates must check their WWU email account daily and 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, social media, etc. Any communication about students, parents/guardians, teachers, schools/districts, 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 of the internship. If a candidate desires approval to take coursework or coach, they must make this request 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.

Disability Access Center and Accommodations

Interns with a documented disability may request accommodations during the internship. A disability may include ongoing health conditions or a single event (ex: broken leg). Interns interested in receiving accommodations should contact the OFE Direction, who will coordinate a meeting with the Disability Access Center to determine which accommodations might be most supportive during the internship experience.

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 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. 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.

Grades for your internship are issued at the conclusion of your internship experience and per the WWU schedule. Grades for internship courses are S/U and all requirements must be completed before the grade is issued.

Special note about Winter quarter SECONDARY internships: The Winter quarter internship is 14 weeks long and therefore extends beyond the regular university calendar/grading due date. You will be issued a temporary "In Progress" (IP) grade until the internship requirements are met. At that time, your grade will be converted.

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.

Hours—What "counts" and Web4U Log

Internship hours must be logged using Web4U. Completion of this log is a state and internship requirement and a grade will not be issued until the log is complete. Washington State requires a minimum of 450 hours for traditional certification in order to be recommended for certification. Alternative Route candidates must complete 540 hours.

The lists below are intended to provide examples of allowable and non-allowable activities when recording hours spent in the student teaching internship. These lists are not exhaustive and questions about activities that are allowable can be directed to the Field Supervisor/UIC or OFE Director.

General activities that ARE allowable for counting hours include:

- Independent or co-planning instruction, including weekends and evening hours
- Observing or delivering instruction
- Developing, reviewing, and scoring student assessments and assignments
- Reviewing core curriculum and finding supplemental curricular materials
- Instructional material preparation
- Attending school meetings, including staff meetings, IEPs, and grade level/department meetings
- Attending school, district, or university sponsored professional development
- Attending events such as Open House, Curriculum Night, and Parent-Teacher Conferences
- After school music or performing arts practice where you are in the role of teacher and engaged in the work of instructing, leading, or supporting students
- Attending school sponsored events where you are in the role of teacher and engaged in the work of instructing, leading, or supporting students (ex: conducting the band at a football game, robotics club)
- Field trips, including travel time if you have student supervision responsibilities

Activities that you CANNOT include in your hours:

- Travel to/from the school site
- Travel to/from school sponsored extracurricular activities
- Coaching or volunteering with after school sports
- Attending school sponsored events where you are not engaged in the work of instructing, leading, or supporting students (ex: football game as a spectator)
- Attending WWU courses

Examples of activities that cannot be counted towards your hours, but that could be used as resume highlights might include:

- Coaching sports
- Conducting private music lessons
- Tutoring
- Volunteering at community related events or for community organizations

Web4U tips:

- The Web4U log will accept hours rounded to the nearest .0 or .5. If you enter anything else the log will erase the entry and it will not save.
- “Save” but do not “Submit” hours. This will allow you to correct any mistakes that you might find. Submitting locks the log and makes it un-editable.
- If you want to check how many hours you have accrued, you can run a “Field Experience Report” in Web4U or click on the “Submit” button once. A summary screen will appear. Cancel rather than selecting Submit a second time to allow the log to remain editable.

If you have questions or need assistance with the Web4U system, please refer to the directions listed on the OFE Website under your program’s menu. Select the “Field Experience Hours Log” menu option. If problems persist, please email ofe@wwu.edu for assistance.

[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 their CT and UIC.

[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. The intern must complete the district’s Incident/Injury Report and provide a copy of the report to the OFE Director. The OFE Director will report per WWU policy, and the intern may be contacted by a member of WWU’s Environmental Health and Safety Team.

[International Internships](#)

Some WWU programs may allow for international internship experiences. If you are interested in exploring this option, please contact the OFE Director.

International Internships are subject to all the same requirements of interns participating in internships within the country. Interns may be supervised remotely based on availability of field supervisors.

Job Offers During Internship

There are sometimes instances where building or district administration approach an intern about being hired into a position before the conclusion of the internship experience. If this happens, interns should reach out to the OFE Director to determine if there is an opportunity to make adjustments to the internship so that you are eligible to take a paid position.

Under no circumstances should an intern negotiate details of employment that would happen during the internship period. Such action may result in withdrawal from the internship placement.

