UW BOTTHELL
SCHOOL OF EDUCATIONAL STUDIES

SECONDARY AND MIDDLE LEVEL
TEACHER CERTIFICATION.
2015–2016

Student Handbook Student
Teaching I & II and
Certification Requirements

BEDUC 591   September Experience
BEDUC 564   Student Teaching I and Professional Practice Seminar/Autumn
BEDUC 565   Student Teaching II/Winter
BEDUC 591   Professional Practice Seminar /Winter
“One of the most important factors in a high quality education is the knowledge, experience, and capability of the classroom teacher. There is strong evidence that having a high-quality teacher affects learning and is an important factor in explaining student test score gains (Clotfelter, Ladd, & Vigdor, 2007; Darling-Hammond, 2000; Darling-Hammond & Youngs, 2002; King Rice, 2003; Loeb, 2000; Wayne & Youngs, 2003).”

(2010) MAEC at The George Washington University Center for Equity and Excellence in Education Source URL: http://maec.ceee.gwu.edu/access-high-quality-teachers-all-students

Welcome to the start of your career as a teacher

It is often said that “teachers make a difference.” This is more than a nice accolade—it is also supported by evidence. Research indicates that you will be one of the most influential factors in whether your students succeed in school.

Students in our schools come with a wide range of learning experiences and learning needs. Meeting these learning needs for each and every student is your task and one that this program will prepare you to undertake. To that end, you are in a program that will challenge you, ask for extraordinary professional commitment, and in return we will invest a great deal to equip you to start your career.

You are entering an honorable and exciting profession and we are pleased to help support you in your journey to certification.

Bradley Portin
Dean and Professor
General Information

Student Success Center: UW1 Lobby
uwb.edu/studentservices/ssc

Graduate Student Hub:
uwb.edu/graduate/graduate-hub

Student Life

Career Center: UW1 Lobby
(425) 352-3706, uwb.edu/careers

Counseling/CARE Team: UW1080
(425) 352-3183, uwb.edu/studentservices/counseling

Disability Resources for Students: UW1-175
(425) 352-5307, TDD (425) 352-5303, uwb.edu/studentservices/drs, drs@uwb.edu.

International Student Services: Husky Hall, Room 1212
(425) 352-3876, uwb.edu/iss

Library Services:
(425) 352-5340, http://library.uwb.edu/

Merit Scholarships, Fellowships and Awards: UW1-160
(425) 352-3261, uwb.edu/studentservices/merit-scholarships,

Quantitative Skills Center: (QSC)
(425) 352-3170, uwb.edu/qsc

Office of the Registrar: Husky Hall Room 1130
(425) 352-5240, uwb.edu/registration

Veteran Services: UW1 160
(425) 352-5307, TDD (425) 352-5303, rlundborg@uwb.edu

The Writing and Communication Center: UW2-124
(425) 352-5253, uwb.edu/writingcenter

Campus Life

University Book Store:
(425) 352-3344

Office of the Chancellor: UW1-260
(425) 352-5220

Food Services:
uwb.edu/food

Information Technologies: LB2-218
(425) 352-3456, www.uwb.edu/it

Security and Campus Safety: LB2005
Emergencies: 425-352-5222,
Non-emergencies: 425-352-5359,
www.uwb.edu/safety
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Education Vision and Mission Statement

Vision Statement

As a collaborative, scholarly, and professional community, the University of Washington Bothell School of Educational Studies exists to develop and support educators who have the commitments and capabilities to promote the learning of all students in diverse contexts. We support interdisciplinary scholarship that explores the multifaceted dimensions of learning and schooling. We give particular focus to (a) the purposes of education in a social and political democracy, (b) the responsibility of universities to collaborate with community partners, and (c) the critical role of professional educators in supporting equity in learning.

Mission Statement

In the School of Educational Studies at the University of Washington Bothell we strive to produce critically engaged educators and citizens who:

- Design and employ curriculum, instructional, and inquiry practices to promote equity and social justice across educational and community contexts,
- Contribute in responsive and informed ways to the communities with which they work,
- Serve as leaders and change agents in their respective fields,
- Apply research and professional knowledge to contexts and challenges of leadership, learning, and practice locally and globally,
- Employ, adapt, and advocate for practices in a wide range of teaching and learning contexts, communities, and public spaces,
- Dedicate themselves to continuous development of academic, practitioner, and community knowledge and skills.
- Connect to national and international learning communities to explore educational issues and build knowledge and capacity.
- Value intellectual diversity among faculty, engaging in and supporting scholarship that expands knowledge and informs practice.
- Create programs that provide equitable access to educational professions.
- Contribute to developing a citizenry well informed about complex educational issues.
- Collaborate with local and global communities in examining and responding to educational challenges.
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General Program Information

To maximize their field and academic experience, Teacher candidates in the UW Bothell Secondary Teacher Certification M.Ed. Program should take full advantage of all the resources available to them on campus and in their field experience. They will find that the School of Educational Studies staff and faculty are committed to addressing and serving their needs by welcoming any of their comments, concerns, and questions.

School of Educational Studies Office

Many non-teaching functions of the program are carried out by the School of Educational Studies office (UW1 311). The office hours are 8:00 a.m. to 5:00 p.m., Monday through Friday; summer hours may vary. The office maintains student files toward certification, including admission materials. To ensure staff availability, please call 425.352.5411 for an appointment.

Communication

The School of Educational Studies faculty and will staff communicate with students in several ways:

- **E-mail**
  The School of Educational Studies will forward university and program information only to your official default UW email address (student@uw.edu). Instructions on how to forward this default email address to an existing personal email account are available online at the UW IT Connect website: www.washington.edu/itconnect/

We recently created three new distribution lists for current students; EdAll - for all School of Educational Studies students; EdGrad - for all students in a Master of Education degree program; and EdCert - for all students earning residency teacher certification.

- Class announcements
- Canvas
- Telephone
- U.S. Mail
- Social Media (School of Educational Studies Facebook/Twitter)

To ensure timely communication, teacher candidates should keep their e-mail addresses, personal addresses, telephone numbers, and other contact information current. They should update this personal information via MyUW and as well as contact the SES office: 425.352.5411 or uwbses@uw.edu
Quick Help Reference Guide

Academic Calendar ................................................................. www.uwb.edu/calendars
Academic Services ............................................................... www.uwb.edu/as
Address/Phone/e-mail Changes ................................................... Kim McKay
Certification Requirements ....................................................... Jon Howeiler
Course Registration ................................................................. Kim McKay
Current Student Information .................................................. www.uwb.edu/secondarycertmed/currentstudentinfo
Referrals/Withdrawals from Program .......................................... Kim McKay
Endorsements ........................................................................... www.uwb.edu/education/programsendorsements
Financial Aid/Scholarships ....................................................... www.uwb.edu/financialaid
Fingerprint Clearance ............................................................... Kim McKay
Learning Technologies ............................................................ www.uwb.edu/learningtech
MyUW ..................................................................................... http://myuw.washington.edu
Quantitative Skills Center ........................................................... www.uwb.edu/qsc
Quarterly Time Schedule ......................................................... www.uwb.edu/registration/time
Office of Student Services ......................................................... www.uwb.edu/studentservices
Tuition Costs ............................................................................. www.uwb.edu/tuition
UW Bothell Main Phone Number ................................................. (425) 352-5000 / TDD: 425.352.5303
UW Bothell Main Website ............................................................. www.uwb.edu
Writing and Communications Center .......................................... www.uwb.edu/wacc
2015 - 2016 Calendar and Overview

Autumn and September Experience 2015
August 27 - Orientation to September Experience for Teacher candidates, UW Bothell
First district contracted day in schools through Sept 29: Teacher candidates attend full time in schools keeping teachers’ contracted days. During this time, teacher candidates:

- Attend meetings in schools and help set up classroom
- Work with their cooperating teachers to develop a co-teaching relationship and active involvement in all aspects of teaching and learning
- Focus on the formation of learning communities, introduction to curriculum, and evidence of student learning in 4 classes/day
- Work with individual students within existing tutoring or academic support structures to provide individualized academic support in their subject for selected students one period/day

Autumn Quarter: September 30 until Winter Break, Student Teaching I

- September 29 and October 29: Cooperating Teacher and Teacher candidates Workshops, UW Bothell, 4:30 – 7:30 pm
- Teacher candidates continue tutoring/academic support responsibilities 1 period/day
- Teachers and teacher candidates incorporate the co-teaching model to scaffold and share responsibilities for student learning in 4 classes
- By early October teacher candidates co-teach by facilitating periodic lessons or parts of lessons
- By November teacher candidates co-plan and co-teach at least 1 unit (20-25 lessons) for: 2 or 3 sections of the same class for 2 weeks, OR 1 class for 4 weeks
- By December teacher candidates will have gradually assumed leadership within the co-teaching model for 4 classes for at least 2 weeks before the holiday break

Winter Quarter: January 5 – March 18, Student Teaching II

- Cooperating Teachers and teacher candidates resume co-teaching model of student teaching
- Teacher candidates gradually assume primary responsibility for planning and facilitation, within the co-teaching model, for 4 classes for a minimum of 6 weeks beginning in December and ending during mid winter quarter
- Following completion of the full time requirement, teacher candidates will phase out of leadership of some classes but will continue co-teaching in a more supportive role.
- UWB teacher candidates continue tutoring/academic support responsibilities every day for the entire quarter
- Teacher candidates will complete the edTPA (Teacher Performance Assessment) in February. Teacher candidates may take up to 1 ½ days away from their placement to write the edTPA
- During the last week of the quarter, teacher candidates are encouraged to observe other teachers
- During the last week of the quarter, Cooperating Teachers will submit to UW Bothell a signed letter of recommendation to document successful completion of the student teaching course and recommendation for certification; instructions will be emailed.
Spring Quarter: March 28 - June 10

- Teacher candidates are certified and are available to substitute teach as soon as edTPA scores are verified, program requirements are completed, and certification application is complete.
- Teacher candidates will complete their M.Ed. requirements during Spring Quarter.
Conceptual Framework

UW Bothell prepares innovative, ethical practitioners who are grounded in intellectual and professional communities and who are dedicated to educating diverse students.

Collaboration within our educational communities strengthens our resolve and enhances our success in preparing teachers who will advance the intellectual lives of their students while helping them to live responsibly in our racially, ethnically, and culturally diverse society.

The Teacher Certification Program is continually revitalized through the collaborative efforts of the Program faculty and staff and the teachers, principals, and other school administrators who serve on the Professional Education Advisory Board. This commitment is summarized in our program’s mission statement and elaborated in our conceptual framework.

Innovation in Times of Educational Change

Recent reforms have added complexity to the work of teachers and have introduced new demands to public school classrooms. While some models of school reform assume the passive complicity of teachers, our program, in locating teaching within broader questions of the purposes of schooling in a democratic society, challenges future teachers to engage in thoughtful and innovative professional practice. Innovation is presented as a means to meet the changing character of the student population and our expanding knowledge and understanding of teaching and learning.

Currently, the Standards Movement is focusing unprecedented attention on curriculum reform and on the nature of “knowing”. The Standards documents of the State of Washington and of the various national curriculum organizations contain clear and compelling arguments for “teaching for understanding”, for contextualizing knowledge, and for applying what is learned in “real life” situations. Within the spirit of innovation, we expect our teacher candidates to understand the disciplinary nature of the subjects they will be teaching, align curriculum and instruction with students’ cognitive development, and see their roles as facilitators of students’ development and as practitioners competent in assessing students’ progress toward learning.

Innovation Grounded in Knowledge of Students and Learning

Our Teacher Certification Program is built on a foundation of constructivist perspectives on cognitive development. Constructivism has challenged traditional conceptions of what it means to “know” and what it means to learn. For much of the history of formal education teaching was viewed as synonymous with “telling.” Constructivist teaching assumes more active, more contextualized, and more engaged learning.

We are educating future teachers who are thoughtful about their own learning and can therefore be more thoughtful about the learning of their students. We encourage critical thinking through extensive reading and reflective writing. We promote problem solving through interdisciplinary projects, joint inquiry, and analysis of multiple resources. We ask for self-assessment through journaling, performance critiques, and portfolios. Our program strives to teach our own students as we would have them teach their students.

Ethical Practice

Our program prepares teacher candidates to be mindful of their ethical and professional commitments to teaching all the students in their classrooms and to the moral purposes of schooling in a democratic
society. Ethical practice includes grounding professional decision-making in the broader discourse of professional practice and policy rather than more individualistic justifications. Thus, our program helps teacher candidates understand that ethical practice requires them to remain deeply engaged in their fields throughout their careers and to act as public, not free agents.

Further, we encourage our teacher candidates to recognize that schooling in democracy involves learning to thrive within ideological diversity as well as ethnic and class diversity. We help them understand how curriculum and pedagogy can be constructed to honor the strengths and beliefs of all students. We assist them in the development of skills for working with parents and community services to support the well-being and success of their students as well as their emerging beliefs and ideals. We encourage them, in turn, to educate their own students to understand that the purpose of education is the creation of a just and democratic society which respects and values differences.

Practice Grounded in Intellectual and Professional Communities
Teachers accepting the invitation to teach in more innovative and authentic ways require support in their experimentation, resources to address their questions, and the collegiality of peers and faculty. In our Teacher Certification Program, teacher candidates are expected to contribute to the professional development community of their cohort. Faculty, academic support staff, and teaching associates, together with the master teachers in the schools, evidence collaborative decision-making and, where appropriate, engage the teacher candidates in that process. Field placements in dyads and small groups demonstrate for teacher candidates the potential for professional development in collaborative models of teaching. Because our teacher candidates participate in rich professional and intellectual communities, we anticipate that they will develop as teachers who cultivate community within their classrooms and their schools.

Dedication to Educating Diverse Students
In our Teacher School of Educational Studies we are committed to preparing future teachers who are dedicated to educating diverse students. Our teacher candidates engage in focused course work in multicultural education. Their study is complemented by courses in pedagogy that stress the ways in which curriculum and instruction can respond to differences in student learning and between students. Field placements within our program are designed to give teacher candidates experiences in several different settings where they can encounter the wide variations among students and their schools. We support our teacher candidates as they strive to develop the skills and knowledge necessary to teach an increasingly diverse student population.
Student Teaching Courses

**Required UW Bothell Education Field Experience Courses**
The Secondary and Middle Level Teacher Certification M.Ed. integrates courses and structured field experiences. Teacher candidates have many opportunities to apply and extend what they have learned in university classes to their work in school settings.

B EDUC 591 - Beginning the School Year - September Experience
The teacher candidate will begin the school year with the teachers first contracted teacher day or as advised by the cooperating teacher. A required orientation will be held at UW Bothell at the beginning of the experience.

Dates: September Experience

- August 27 (or as requested by placement school) through September 29
- August 29, 9 a.m. to noon – UW Bothell Orientation to September Experience
- Seminar dates in September: 9/10 4:30-6, 9/17 & 24 4-5:30 p.m. UW1 060

**Purposes of the Beginning the School Year Experience are to:**

- Begin a co-teaching relationship with the cooperating teacher
- Observe the cooperating teacher introducing content, communicating expectations, and establishing inclusive learning communities
- Help and assist in setting up the classroom and opening school
- Share and reflect on the experiences with other UW Bothell students and faculty
- Develop professional relationships with school personnel and students
- Become immersed in the school
- Document professionalism with written feedback from cooperating teacher by using the September Experience form and self assessment using the Essential Professional Attributes form.
- Discuss with cooperating teacher the structure for academic support/tutoring for one period each day to be implemented by October 1
- Begin to co-plan and co-teach parts of lessons

A detailed syllabus of expectations, assignments, and observation guidelines will be given at the orientation session.

B EDUC 564 Student Teaching I & Professional Practice Seminar
Dates: September 30 through December 18, 2015

**Purposes of the autumn quarter field experience are to:**

- Work in a co-teaching model with a cooperating teacher
- Assume gradual responsibility for student learning
- Connect coursework and fieldwork through integrated assignments from Curriculum, Instruction, and Assessment (CIA) courses and beginning experiences with edTPA tasks and guiding questions.
• Build on habits of observation, collection of data, reflection and revision
• Become comfortable with formal observations and conference protocols
• Meet expectations to continue to BEDUC 565 “Student Teaching”

A course syllabus will outline details of the field expectations including the following:

• Teacher candidates resume tutoring/academic support responsibilities for one period every day
• Teachers and teacher candidates incorporate the co-teaching Model to scaffold and share responsibilities for student learning in 4 classes
• Teacher candidates will submit unit and lesson plans to cooperating teachers according to a pre-arranged schedule
• Teacher candidates will facilitate lessons and parts of lessons in October
• Teacher candidates will co-plan and co-teach at least 1 unit (20-25 lessons for: 2 or 3 sections of the same class for 2 weeks, OR 1 class for 4 weeks
• Teacher candidates will gradually assume leadership within the co-teaching model in December for 4 classes for at least 2 weeks before the holiday break
• Teacher candidates must complete 4 successful observations by their teaching associate to earn course credit and be recommended to proceed to full-time student teaching
• Attend Professional Practice Seminars on selected Thursdays, 4 - 6:00 p.m. (dates TBA)

B EDUC 565 (Winter Quarter) Student Teaching II
January 4, 2016 – March 18, 2016
Teacher candidates will be in their schools full time every day for eleven weeks excluding the school’s Winter Break (if applicable) and holidays.

B EDUC 591 Professional Practice Seminar
Professional Practice Seminars at UW Bothell will be held 4:00 -6:00 p.m. every other week (details TBA)

Purposes of Winter quarter B EDUC 565 “Student Teaching” and B EDUC 591 “Professional Practice Seminar” are to:

• Continue and further develop the learning goals from Autumn Quarter
• Build knowledge, skills, dispositions, and confidence to be recommended for certification to the State of Washington and Credit for B EDUC 565 and B EDUC 591
• Successfully complete the edTPA (Teacher Performance Assessment)

A course syllabus will outline further details of the Student Teaching and Professional Practice Seminar expectations including the following:

• Cooperating teacher and teacher candidates resume co-teaching model of student teaching
• Teacher candidates gradually assumes primary leadership responsibility, within co-teaching model, for 4 classes for 6 weeks (including December full time experience)
• Teacher candidates continues tutoring/academic support responsibilities every day for entire quarter
• Teacher candidates may allocate some time, near the end of the quarter, to observe other
teachers
• Teacher candidates will demonstrate evidence of positive impact on student learning through analysis of student work
• Teacher candidates will complete a minimum of 4 successful observations and conferences by their teaching associate
• Teacher candidates will successfully complete a Certification Portfolio
• Teacher candidates will complete and pass the edTPA, Teacher Performance Assessment.
• Teacher candidates will complete all necessary certification paperwork, payments and requirements
• Teacher candidates will make at least 4 family contacts by telephone or during personal conferences

Field Courses
B EDUC 591 Beginning the School Year (2 cr)
B EDUC 564 Field Experience (6 cr) Includes Professional Practice Seminars B EDUC 565 Student Teaching (10 cr) and B EDUC 591 Professional Practice Seminar (2 cr)
Student Teaching

Overview

Challenging and rewarding student teaching experiences are a hallmark of the UW Bothell Secondary and Middle Level Teacher Certification M.Ed. Guided and supported by university faculty, teaching associates, and cooperating teachers, teacher candidates will have multiple opportunities to learn, observe, and apply a variety of instructional methods and tools in diverse educational settings.

Student Teaching Objectives

University course content and assignments will be integrated with student teaching to provide teacher candidates with the following learning and teaching experiences.

Field assignments in public schools and classrooms provide opportunities to:

- Work with a cooperating teacher to plan, organize, deliver, and assess learning experiences (using the co-teaching model)
- Observe instruction, apply principles, and refine ideas about teaching and learning
- Reflect on and revise instruction based on assessment of student learning
- Adapt learning experiences for students with a variety of learning needs
- Demonstrate sensitivity to and understanding of the needs of learner from diverse racial, ethnic, and social class groups
- Demonstrate interpersonal, ethical, and professional behavior
- Learn from feedback from faculty, teaching associate, and cooperating teachers

Student Teaching Placements

Teacher candidates are placed in a classroom(s) in their endorsement area(s). Student teaching placement criteria include availability of subject placement in various schools, location and requests from schools and teacher candidates. Due the complexity of placement practices and availability, specific requests cannot be guaranteed. All student teaching placements are arranged by the UW Bothell Field Coordinator following applicable school and district policies.