Lesson Planning

The candidate is responsible for developing daily/functional and long-range lesson plans and is 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. Candidates should never teach without a lesson plan.

Lesson plans for formal observations with your UIC must be completed using your program's designated lesson plan template.

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. If you have a concern about potential child abuse or neglect, connect with your CT immediately. They will help you navigate the district's reporting procedures. All reports are required to be submitted within 48 hours to the Department of Children, Youth, and Families.

Placement Changes

If you have questions or concerns regarding your assignment, please contact the OFE Director at 360.650.3099 or ofe@wwu.edu to determine next steps.

Placement Procedures

OFE processes Internship Applications upon their submission and maps out a plan for placement of interns from multiple programs across the state of Washington. This is a complex process that can take weeks or months to complete. Each district has their own set of placement procedures that OFE must adhere to and therefore it is forbidden for interns to reach out directly to schools/teachers/administrators in an attempt to secure their own placement. Doing so risks the university's partnership with that school.

While OFE strives to find a placement for you in your requested district and grade level, we sometimes need to cast a wider net in order to secure a placement. Your understanding and cooperation during this process is appreciated.

Placement Subjects

Elementary endorsement candidates must teach across the subjects of Literacy (Reading and Writing), Math, 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 in their Additional Endorsement area if possible.

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 taken. 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 so do your research before joining.

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 any state 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.

Substitute Teaching

Substitute teaching is permissible within specific parameters as long as the intern completes the substitute application process, is approved by their program, and holds a valid substitute certificate.

It is extremely important that interns adhere to the parameters outlined in the [Certification section of this handbook](#). You will also find valuable information on the [Certification Office's website](#).

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 process.
 - c. Attend a Case Conference to determine the ultimate outcome of permanent withdrawal or planning a new internship opportunity.
 - d. 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 process.
 - d. Attend a Case Conference to determine the ultimate outcome of pursuing a new internship, withdrawing from the program, or graduating without 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

Student teaching is a full-time endeavor and therefore candidates are encouraged to NOT work during the full-time internship. This will allow the intern to gain maximum benefit from the experience and perform at their highest ability.

Candidates who must be employed during their internship must ensure that work does not interfere with the ability to meet internship requirements. Work-related absences or conflicts with internship responsibilities (teaching, planning, preparation, meetings, grading, events, etc.) are not allowable and may result in an unsuccessful internship or withdrawal from the internship.

Case Conferences

Case Conference Scheduling & Attendance

A Case Conference occurs when a WWU teaching candidate has not been successful in the internship, despite increasingly intensive interventions and support. A Case Conference is a formal process by which an internship outcome is determined. A Case Conference should also occur when a student has determined that they wish to end an internship prior to the final evaluation.

Attendance

1. The Case Conference Committee will be comprised of the following:
 - a. The candidate (If they choose to attend; see #4 below)
 - b. Director of the Office of Field Experiences
 - c. Faculty member(s) from the program area and/or major area of study
 - d. The University Intern Coordinator (if available)
 - e. OFE Staff member to serve as note-taker
2. The candidate may ask to have a particular faculty member attend, but that does not guarantee their availability or ability to attend.
3. 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.
4. 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.

Scheduling

1. The OFE Director or designee schedules the Case Conference and arranges for and informs all participants of the date, time, and location.
2. Case Conferences will take place geographically close to the candidate's placement location and may request a room at the Bremerton or Everett sites. Candidates out of area may participate via Teams, Zoom, etc.

Possible Outcomes of a Case Conference

1. Committee agrees to a continuation of the internship under a specific set of expectations.
2. Committee terminates an internship with a recommendation to graduate with BAE without a teaching certificate (undergrad only).
3. Committee terminates internship with a recommendation for a second internship opportunity (either immediately or after taking some time off).