A teacher candidate should communicate placement concerns to the Field Coordinator. Concerns expressed early have the greatest likelihood of being resolved.

Support by Faculty: Teaching Associates and Course Instructors

Teaching associates work with teacher candidates from the beginning of the school year through the student teaching quarter as evaluators, coaches, and mentors, and as co-facilitators of Professional Practice Seminars.

UW Bothell course instructors at the University include assignments in their coursework that teacher candidates complete in the field. In addition, teacher candidates draw on the principles and skills learned in coursework to demonstrate the field objectives.
Evaluation of Student Teaching

By the end of Winter quarter, the teacher candidates must have completed a minimum of 7 successful observations by teaching associate and be Meeting Expectations of all edTPA Observation and Conference Standards (aligned with edTPA Standards). The School of Educational Studies Observation Form will serve as a record of evidence of the Standards as well as the teacher candidate’s impact on student learning (Standard V), and reflective practice.

The Teacher Performance Assessment (edTPA) is a Washington State OSPI required evaluative tool used to assess a teacher candidate’s pedagogy, knowledge, and skills. The teacher candidates, teaching associate, and cooperating teacher will use the edTPA Standards to assess growth over time of pedagogy, knowledge and skills. The teacher candidates will choose standards to be assessed at each observation during winter quarter, but the teaching associate and cooperating teacher may choose additional or other standards as appropriate. (see Student Teaching Support and Assessment, Assessment & Evaluation of Field Experience FAQ, Teacher Performance Assessment, and Teacher School of Educational Studies Observation Form).

Recommendation for certification will also require completion of a Teacher Certification Portfolio. Successful completion of the M.Ed. will include completion of a M.Ed. Completion Dossier.
Teacher Candidate Roles and Responsibilities

Professionalism and Professional Ethics
Teacher candidates become professional members of their learning communities at UW Bothell and in their school placements. They should conduct themselves as professionals while being sensitive to their role as novices. Teacher candidates are expected to fully participate in both their field experience schools and their UW Bothell courses and seminar.

Teacher candidates must act in an ethical, moral, and professional way and conduct all interactions with students, building staff, and parents in an adult, professional manner. Teacher candidates will treat each student with dignity and provide equal opportunity for instruction.

All teacher candidates are expected to develop and maintain professional relationships with colleagues, administrators, students, student guardians, and all UW Bothell Secondary and Middle Level Teacher Certification M.Ed. staff and faculty. To develop trust with students and others in the learning environment, candidates should assume the attitude, manner, and responsibility of a person who will strive to make the best possible use of good common sense in every decision.

Teacher candidates should use co-teaching guidelines to develop and maintain a successful professional relationship with their cooperating teacher and others in the assigned building. With the cooperating teacher, the teacher candidates should establish a regular schedule for consultation and team planning, yet understand the limitations of the cooperating teacher’s time.

Teacher candidates are guests in the schools, and they will refrain from being judgmental about schools, students, or teachers. They must respect boundaries, knowledge, and experience of practitioners, even while developing their own educational philosophy and instructional practices. They are expected to maintain teacher schedules, submit unit and lesson plans in a timely manner, and meet any special conditions of the student teaching experience.

Teacher candidates are expected to initiate their own learning by asking relevant and appropriate questions, raising concerns, requesting help, seeking resources and materials, and making suggestions about responsibilities that they might assume. They should identify areas for their own professional growth and share these with their cooperating teacher and Teaching Associate.

School Policies and Expectations
Teacher candidates should become familiar with their respective school’s faculty and student policies, paying particular attention to management, discipline, safety, and emergency policies. Teacher candidates should always talk to school personnel before taking action in serious matters involving discipline or potential danger. Become familiar with all student interaction and emergency procedures.

Student Confidentiality and Mandatory Reporting
Washington State teachers are bound by law to seek help for students who they believe may be in danger on or off school grounds (see Mandatory Reporting, RCW 26.44.030). The confidence that a student places in their hands is important, but it must never replace the protection of the youth. If a student confides something that could potentially endanger him, her, or other students, the teacher candidates has a legal responsibility to inform the cooperating teacher, school counselor, building principal, teaching associate, or some other responsible member of the school staff. Even if the
teacher candidate is not sure, he/she legally must talk to others.

**Schedules and Attendance**

Teacher candidates are expected to attend all course and seminar sessions and to keep the districts contracted day for all student teaching assignments. To be successful in a professional preparation program, students must fully engage in all aspects of and place the highest priority on attendance and punctuality in all course and field requirements. Going above and beyond the basic requirements will enable UW Bothell teacher candidates to build a strong foundation of knowledge and skills and earn recommendations for the next steps of employment and/or further study.

During September Experience and Autumn Quarter, teacher candidates are expected to follow the University of Washington calendar, attending all classes at UW Bothell, even if those classes are scheduled during breaks in their field placement district’s calendar.

During Winter Quarter, teacher candidates will follow the district’s calendar. If UW and school district holidays, start days, and end days differ, teacher candidates will follow the school district schedule for their assigned field assignment. Students will be expected to attend UW Bothell classes if their school is not in session.

Cooperating teachers cannot excuse teacher candidates from field assignment responsibilities for reasons other than illness without permission from the teaching associate or field coordinator. Extended absences must be approved by the field coordinator.

If an emergency prevents the teacher candidates from attending any class, field assignment, or seminar, he/she should immediately notify all persons involved. For the school placement, this means the cooperating teacher, teaching associate, and school office manager.

The cooperating teacher, teaching associate, or field coordinator may require missed time to be made up to meet requirements and to provide continuity of experience. For absences of more than one day, notify the field coordinator as well. During field experiences, teacher candidates are to arrive and depart at the faculty’s contracted hours.

*Note: In the event of teacher strike, teacher candidates are not assigned to field placements until the strike is concluded.*

**Punctuality**

Teacher candidates must arrive to field assignments on time or early. State law requires teachers to be at work thirty minutes before and after school but most teacher candidates will find they need to stay beyond the teachers contracted day.

**Professional Appearance**

Teacher candidates should dress in a professional manner. As beginners, teacher candidates will want to be ready at any time for encounters with parents, administrators, or possibly school board members who may be in the building. Teacher candidates may become a part of the school community by taking part in casual Fridays or school spirit days, but on all other days, they should dress professionally.
Communication and Interaction with Students

Teacher candidates show mutual respect by addressing all parents and staff by their title (Miss, Ms., Mrs. or Mr. __________) plus family last name in front of students and parents. Students should address the teacher candidates with formal titles and last names.

Parental permission is required for students to ride in a car or meet with a teacher candidate off campus.

Teacher candidates should avoid any appearance of inappropriate behavior through actions or words that might be misinterpreted by students and parents.

Use of social networking, e-mail, or other electronic communication should be limited and should follow these guidelines:

- Never “friend” students on your social networking site.
- Think about what you post on your site - would you want your students, parents, or administrators to have this information or see these photos?
- Do not give your personal e-mail address out to your students. Use your district e-mail and always copy your cooperating teacher on communications with parents and students.
- Do not text students.
- Keep e-mail communications brief and related only to school issues. Archive messages or print out copies for your records.
- Communicate with the idea that whatever you write should be able to be read by your students’ parents and your administrator and could become public records.
- If a student sends you an inappropriate text or e-mail, do not respond, and immediately notify your cooperating teacher and/or administrator.

Lesson Planning and Formal Observations

Planning Documents (p.33-37), are required for every unit and lesson, with more detail required for formal observations. Teacher candidates are responsible for arranging formal observations and conferences (p.29) with the teaching associates, the cooperating teacher, and during Winter quarter with the building principal. The teacher candidates should always inform the cooperating teacher, in advance, of the teaching associate’s scheduled observations. Teacher candidates should always seek professional growth by reflecting on their own practice and accepting constructive feedback.

Participation in the Life of the School

Although teacher candidates’ primary focus and purpose at the field site are learning about teaching, they will want to be as involved in school and professional activities as possible. Teacher candidates should try to attend some school functions, open house programs, after-school events, and community events. Also, they should attend faculty meetings, team planning meetings and staff development programs to understand and contribute to the school community. Teacher candidates must remember their position as guests and use careful judgment about their contributions.

Communication Regarding Field Assignment

Always respect the privacy and dignity of students and their families and refrain from casual conversations concerning sensitive or embarrassing information about teachers, students, and/or their families. Maintain a professional tone when discussing schools, teachers, and students. Always use discretion and common sense.
When on the university campus, discuss classroom situations with extreme care. To maintain confidentiality, always use a pseudonym for the school and student involved.

Legal Assignment Policies

The laws of the State of Washington specify that only those individuals with valid teaching certificates shall have the primary responsibility for public school students in school-sponsored activities. Because teacher candidates do not have teaching certificates, they cannot assume primary responsibility for a school-sponsored activity (classroom, cafeteria, extra-curricular activities, etc.) except under supervision or delegation of a certified teacher, who retains legal responsibility for the students involved. Schools must hire a substitute teacher if the cooperating teacher is out of the building, because teacher candidates cannot have the legal responsibility for the classroom. See also Chapter 187-81 WAC Professional Certification - acts of unprofessional conduct.

Exception: The Intern Substitute Certificate is a temporary, limited teaching certificate that enables a teacher candidate to substitute during the student teaching II quarter in the classroom assigned for student teaching in the absence of his/her supervising teacher. This certificate must be approved by both school and university, and may be applied for toward the end of Autumn quarter through your e-certification account. Instructions can be found at: http://www.uwb.edu/k8certification/currentstudentinfo. The policies and needs of each school district will determine whether the teacher candidates can utilize the Intern Substitute Certificate. Building principals, district human resource personnel, and the field coordinator may be consulted for details on Intern Substitute Certification.
Cooperating Teacher Roles and Responsibilities

The cooperating teacher mentors the teacher candidates through the field assignment. Cooperating teachers are chosen because they model effective practices, are willing to talk about their decisions, and will provide specific feedback about developing practice. Through the co-teaching model, a teacher candidates and cooperating teacher will work together to plan, organize, deliver instruction, assess student learning, and share physical space. The cooperating teacher will work with a UW Bothell teaching associate to support the teacher candidate’s learning. This will include collaborative conversations, shared feedback, and documentation of evidence of the observation and conference standards aligned with edTPA and the Essential Professional Attributes.

A cooperating teacher will fulfill the following responsibilities:

Communications and Organization before School Begins
- Become comfortable with and incorporate the co-teaching model
- Locate a workspace in the classroom for the teacher candidates
- Exchange contact information with the teacher candidates and teaching associate.
- Direct the teacher candidates to the school calendar and invite him/her to appropriate professional days, open houses, parent conferences, etc.
- Help the teacher candidates obtain an ID badge for access to staff areas, parking, computers, and keys
- Establish a regular meeting time each week and periodic shorter check-in times at least daily
- Make available and discuss staff and school policies
- Introduce the teacher candidates to school staff

Establishing and Working with Co-Teaching
- Introduce the teacher candidates to the students in all classes and to all visitors
- Discuss long term and daily plans, and the delegation of responsibilities through the co-teaching models. Plan a gradual assumption of responsibilities
- Review co-teaching materials and discuss how to implement them. Ask for assistance from the teaching associate if unsure how to apply any aspects of the co-teaching model: http://www.uwb.edu/secondarycertmed/currentstudentinfo

Coaching and Mentoring
- Review and give feedback on all lesson plans before the teacher candidates teaches them
- Establish a schedule for the submission of all unit and daily plans
- Provide periodic written feedback when a teacher candidates takes the teaching role to help reflect on progress and to provide documentation of learning and growth
- Hold post-conference meetings with teacher candidates to ask for reflections, give positive feedback, and offer suggestions for improvement
- Support the teacher candidate’s selection of curriculum for the edTPA and assist in videotaping as needed

*Note: Even if a teacher candidate is using established curriculum, he/she is expected to document decisions about instructional elements such as connections, adaptions, examples, timing, and closure.
Collaboration with Teaching Associate and UW Bothell

- Attend 2 cooperating teacher-teacher candidate workshops at UWB: 9/29, 10/29, 4:30 - 7:30 p.m.
- Discuss and establish a schedule to phase into full time student teaching responsibilities
- Allow the teacher candidates to try pedagogy that may be different while still respecting and supporting established curriculum and practices
- Observe at least once with the teaching associate during Autumn quarter and at least once during Winter quarter
- Participate in conferences with the teacher candidates and teaching associate as often as possible
- Communicate observations and evidence of the teacher candidate’s progress with the teaching associate
- Relate any questions or concerns to the teaching associate

Evaluations and References

- Complete the September Experience form
- Complete the Essential Professional Attributes Assessment with the teaching associate and confer about evidence of Observation and Conference Standards
- Initial teacher candidate’s documentation of instructional hours (teacher candidates will present form each week)
- At the conclusion of Student Teaching II, write and submit a letter of recommendation to UW Bothell Program Office (see p. 25) and provide a signed copy to the teacher candidate
- Provide the teacher candidates with contact information for future telephone or confidential online references
- Provide feedback to UW Bothell by completing an online confidential evaluation about the experience of being a cooperating teacher
Cooperating Teacher Letter of Recommendation

Guidelines

The letter of recommendation will serve as both final evaluation for certification for the university and letter of recommendation for the teacher candidates. No additional letters of recommendation are necessary. Try to keep your letter to one page, but if the letter exceeds a page, submit a second page. Cooperating teachers should print the final evaluation on school letterhead and provide one original copy for both the teacher candidates and the university. Electronic copies should be in PDF format.

Letters of recommendation are a required part of the application process in all school districts in Washington State. They are vital to the selection process and they help selection teams determine candidates to interview. School districts expect to see evaluations from the cooperating teacher, building principal, and university teaching associate. The final evaluation/letter of recommendation is also a required certification document for this program.

The letter is a reflective narrative describing the commitment the teacher candidates has to teaching and preparation. Keeping a copy of weekly written observation notes is a good reference tool for writing the final evaluation letter. Try to use examples to describe the professional preparation skills and personal attributes of the candidate. Remember, every word is critical. What is not stated about a candidate is as important as what is stated about a candidate.

Cooperating teachers should note that all final evaluations/letters of recommendation at the University of Washington Bothell are open. The university does not provide placement file services for teacher candidates. Besides the final letter of recommendation, the teacher candidates may ask the cooperating teacher to complete confidential reference forms from school districts.

Please sign and date the letter of recommendation, keep a copy for personal records, and mail a signed copy to this address below within a week of your teacher candidates last day. Your honorarium will be mailed after receipt of your letter:

“Final Evaluation”
Secondary Teacher Education
M.Ed. UWB School of Educational Studies
Box 358531
18115 Campus Way NE
Bothell, Washington 98011-8246

NOTE: Please use a salutation on your letter of recommendation that will be appropriate for multiple school districts.
As appropriate, address the following in your narrative:

- Your recommendation (how strongly you recommend)
- Description of setting and classes taught
- Personal characteristics including commitment to equity and inclusion
- Organization and planning skills
- Representations of content
- Knowledge of standards
- Assessment strategies and evidence of student learning
- Relationships with students, staff, parents
- Relationships and accommodations for students with diverse needs
- Classroom learning environment and arrangement
- Extracurricular activities, professional involvement
- Creativity, initiative

Use descriptive words whenever possible. Powerful word choices might include:

- articulate • efficient • empathetic • willing to • self motivated
- intelligent • confident • significant • creative • enthusiastic
- expressive • flexible • sophisticated • imaginative • effective
- cooperative • organized • committed • student- • knowledgeable
- dependable • reflective • innovative • observant

References should not be made to the teacher candidate’s race, color, national origin, disability, age, and marital or parental status.

Advocate for an exceptional teacher candidates by ending the letter with a descriptive, positive statement such as:

- This is the best teacher candidates I have ever had...
- This teacher candidate is in the top 5% of all the candidates I have worked with...
- One would never know that this is a beginning teacher. A readiness to teach is highly evident...
- If you are fortunate to be reading this candidate’s file, offer an interview before another school district hires this person...

If the teacher candidate has met program standards but needs more time to develop his or her teaching skills, this additional preparation must also be noted, and the candidate should be well aware that his or her skills need further development. Substitute teaching may be a good option.
Building Principal Roles and Responsibilities

In his or her role as instructional leader, the principal (or designated personnel) facilitates and supports teacher candidate professional development.

Typically, the building principal:

- Oversees teacher candidate placement interviews in coordination with the secondary field coordinator
- Arranges for teacher candidates orientation to the school, policies and expectations
- Observes the teacher candidates informally, providing feedback as appropriate
- Checks progress periodically with the cooperating teacher and reports any concerns to the teaching associate and the secondary field coordinator
- Makes at least one formal observation with feedback during Winter Quarter
- Writes a letter of recommendation if requested by the teacher candidate
- Arranges for teacher candidates to attend professional development opportunities as appropriate
- Gives feedback to the secondary field coordinator about the co-teaching model and makes recommendations about future placements
Student Teaching Support and Assessment

Teaching Associate Roles and Responsibilities
The University of Washington Bothell teaching associate acts as liaison between teacher candidates, University, and school placement. The teaching associate is a facilitator who advises the teacher candidates and is a resource for the cooperating teacher. He/she maintains close communication with the teacher candidate, the cooperating teacher, and UWB faculty and staff throughout the field assignment.

Typically, the teaching associate will:

- Meet with the cooperating teacher and teacher candidates to facilitate coordination of field assignment expectations
- Observe the teacher candidates in a teaching role a minimum of four times Autumn quarter and three times Winter quarter
- Complete the Observation and Conference form and provide written feedback to the teacher candidates, including a summary of strengths and suggestions/goals for further development
- Observes at least once with the cooperating teacher during Autumn quarter and once during Winter quarter. Collaborate to fill out the Essential Professional Attributes and the School of Educational Studies Observation Form
- Submit records of observations and evaluations to the field coordinator
- Meet regularly and maintain communication with the cooperating teacher
- Write a final letter of recommendation for certification and the teacher candidate’s job search
- Meet with building principal as appropriate
- Facilitate and mediate any necessary problem solving
- Co-plan and co-facilitate professional practice seminars on campus
- Attend meetings on campus to plan professional practice seminars and collaborate on mentoring and supervision practices
- Attend one CIA class during Autumn quarter and one or more secondary workgroup meetings during Autumn and Winter quarter
Observation and Conference Protocols

After a teacher candidate schedules a formal observation with the assigned teaching associate, the candidate will use the expectations below to prepare for the observation and conference. Teaching associate or cooperating teachers may make some modifications to meet individual needs, schedules or school contexts.

Before the Observation

Teacher candidates will:

- Prepare and email lesson plans to teaching associate observer and the cooperating teacher in advance (at least 2 days)
- Have a printed copy available at the observation
- Clearly indicate two Observation and Conference Standards for the observer to particularly note evidence and evaluate.
- Invite the cooperating teacher to participate in the observation and conference.

During Observations

The observer will take observation notes and will focus particularly on evidence of student learning. Observers often walk around and interact with students if they are working individually or in small groups.

Post-Observation Conference

The teaching associate will use the School of Educational Studies Observation Form. The observer will note the 2 Standards selected by the teacher candidates from his/her lesson plan.

The observer will use the following headings during the conferences:

- Expected Student Learning
- Evidence of Student Learning
- Actions/Strategies that Promoted Student Learning
- Suggestions/Goals

The teacher candidates will be asked to reflect on these categories either before or during the conference conversation. Teacher candidates are often asked to reflect in writing prior to the conference to allow both parties to gather their thoughts. Observers will record the main points of the conference, so that candidates will have immediate feedback and can remember the conversation. Teacher candidates will be given or emailed a copy of the notes and the record of the conference. Both candidate and observer must sign at the bottom of the form to document the observation and conference.

During the conference, teacher candidates will usually be asked the questions below unless a situation calls for modifications. Either the candidate or the observer might ask for on-the-spot revisions. The questions below are meant to guide the candidate’s focus on student learning and are not meant to be exclusive.