Case Conference Procedures

1. Case Conference Committee introduce themselves.
2. If candidate has brought a guest, have candidate and guest sign Guest Confidentiality Form.
3. OFE Director distributes documents if they were not provided in advance and gives everyone the chance to review.
4. OFE Director reviews the purpose and procedure for the Case Conference as follows:
 - a. To review what lead to the Case Conference
 - b. To discuss the events and perceptions
 - c. The present options available to the student
 - d. To discuss options with the candidate and to ask candidate their choice
 - e. To make a decision

5. To start the conversation, the candidate is asked to summarize his/her perceptions of the reasons leading to the Case Conference.
6. UIC summarizes their perceptions.
7. Questions are asked by the committee (to the candidate and/or UIC, etc.).
8. Options are shared with the candidate.
9. Candidate is asked which option they prefer, understanding there is no guarantee.
10. If deemed necessary, the candidate and guest are asked to step out of the room so the Case Conference Committee can deliberate.
11. The Committees decision is shared with the candidate
12. Ask if there are any questions
13. Discuss supports, resources, deadlines, follow up as related to decisions or outcomes from the meeting.

Case Conference Report

A report will be provided to the intern detailing the outcome of the Case Conference as well as providing steps that each member of the team will complete as follow-up.

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 they reach 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, please visit the [US Department of Education website](https://www.ed.gov/fepa).

Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment (PPRA) is a federal law that affords certain rights to parents of minor students with regard to surveys that ask questions of a personal nature. Briefly, the law requires that schools obtain written consent from parents before minor students are required to participate in any U.S. Department of Education funded survey, analysis, or evaluation that reveals information concerning the following areas:

1. Political affiliations;
2. Mental and psychological problems potentially embarrassing to the student and his/her family;
3. Sex behavior and attitudes;
4. Illegal, anti-social, self-incriminating and demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent*; or
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.)

The No Child Left Behind Act of 2001 contains a major amendment to PPRA that gives parents more rights with regard to the surveying of minor students, the collection of information from students for marketing purposes, and certain non-emergency medical examinations. In addition, an eight category of information (*) was added to the law.

You may read more about the specific changes to the law by selecting [here](#).

The Department will be updating the PPRA regulations to reflect these changes.

For more information, please visit the [US Department of Education website](#).

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 InTASC Standards, Washington State Code of Professional Conduct for Education Practitioners and specific program and Woodring College of Education standards.

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 numbers, texting, social media, blogs, etc. Understand that in most circumstances districts require teachers to use district email and phone numbers 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, schoolteachers, 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, schoolteachers, 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. I agree to store student work carefully and confidentially.

VIDEOTAPING

1. Follow required videotaping procedures for the district in which I am placed.
2. Use only authorized permission forms as provided by the Office of Field Experiences or my program and will not, under any circumstance create my own permission form.
3. Refrain from video-taping students who do not provide permission forms but keep them engaged in the instruction.

PROFESSIONAL PRACTICE

1. Not break confidentiality (FERPA and/orHIPAA)
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. Follow procedures for reporting absences, extended illnesses or other situations that may impact your attendance or performance in your field experiences.
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 full-time 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. Meet school and university expectations, policies, and requirements.
3. 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.
4. 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.
5. Understand and adhere to all laws and policies regarding Child Abuse/Neglect Reporting and understand that I am a 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.
6. 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*
7. Know and adhere to the Academic Honesty Policy and Procedure

8. Maintain fingerprinting and character clearance at all times while in the program and 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 understand that Washington State requires teacher candidates to pass this required assessment. Further understand that:
 - ALL content exams for all endorsements I am earning must be attempted prior to the start of my full-time 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.
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.

Western Washington University (WWU), in compliance with applicable laws and in furtherance of its commitment to fostering an environment that welcomes and embraces diversity, does not discriminate on the basis of race, color, creed, religion, national origin, sex, disability, age, veteran status, sexual orientation, gender identity or expression, marital status or genetic information in its programs or activities, including employment, admissions, and educational programs. Inquiries may be directed to the Vice Provost for Equal Opportunity & Employment Diversity, Equal Opportunity Office, Western Washington University, Old Main 345, MS 9021, 516 High Street, Bellingham, WA 98225; 360.650.3307 (voice) or 711 (Washington Relay); eeo@wwu.edu. WWU is committed to providing reasonable accommodations to qualified individuals with disabilities upon request. To request an accommodation, please contact Disability Access Center, Old Main 120, 360.650.3083 (voice) or 360.650.7175 (VP), DRSFrontDesk@wwu.edu. One week advance notice appreciated. To request this document in an alternate format, please contact Woodring Admissions, 360.650.6161, TeacherEd.Admission@wwu.edu. (6/2012 version)

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WOODRING COLLEGE OF EDUCATION