- How did the lesson go? Or how did teaching feel today?
- What did you expect students to learn?
- What evidence (refer to evidence as often as possible) do you have that the students did, or did not, learn?
- What did you do that promoted learning? (such as strategies and communications)
• What changes would you want to make?
• What changes have you made after reflecting on our previous observation?
• What support do you need to make changes?
• When/how can you implement your changes?
• How are conferences helpful and do you have any needs or suggestions?

The teaching associate should meet or check-in with the cooperating teacher at each observation. If the cooperating teacher is absent, the teacher candidates should share the observation and conference notes with him/her. At the conclusion of the conference, set up a tentative, or firm, date for the next observation and conference.
Assessment & Evaluation of Field Experience & Student Teaching FAQ

1. How will my student teaching be evaluated?
To receive a Credit grade for student teaching and be recommended for a Residency Certificate you need to demonstrate evidence during a minimum of three observations during autumn quarter and a minimum of four observations during winter quarter, that you meet expectations of the UW Bothell program as defined by the standards of the School of Educational Studies Observation Form, and the Essential Professional Attributes. Your teaching associate and cooperating teacher will evaluate evidence of your performance using observation notes and the Teacher School of Educational Studies Observation Form and the Essential Professional Attributes Form.

2. What do the following categories of “Meeting Expectations” mean? What evidence will demonstrate what I know and can do?

**+ Exceeding Expectations**
- Student performance indicates the teacher candidate integrates all relevant aspects of the Observation and Conference Standards.
- Evidence of student performance indicates the teacher candidates creatively and consistently applies relevant aspects of the standards in multiple contexts.
- The teacher candidate provides evidence that demonstrates clear understanding of the standards in multiple contexts.
- The teacher candidate begins to demonstrate teacher leadership roles pertaining to the standards in his/her school community.

**^Meeting Expectations**
- Student performance indicates the teacher candidates integrates most aspects of the standards
- The teacher candidate provides evidence that he/she consistently applies relevant aspects of the standards
- The teacher candidate provides evidence of understanding connections between the standards by applying relevant aspects in more than one context.

**~ Nearing Expectations**
- Student performance indicates the teacher candidate consciously applies some relevant aspects of the standards.
- The teacher candidate demonstrates he/she is beginning to apply important aspects of the standards.
- The teacher candidate demonstrates evidence he/she is beginning to make connections between the standards by applying relevant aspects in limited contexts.

**- Below Expectations**
- Student performance indicates the teacher candidate is not applying important aspects of the standards.
- The teacher candidate demonstrates that he/she inconsistently applies relevant aspects of the standards.
- The teacher candidate does not make relevant connections between the standards.

**N Not Observed**
*Note: Marks of Nearing Expectations or Below Expectations need to be addressed and improved by the next observation.*
Observation Documents

- Teacher School of Educational Studies Observation form
- Essential Professional Attributes
Teacher Performance Assessment (edTPA)

All teacher candidates in Washington State must complete and must the Teacher Performance Assessment (edTPA) to earn recommendation for certification. Students earning more than one subject endorsement will complete just one edTPA during the fulltime student teaching quarter.

The Washington TPA assessment is focused on the teacher candidate’s impact on student learning (WAC 181 -78A-010 (8-9)).

It is a work sample assessment in which the teacher candidate describes, analyzes, and evaluates the teaching of a 3-5 lessons called lesson segments. This assessment is built on the proposition that successful teaching is based on knowledge of subject matter and subject-specific pedagogy, knowledge of one’s students, involving students in monitoring their own learning process, reflecting and acting on candidate-based and student-based evidence of the effects of instruction on student learning, and considering research/theory about how students learn.

The edTPA directions, expectations, and rubrics are available in the edTPA Handbooks by subject. The concepts and tasks in the edTPA are integrated into course assignments, field experiences, and seminars. Assignments supporting edTPA begin during the September Experience and will continue until the edTPA submission date during winter quarter.
Planning Documents

You will need to keep a printed collection of your electronic planning documents that is available at all times to your cooperating teacher and UW Bothell teaching associate or other personnel. You will use these printed plans as a flexible and guiding ‘script’ and a place for immediate notes and reflections. Your planning notebook will provide accessible documents for discussion with your cooperating teacher and teaching associate.

The Planning Documents are:

1. **Context for Learning form** (from the edTPA) for each class. Be sure the class title and period is clearly labeled.
2. **Unit plan** for each unit you teach. The unit plan is a series of lessons sequencing and scaffolding standards and objectives that support Common Core State Standards, New Generation Science Standards (NGSS), district standards, and other learning objectives important within your discipline or specific to students in your classroom. Follow the guidelines from your CIA instructor, a format favored by your cooperating teacher, or a format from the curriculum that your school is using. This unit plan overview should be about 2-4 pages in length (longer and more in-depth for the submission to your certification portfolio and CIA assignments).
3. **Written lesson plans** for every lesson. These plans should include the essential components in the edTPA lesson plan guide as well as any subject specific components. You will be making decisions that you will describe in detail when you are observed by your teaching associate and as requested by your cooperating teacher. When you begin planning and teaching, your written plans will be very detailed to ensure you have addressed all important decisions. As you progress, you will write less, such as fewer detailed directions that will have become more automatic, but your daily lesson plans will need to document the key components that you will be communicating to the students. You should always include time frames (subject to adjustment) and a place to write reflections. A substitute teacher reasonably familiar with the curriculum should be able to follow the daily plans. Always include the bolded headings of the Lesson Planning Guidelines and then address all relevant components in your lesson plans.

Lesson Planning Guidelines, 2 formats are suggested (see next pages). The Lesson Plan Guidelines are in different formats to allow for personal preference. Both incorporate edTPA directions and expectations and may be modified for specific content planning.

Each subject that you teach should have a clearly marked section in a notebook with the Context for Learning forms on top, the unit plan, and each lesson plan in order. Unit and lesson plans need to be submitted for review and feedback by your cooperating teacher at least 2 days in advance, or earlier as requested by your cooperating teacher. Submitting several lesson plans at one time is preferable and will increase your confidence and sense of preparedness.
1. Context

(Context for Learning form from the TPA handbook is a separate document and should be available as a cover sheet for the lesson.) Specific context for this lesson if different than general context

2. Central Focus and Learning Targets

• What is the central focus (content big idea)?
• What are the content standards and learning targets?
• Why are these important?
• How do the targets and big ideas relate to your discipline and to your specific students?
• What students can do and what they need to learn
• Academic development, academic language, social/emotional development, family community assets
• What standards are addressed?

3. Academic Language

• What are the academic language demands of this lesson for these students?
• How will you support students’ academic language development?

4. Assessment of Student Learning

• How will you assess student learning?
• Formative assessment
• Student voice (self assessment)
• Summative assessment (What is the eventual summative assessment?)
• Accommodations/Modifications so that all students can show progress toward learning target
• Clear alignment between targets, students needs and interests, instruction and assessment

5. Instruction and Engagement to Support Student Learning

• Introduction
• Communication of learning targets are and why are they important
• Review of prior knowledge
• Instruction and Practice
• Learning tasks sequenced to build connections from prior knowledge to new knowledge
• Strategies to support students’ specific learning and behavioral needs (differentiation)
• Monitoring student learning and providing feedback
• Providing opportunities for student voice
• Closure
• Debrief lesson, review academic language assess progress toward learning targets, consider what may come next

6. Reflection

• Assessment of learning targets
• What did the students learn?
• How do you know?
• What worked? Didn’t work? For whom? Why? (content and academic language development)
• How does this assessment information inform what you plan to do in the next lesson?
• How did specific research/theory guide your selection of strategies and materials?
Context
Central focus for this lesson

Why are these content standards and learning targets important for these students at this time?
- What 1-3 standards are addressed?
- How do the targets and big ideas relate to your discipline and to your specific students?
- What can students do and what do they need to learn?

Central Focus, Learning Targets, and Assessment Evidence
Show clear alignment among targets, instruction, and assessment

<table>
<thead>
<tr>
<th>What is the central focus (Essential Understanding)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are your learning targets (Objectives)?</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
</tbody>
</table>

I = Informal Assessments  
F = Formative Assessments

How will you differentiate instruction and assessments to meet specific students’ needs?

Academic Language
What are the academic language demands of this lesson for these students?
How will you support and differentiate students’ academic language development?

Instruction and Engagement to Support Student Learning
What materials/preparation will be required in advance so this lesson will run smoothly?

Introduction
- Tell the students what the learning targets are and why they are important
- Review prior knowledge

Instruction and Engagement
- Sequence learning tasks to build connections from prior knowledge to new knowledge
- Use strategies to support each student’s specific learning and behavioral needs (differentiation)
- Monitor student learning and providing feedback
- Provide opportunities for student voice (self-assessment)

Closure
• Debrief lesson, assess learning, and/or review progress toward learning targets
• Consider what may come next

**Reflection**
• Assessment of learning targets
• What did the students learn?
• How do you know this?
• What worked? Didn’t work? For whom? Why?
• What did you change during the lesson?
• How does this reflection inform what you plan to do in the next lesson?
• What research and theories inform your decisions?
• What did you learn about yourself as a teacher?
Teacher Certification Portfolio

Overview
The Teacher Certification Portfolio is an electronic collection of work completed over several quarters that serves as a showcase of evidence demonstrating professional growth and readiness to transition to the role of a professional educator. There are required items, and candidates are encouraged to also include items that they consider strong evidence of their learning to teach.

The shell of the T-Cert Portfolio is begun using google sites in the third quarter (spring of first year) of the program. Several additional items are added during autumn and winter quarters, and the Philosophy of Teaching and Learning/Classroom Management Plan is returned each quarter to be updated and revised based on continuing development as a teacher.

The T-Cert Portfolio is due at the beginning of March (exact date TBA) of the second year of the program and will be the culminating assessment tool used by program faculty to determine whether each candidate is ready to be recommended for endorsement/certification. Therefore, the portfolio is assessed using the certification requirements published by the Office of the Superintendent of Public Instruction (OSPI) and the learning goals of the UWB Secondary and Middle Level Teacher Certification Program.

Elements of the T-Cert Portfolio
Each item needs to be included on the home page menu for easy access for readers. Be sure to include an easy means to maneuver between portfolio items (e.g., repeat the menu on all pages or provide a return to home link on each page). It is also helpful to provide a brief (a few sentences) introduction to the particular item/artifact. (What is it? When did you create it? What did you learn from creating and/or using it? What does it demonstrate about your preparation as a teacher?)

1. An Opening Reflection that orients the reader to the collection of portfolio artifacts, reflects on growth during the program, and explains how the displayed products show evidence of growth.
2. Philosophy of Teaching and Learning/Classroom Management Plan, revised to reflect the candidates professional growth at the end of the program.
3. A minimum of three fully developed Lesson Plans in the endorsement area (often developed during autumn quarter in a CIA course).
4. A Unit Plan with a minimum of 3 lessons. If the lesson plans in the unit are fully developed, they can also meet the requirement for 3 fully developed lesson plans. However, often the unit may be created long before it is taught, and the minimum three lessons may not yet be fully developed. The unit plan may be the same unit and lessons submitted for the edTPA; however, it will be assessed internally by program faculty (not externally by Pearson) and will need to demonstrate program goals.
5. Evidence of using Technology to Enhance Student Learning. This artifact may be a lesson or unit plan already included in the T-Cert Portfolio or a specific project focused on using technology to teach. The evidence needs to demonstrate more than using a doc cam or YouTube videos. Using a doc cam and YouTube videos are useful instructional supplements; however, this evidence should demonstrate students engaged in complex uses of technology. (Using the web to do research is not an example of complex use.) Examples might include having students learning with/from students in other geographical locations, creating interactive graphs, creating videos or digital stories, or collaborating using web 2.0 tools.
6. Professional Growth Plan (PGP) Required by OSPI (https://drive.google.com/file/d/0B5fkwEWTpK5PrnpCMzFXY0dtZFE/edit). This entry will be a draft of goals for further professional growth that will be revisited once a graduate is employed. The
PGP is aligned with districts’ Teacher/Principal Evaluation Plan (TPEP), the evaluation tool for teachers in Washington State. http://tpep-wa.org/

7. **Documentation of Interactions with Families.** Throughout student teaching (and perhaps during community-based learning projects), candidates need to document their communication with families of their students. Dates, reason for communication, and a summary of the communication are required. Change all names to initials or pseudonyms to protect confidentiality.

8. The **Completed EdTPA** (submitted to canvas).

* Forms will be provided to complete these requirements.
Job Placement Services

Teacher candidates should be given copies of letters of recommendations from cooperating teachers, teaching associate, and administrators to be used in applications for teaching positions. The University of Washington Bothell School of Educational Studies and Career Services will hold a workshop designed to provide information about how to search for and apply for teaching positions. UW Bothell does not have a placement file office or service for managing and sending recommendations.

**Interfolio:** [www.interfolio.com](http://www.interfolio.com)

Most students manage references for teaching applications themselves, but they may utilize Interfolio, Inc. for the online management of credentials and letters of recommendation. Interfolio is well established as the premier online credentials management service for candidates applying for graduate study or academic positions. Interfolio’s service allows students and alumni to create and manage a digital record of their credentials, including confidential and non-confidential letters of recommendation, teacher evaluations, writing samples, CVs, pre-health evaluations, and more. Students applying for positions internationally, positions other than teaching, or graduate schools may want to take advantage of the Interfolio option.
M.Ed. Completion Dossier

The M.Ed. Completion Dossier is a requirement for completing the M.Ed. in addition to requirements for certification. Because of some overlap between the M.Ed. Completion Dossier and T-Cert Portfolio, a brief description is included in this Handbook. However, candidates need to access more complete information on the School of Educational Studies website and discuss their dossiers with their faculty advisors.

Purpose of the Completion Dossier

The M.Ed. Completion Dossier demonstrates graduate students’ comprehensive knowledge, skills, and dispositions associated with the School of Educational Studies’ mission and goals for academic learning and professional practice in education.

UW Bothell prepares innovative, ethical practitioners who are grounded in intellectual and professional communities and who are dedicated to educating diverse students.

Our primary learning goals are:

- Innovation grounded in knowledge of students and learning
- Innovation in times of educational change
- Ethical practice
- Practice grounded in intellectual and professional communities
- Dedication to educating diverse students

Organization of the M.Ed. Completion Dossier

The M.Ed. Completion Dossier is completed electronically using Google sites. There are four sections, including:

I. Introduction
II. Four Academic Products
III. Application Product
IV. Reflection

Application Product

The application product is intended to reflect practice in the area of specialization during graduate study. The application product for students in the Secondary and Middle Level Teacher Certification M.Ed. Program is the T-Cert Portfolio (including the edTPA). Since the T-Cert Portfolio is completed winter quarter using Google sites, it can easily be linked to the M.Ed. Completion Dossier.

Dossier Guidelines on the Web

See the Completion Dossier Introduction and Guidelines for an overview of the dossier and description of the four sections:

uwb.edu/med/medstudenthandbook/acadprogramrequirements/completiondossier
The UW Bothell School of Educational Studies staff, faculty, and their colleagues in the public schools take very seriously their responsibility to prepare and recommend for certification individuals who uphold the highest intellectual, moral, ethical, and personal standards of the profession. The Secondary and Middle Level Teacher Certification M.Ed. curriculum, including its coursework and its program of intensive observations and participation in public schools, is designed to nurture professional excellence. The faculty and staff expect to fully support all teacher candidates toward successful completion of the program. The program promotes collaboration, rather than competition, among the teacher candidates.

The Secondary and Middle Level Teacher Certification M.Ed. Program is critically aware that during field experiences its teacher candidates are working almost daily with vulnerable and impressionable youth. Along with the public schools, the Secondary and Middle Level Teacher Certification M.Ed. has legal and moral obligations to protect public school students from harm. Our policies reflect the seriousness of these responsibilities. They are designed to safeguard students, enhance the teaching profession, and guide teacher candidates. Before teacher candidates begin working in public schools or with students, their university instructors will introduce aspects of school law and explain academic, professional, and personal requirements for success in the program.
Special Circumstances

The program recognizes that there may be an occasional teacher candidate who is having difficulty meeting program standards within the time frame allowed for certification. The program staff must inform teacher candidates who are having difficulties as early as possible, allow them the opportunity to address the problems, and provide them support in addressing the problems.

When and if appropriate, a teacher candidate will be assigned a Guidance and Support Team (GST) of faculty and staff. The GST will be available to offer support, advocacy and intervention where needed. However, if teacher candidates cannot make adequate progress in a timely fashion, they will be advised to take a leave of absence or be dismissed from the program.

In case of a serious breach of professional standards or legal obligations, a teacher candidate may be immediately removed from their field placement and may be dismissed from the Secondary and Middle Level Teacher Certification M.Ed.

Field Placement Concerns

Concerns
As with any kind of work with a wide variety of people, problems and conflicts with individuals or groups may occur from time to time. Teacher candidates are expected to openly and honestly communicate their concerns. The earlier the concern is discussed, the greater the chance there is for a positive resolution.

The UW Bothell Secondary and Middle Level Teacher Certification M.Ed. provides teacher candidates with direct support from cooperating teachers, teaching associates, building principals, faculty and the field coordinator. All of these professionals are available to help teacher candidates be successful.

If a concern involves a cooperating teacher, teacher candidates are encouraged to discuss the issue directly with the cooperating teacher. If the teacher candidates would like professional advice on the matter before discussing the issue with the cooperating teacher, he/she is encouraged to confer with the teaching associate.

If a teacher candidate’s concerns cannot be resolved, the field coordinator may provide additional support to both teacher candidates and teaching associate. The teaching associate and field coordinator will meet with the teacher candidates to discuss the field situation. Additional field observations, and/or meetings with the cooperating teacher or principal may be arranged. Issues of concern will be openly addressed and through the Guidance and Support Team (GST) process a plan for resolving the concerns will be developed and implemented.

Changes
Not every placement, no matter how carefully arranged, will prove to be suitable or compatible to the needs and interests of students, cooperating teacher, or teacher candidates. At the same time, changes in field placements are disruptive to students, instructional sites, public school faculty, and the instructional program of the Secondary and Middle Level Teacher Certification M.Ed. A change will be recommended only when all other options have been exhausted. Field placement changes may be initiated by the university, field site (cooperating teacher or building principal), or teacher candidates.
At any point in the program, UW Bothell may reassign or remove a teacher candidate. The field coordinator, teaching associate, program faculty, or school personnel may remove a teacher candidate if they judge that the candidate is not succeeding in the placement, or the candidate’s presence in the classroom may negatively impact student learning.

Field Site Dismissal
If at any time the cooperating teacher or the building principal request that the teacher candidate be removed from the classroom or building, the removal will be effective immediately.

A teacher candidate who is removed from a classroom because of a serious breach of professional standards or ethics or other causes that pose potential harm to students, the school or its staff, or the Secondary and Middle Level Teacher Certification M.Ed., shall be subject to program dismissal procedures and will receive No Credit for the relevant field experience course.

The teacher candidate’s ability to continue in the program will be determined by the UW Bothell School of Educational Studies Dean with input from program faculty and staff.

Teacher candidates Initiated Change
Teacher candidates must be in good standing to request a change in field placement. Field placement changes will be made only after every effort has been made to resolve concerns within the assigned field site. The need for changes in field placements is determined on a case-by-case basis.

In order to request a change in placement, the teacher candidates must submit a written formal request for a change to the field coordinator. This request should include the (1) reason for the request and (2) documentation of the steps that the teacher candidates has taken to make the field experience an appropriate environment for demonstrating and developing his or her teaching potential. The Field Coordinator will arrange a new field placement interview when necessary.

Depending on the circumstances, the teacher candidates may be asked to remain for the quarter and be reassigned to a new field placement in the next quarter.

All field placements take time to arrange. Securing a new placement, especially during the full-time teaching teacher candidateship, might result in loss of teaching time in the field, which will need to be made-up in order to fulfill certification and program requirements.

**Intervention and Support**

**Guidance and Support Team (GST)**

What is a Guidance and Support Team?
When a teacher candidate is experiencing difficulties in any course and/or in the field that may jeopardize his or her successful completion of the program, the teacher candidate, teaching associate, cooperating teacher, faculty member, program Dean, or field coordinator may request the formation of a Guidance and Support Team (GST) for feedback and the formulation of a plan of action. The GST will monitor the progress of the teacher candidate and will make recommendations to the Dean of the School of Educational Studies about the candidate’s status in the program.
Formal Procedure

A GST may be initiated by the teacher candidate, faculty, teaching associate, cooperating teacher, administrator, field coordinator, or other personnel working with a teacher candidate. Initiating parties notify the teacher candidate in writing that his or her presence is required at a meeting of the GST. If the process is initiated by the teacher candidate, he or she formally requests the formation of a GST in writing to the Associate Dean.

Together the teacher candidate and the GST will develop a plan of action, a timeline to remedy the issue(s), and the expected consequences. This plan of action becomes part of the teacher candidate’s program file. The plan of action and timeline will include specific plans for follow-up support and review of progress.

The GST Meeting

*The meeting will include, but is not restricted to*
- Detailed description of the problem(s) from the teacher candidate and all involved parties
- Changes necessary for success
- Specific supports for the teacher candidates
- Time lines, with check points, for changes to be accomplished and maintained
- Consequences if changes are not made

Evaluation of Progress

If problems persist after the appropriate steps have been taken, the GST will reconvene to consider the status of the teacher candidate’s performance or lack of progress. The GST may then make one of the following recommendations:
- Revise the plan of action
- Remove the teacher candidate immediately from the classroom and program
- Require the teacher candidate to take a leave of absence with specific plans for remediation and a timeline established through the GST process
- Require the teacher candidate to reapply to a future cohort for additional coursework, field experiences, and/or student teaching experience
- The teacher candidate may voluntarily withdraw from the program

Dismissal Procedures

If the ultimate decision is to dismiss the teacher candidate, the Dean of the School of Educational Studies will forward a recommendation regarding dismissal to the Vice Chancellor for Academic Affairs. The teacher candidate may appeal this decision to the Vice Chancellor for Academic Affairs through the University of Washington Bothell academic grievance procedures of the UW Human Rights Commission.

Withdrawal During Student Teaching Quarter

Students who withdraw from the program during any quarter are subject to the university’s policies on incompletes and withdrawals. If a student is not making satisfactory progress s/he will not be given a grade of ‘Incomplete’ for any coursework from that current quarter.

Tuition Reimbursement Policy

In the case of an unplanned withdrawal, particularly after the current quarter has begun students should be aware of University policies for tuition reimbursement.
Washington Residency Certification Policies

UW Bothell and State Requirements

The Washington State Office of the Superintendent of Public Instruction (OSPI) is the state governing agency which licenses educators. The Professional Educator Standards Board (PESB) approves professional teacher education programs. Admission to the University of Washington Bothell Secondary and Middle Level Teacher Certification M.Ed. Program does not guarantee a teaching credential or endorsement in the state of Washington. The University can only recommend students for certification to teach; OSPI is the official body to award or deny certification and endorsements.

Certification Application
Prior to student teaching, candidates will have completed the Pre-Residency Certificate Clearance Application for their Washington Residency Teacher Certificate (the first level of teaching certification) via the E-Certification system (www.k12.wa.us/Certification/e-Cert/default.aspx) so that they will have valid credentials for any subsequent teaching positions.

Fingerprint Clearance
The Washington State Patrol and FBI fingerprinting clearance must be current and listed in the Office of Superintendent of Public Instruction’s (OSPI) database and must stay current through completion of the program and OSPI issuance of teacher certificates.

Certification Recommendation
Toward the end of full-time student teaching the program coordinator will compile a list of all teacher candidates who have, to that point, met all University of Washington Bothell requirements for residency certification. The Program Coordinator will distribute this list to all Secondary and Middle Level Teacher Certification M.Ed. Program faculty and teaching associate, asking them if they know of any reason why any teacher candidates should not be recommended for the Residency Teacher Certificate.

Should any Secondary and Middle Level Teacher Certification M.Ed. Program faculty or teaching associate register serious reservations about the certification of a candidate, the Dean of the School of Educational Studies shall convene faculty, teaching associate, and cooperating teacher who worked with the teacher candidates to hear all reservations about the candidate. The Dean shall judge the merits of the concerns and shall determine whether the teacher candidates shall be recommended. The Dean’s decision may be appealed by Secondary and Middle Level Teacher Certification M.Ed. Program faculty or staff to the Vice Chancellor for Academic Affairs. The teacher candidates may appeal the decision to the Vice Chancellor for Academic Affairs through the academic grievance procedures of the UW Human Rights Commission.

Certification Fees
Certification fees are paid during the full-time student teaching quarter directly via the E-Certification System. These fees are set by the state and are subject to change.
Academic Policies

The University of Washington Bothell Secondary and Middle Level Teacher Certification M.Ed. is designed to meet the requirements established by the Washington State Office of the Superintendent of Public Instruction (OSPI) for a Residency Teaching Certification to teach in any middle or high school in the state of Washington in endorsed subjects. In order to be recommended for certification, candidates must satisfactorily complete all program requirements.

Academic Performance
Candidates are responsible for being aware of all applicable academic policies and deadlines as found in official University of Washington publications:
• University of Washington Bothell Catalog
• Quarterly University bulletins
• University of Washington Student Code
• University of Washington Graduate School Policies, Procedures, and Requirements

Because the Secondary and Middle Level Teacher Certification M.Ed. is a professional program designed around a cohort model of professional development, the following academic policies also apply:

Satisfactory Progress
In this sequential program, university and school placement courses build upon the work of previous quarters. Candidates are required to complete all program requirements in sequence. If for any reason, a candidate is unable to complete program requirements in any quarter, and they will be expected to participate in a Guidance and Support Team (GST) meeting and may have to leave the program. Candidates who leave the program may be required to reapply to the program the following year in order to return. If they are readmitted, they will be expected to begin the program again as a contributing member of a new cohort.

Program Grading Policies
• Successful completion of individual courses is defined as earning a final grade of 2.7 or higher in numerically graded courses, or successfully fulfilling all requirements to earn Credit for Credit/No Credit (CR/NC) courses.
• All numerically graded courses must be taken for a numeric grade. The Satisfactory/Not Satisfactory (S/NS) option is not available for required courses.
• University policies for granting Incomplete or X grades apply to the secondary certification program. Because this program builds on knowledge and skills from previous quarters, candidates who must take an incomplete or receive an X grade will be expected to complete all work for the course by the start of the next quarter.
• Because the Certification Program is a professional program, grades in courses and evaluations of required student teaching observations constitute only part of maintaining satisfactory progress. Candidates will also be evaluated quarterly on professional dispositions using the Essential Professional Attributes form. Appropriate faculty and staff will address any mark of “Usually” or below.
• Candidates must complete all student teaching assignments and are responsible for attendance during teachers’ contracted hours.
• Candidates must pass the edTPA and successfully complete a Certification Portfolio as culminating certification assessments. In addition the M.Ed. degree requires a Completion Dossier.
Any of the follow could result in dismissal from the program:

- Failing to maintain a 3.0 GPA at the end of any quarter
- Failure to pass (Meeting Expectations) the required number of student teaching observation each quarter

On Leave Status

- When a candidate in good academic standing faces unexpected circumstances that prevent completion of the program, he or she may request a period of being “On Leave” from the program and the Graduate School that would commence at the end of a given quarter. This request must be made in writing to the School of Educational Studies Dean and to the Graduate School. If approved, the candidate will be invited to resume courses and the student teaching work with another cohort, resuming studies at the corresponding point in the program.

Tuition Reimbursement Policy

In the case of an unplanned withdrawal, particularly after the current quarter has begun, candidates should be aware of university policies for tuition reimbursement. For more information go to: http://www.uwb.edu/students/tuition/.

Withdrawal During the Student Teaching I and II Quarters

Candidates who withdraw from the program or whose candidateship has ended during student teaching will be given a grade of No Credit for BEDUC 564 or 565 (Student Teaching I and II).

If the candidate applies to return to the program and the application is approved, the candidate will be required to repeat student teaching the following academic year. The student will be required to pay tuition and applicable fees for Student Teaching courses and Professional Practice Seminars if NC grade(s) were received.
Glossary of Terms

**Cohort** - Group of UW Bothell students progressing together through the Secondary and Middle Level Teacher Certification M.Ed. Program.

**Cooperating Teacher** - Classroom teacher serving as mentor to a teacher candidate whose field placement is in his or her room.

**Co-Teaching** - Two teachers working together with groups of students, sharing the planning, organization, delivery of instruction, assessment of student learning, and physical space.

**Course Instructor** - UW Bothell faculty member teaching a course in which field assignments are included.

**Field Coordinator** - UW Bothell staff member and liaison between the university and schools, the cooperating teacher, teaching associate and building principal. The field coordinator is responsible for placing teacher candidates, assigning and facilitating teaching associates, and managing field issues and concerns.

**Field Site** - School where teacher candidate is assigned for student teaching.

**GST** - The Guidance and Support Team, consisting of UW Bothell staff and faculty, who counsels, monitors, and reviews any assigned teacher candidates needing formal assistance.

**Intern Substitute Certification** - A temporary, limited teaching certificate that enables a teacher candidates to substitute, in the classroom to which assigned for student teaching, in the absence of his/her cooperating teacher. This certificate must be approved by both the school and the college, and is valid during the student teaching quarter.

**OSPI** - Washington State Office of the Superintendent of Public Instruction, the state governing body that licenses educators.

**Planning Documents** - Collection of unit and lesson plans, with accompanying assignments or other handouts. TPA context forms for each class are included for each class.

**Student Teaching/Field Placement** - School classroom in which teacher candidate will observe and teach.

**Student Teaching/Teacher Candidateship** - The two full quarters of field experiences: Autumn Quarter (including Beginning the School Year Experience), and Winter Quarter.

**Student Teaching II** - The final eleven-week period (Winter Quarter) where the intern gradually assumes the role of lead teacher. Responsibilities for leadership within Co-Teaching steadily increase.

**Teacher Candidates** - UW Bothell student enrolled in the Secondary and Middle Level Teacher Certification M.Ed. Program and participating in field experiences.

**Teacher Performance Assessment (edTPA)** - Washington State work sample assessment of teacher candidate’s knowledge and skills.

**Teaching Associate** - Person responsible for facilitating student teaching in the placement. The teaching associate will make several visits to the field placement, observing, evaluating and consulting with the teacher candidates and cooperating teacher.
Observation and Assessment Forms

- Teacher Education Program Observation Form
- Essential Professional Attributes of Teacher candidates
- Essential Professional Attributes Overview
- September Experience Feedback Form
- Teacher candidates Log

Forms can be found online: http://www.uwb.edu/secondarycertmed/currentstudentinfo
Appendix

Acts of Unprofessional Conduct

Professional Certification Washington Administrative Code

181-87-015
Accountability for acts of unprofessional conduct.
Any educational practitioner who commits an act of unprofessional conduct proscribed within this chapter may be held accountable for such conduct pursuant to the provisions of chapter 181-86 WAC.

181-87-020
Applicability of chapter to private conduct.
As a general rule, the provisions of this chapter shall not be applicable to the private conduct of an education practitioner except where the education practitioner’s role as a private person is not clearly distinguishable from the role as an education practitioner and the fulfillment of professional obligations.

181-87-025
Exclusivity of chapter.
No act, for the purpose of this chapter, shall be defined as an act of unprofessional conduct unless it is included in this chapter.

181-87-030
Prospective application of chapter and amendments.
The provisions of this chapter shall take effect ninety calendar days after adoption and shall apply prospectively to acts of unprofessional conduct committed after such effective date. Unless provided to the contrary, any revision shall take effect six months after adoption and shall apply prospectively from such effective date.
Education practitioner – Definition.
As used in this chapter, the term “education practitioner” means any certificate holder licensed under rules of the professional educator standards board to serve as a certificated employee.

181-87-040
Student – Definition.
As used in this chapter, the term “student” means the following:
1. Any student who is under the supervision, direction, or control of the education practitioner.
2. Any student enrolled in any school or school district served by the education practitioner.
3. Any student enrolled in any school or school district while attending a school related activity at which the education practitioner is performing professional duties.
4. Any former student who is under eighteen years of age and who has been under the supervision, direction, or control of the education practitioner. Former student, for the purpose of this section, includes but is not limited to drop-outs, graduates, and students who transfer to other districts or schools.

181-87-045
Colleague – Definition.
As used in this chapter, the term “colleague” means any person with whom the education practitioner has established a professional relationship and includes fellow workers and employees regardless of their status as education practitioners.

181-87-050
Misrepresentation or falsification in the course of professional practice.
Any falsification or deliberate misrepresentation, including omission, of a material fact by an education practitioner concerning any of the following is an act of unprofessional conduct:
1. Statement of professional qualifications.
2. Application or recommendation for professional employment, promotion, certification, or an endorsement.
3. Application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit.
4. Representation of completion of in service or continuing education credit hours.
5. Evaluations or grading of students and/or personnel.
6. Financial or program compliance reports submitted to state, federal, or other governmental agencies.
7. Information submitted in the course of an official inquiry by the superintendent of public instruction related to the following:
   i. Good moral character or personal fitness.
   ii. Acts of unprofessional conduct.
8. Information submitted in the course of an investigation by a law enforcement agency or by child protective services regarding school related criminal activity.
Alcohol or controlled substance abuse.

Unprofessional conduct includes:
(1) Being under the influence of alcohol or of a controlled substance, as defined in chapter 69.50 RCW, on school premises or at a school-sponsored activity involving students, following:
   (a) Notification to the education practitioner by his or her employer of concern regarding alcohol or substance abuse affecting job performance;
   (b) A recommendation by the employer that the education practitioner seek counseling or other appropriate and available assistance; and
   (c) The education practitioner has had a reasonable opportunity to obtain such assistance.
(2) The possession, use, or consumption on school premises or at a school sponsored activity of a Schedule 1 controlled substance, as defined by the state board of pharmacy, or a Schedule 2 controlled substance, as defined by the state board of pharmacy, without a prescription authorizing such use.
(3) The consumption of an alcoholic beverage on school premises or at a school sponsored activity involving students if such consumption is contrary to written policy of the school district or school building.

Disregard or abandonment of generally recognized professional standards.

Any performance of professional practice in flagrant disregard or clear abandonment of generally recognized professional standards in the course of any of the following professional practices is an act of unprofessional conduct:
(1) Assessment, treatment, instruction, or supervision of students.
(2) Employment or evaluation of personnel.
(3) Management of moneys or property.

Abandonment of contract for professional services.

Any permanent abandonment, constituting a substantial violation without good cause, of one of the following written contracts to perform professional services for a private school or a school or an educational service district is an act of unprofessional conduct:
(1) An employment contract, excluding any extracurricular or other specific activity within such contract or any supplementary contract.
(2) Professional service contract.

Unauthorized professional practice.

Any act performed without good cause that materially contributes to one of the following unauthorized professional practices is an act of unprofessional practice.
(1) The intentional employment of a person to serve as an employee in a position for which certification is required by rules of the professional educator standards board when such person does not possess, at the time of commencement of such responsibility, a valid certificate to hold the position for which such person is employed.
(2) The assignment or delegation in a school setting of any responsibility within the
scope of the authorized practice of nursing, physical therapy, or occupational therapy to a person not licensed to practice such profession unless such assignment or delegation is otherwise authorized by law, including the rules of the appropriate licensing board.

(3) The practice of education by a certificate holder during any period in which such certificate has been suspended.

(4) The failure of a certificate holder to abide by the conditions within an agreement, executed pursuant to WAC 181-86-160, to not continue or to accept education employment.

(5) The failure of a certificate holder to comply with any condition, limitation, or other order or decision entered pursuant to chapter 181-86 WAC.

(6) Provided, That for the purpose of this section, good cause includes, but is not limited to, exigent circumstances where immediate action is necessary to protect the health, safety, or general welfare of a student, colleague, or other affected person.

181-87-080
Sexual misconduct with students.

Unprofessional conduct includes the commission by an education practitioner of any sexually exploitive act with or to a student including, but not limited to, the following:

(1) Any sexual advance, verbal or physical;

(2) Sexual intercourse as defined in RCW 9A.44.010;

(3) Indecent exposure as defined in RCW 9A.88.010;

(4) Sexual contact, i.e., the intentional touching of the sexual or other intimate parts of a student except to the extent necessary and appropriate to attend to the hygienic or health needs of the student;

(5) Provided, That the provisions of this section shall not apply if at the time of the sexual conduct the participants are married to each other.

[06-02-051, recodified as § 181-87-080, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.70.005. 90-02-075, § 180-87-080, filed 1/2/90, effective 2/2/90.]

181-87-085
Furnishing alcohol or controlled substance to students.

Unprofessional conduct includes the illegal furnishing of alcohol or a controlled substance, as defined in chapter 69.50 RCW, to any student by an education practitioner.

[06-02-051, recodified as § 181-87-085, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.70.005. 90-02-075, § 180-87-085, filed 1/2/90, effective 2/2/90.]

181-87-090
Improper remunerative conduct.

Any deliberate act in the course of professional practice which requires or pressures students to purchase equipment, supplies, or services from the education practitioner in a private remunerative capacity is an act of unprofessional conduct.

[06-02-051, recodified as § 181-87-090, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.70.005. 90-02-075, § 180-87-090, filed 1/2/90, effective 2/2/90.]
181-87-093
Failure to assure the transfer of student record information or student records.

The failure of a principal or other certificated chief administrator of a public school building to make a good faith effort to assure compliance with RCW 28A.225.330 by establishing, distributing, and monitoring compliance with written procedures that are reasonably designed to implement the statute shall constitute an act of unprofessional conduct.

[06-02-051, recodified as § 181-87-093, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.410.010, 28A.225.330(3) and 1995 c 311. 96-08-012, § 180-87-093, filed 3/25/96, effective 4/25/96.]

181-87-095
Failure to file a complaint.

The intentional or knowing failure of an educational service district superintendent, a district superintendent, or a chief administrator of a private school to file a complaint pursuant to WAC 181-86-110 regarding the lack of good moral character or personal fitness of an education practitioner or the commission of an act of unprofessional conduct by an education practitioner is an act of unprofessional conduct.

[Statutory Authority: RCW 28A.410.210. 06-14-010, § 181-87-095, filed 6/22/06, effective 7/23/06. 06-02-051, recodified as § 181-87-095, filed 12/29/05, effective 1/1/06. Statutory Authority: RCW 28A.70.005. 90-02-075, § 180-87-095, filed 1/2/90, effective 2/2/90.]
Office of the Ombudsman

Roles and Responsibilities

- Act as a source of information and assistance to all members of the University community concerning University-related academic and non-academic rules, regulations, and procedures.
- Receive complaints from students and members of the faculty and staff with regard to alleged inequities. (No employee shall suffer loss of pay for reasonable time spent in bringing a complaint to the Ombudsman. No individual shall be retaliated against for using the services of the Ombudsman.)
- Bring the complaint to the attention of the appropriate University official, if it has not already been heard.
- Seek to resolve the difficulty between the aggrieved individual and the University official involved.
- Make recommendations to the President and appropriate authorities about desired or necessary changes in University rules, regulations, and procedures.

Executive Order 18 of the President

For more information go to: http://www.uwb.edu/ombudsman/role

University of Washington Policy Regarding Sexual Harassment

Sex discrimination in the form of sexual harassment, defined as the use of one’s authority or power, either explicitly or implicitly, to coerce another into unwanted sexual relations or to punish another for his or her refusal, or as the creation by a member of the University community of an intimidating, hostile or offensive working or educational environment through verbal or physical conduct of a sexual nature, shall be a violation of the University’s human rights policy. (University Handbook, Vol. IV, p.44).

While most harassment involves men harassing women, either men or women can be harassed by members of the same or opposite sex. The University of Washington policy prohibits all forms of sexual harassment. The University will carry out a thorough investigation, protecting the rights of both the person complaining and the alleged harasser.

The University has been successful in resolving sexual harassment complaints. If you believe you are being harassed, seek help the earlier the better. The University has designated special people to help you. Call the University Ombudsman and Ombudsman for Sexual Harassment at 206-543-0283 or 206-543-6028, or the University Complaint Investigation and Resolution Office at 206-616-2028.

For more information go to: http://www.washington.edu/students/saris/