Education Program
Secondary Teacher Certification M.Ed.

Certification Handbook
2009-2010
UW Bothell/Cascadia CC Campus Map
18115 Campus Way NE
Bothell, WA 98011-8246
www.uwb.edu
(425) 352-5000 1-800-763-6650
TDD (425) 352-5303 Fax (425) 352-5455

Campus Resources
ASUWB Student Government LBA 204 (425) 352-5363
Information Technologies LB2 218 (425) 352-5312
Career Center UW1 161 (425) 352-3706
Cashier's Office UW1 160 (425) 352-3246
Computer Lab UW1 102 (425) 352-5313
Counseling UW1 181 (425) 352-3183
Office of Special Services UW1 175 (425) 352-5307
Disability Support, Veterans’ and TDD (425) 352-5303
International Student Services FAX (425) 352-3581
Financial Aid UW1 160 (425) 352-5326
Childcare Voucher Program
Library LB1 (425) 352-3540
Ombudsman UW1 177 (425) 352-5238
Security & Campus Safety LB2 005 (425) 352-5359
Division of Enrollment Management UW1 160 (425) 352-5000
Admissions
Advising Center
Registration
Transcripts
Quantitative Skills Center UW2 134 (425) 352-3170
University Bookstore LB2 102 (425) 352-3344
Writing Center UW2 124 (425) 352-5253
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Education Program
The faculty and staff of the University of Washington Bothell Education Program welcome you to this 2009-2010 academic school year. As you embark on your respective roles as intern, cooperating teacher or clinical faculty, please use this handbook as your first reference for information about field experiences for the entire year. This information is intended to be shared among interns, cooperating teachers, clinical faculty, faculty, and staff.

Please feel free to highlight or underline any important passages, dates or time-sensitive portions. Actively using the handbook will make your year progress more smoothly. The handbook is not, however, the end-all of information. The university, usually through the Program Officer, will continue to communicate with you in other ways throughout the year. Please be aware the contents of the handbook are subject to change.

Field experiences, which begin summer quarter and continue until the end of winter quarter, provide interns an exciting, exploratory, and reflective learning journey.

As interns in the Secondary Teacher Certification M.Ed. Program, you are in a constant state of developmental change as you explore a teacher’s role. Every day in the field presents new opportunities for growth and for developing leadership and skills in the field of education.

Field experiences are a time of transition from being a university student to becoming a professional teacher. It is important that you begin to see yourself as a lifelong learner rather than a student fulfilling university requirements. Both your field-based experiences and your UW Bothell coursework are vital and integral components of your professional preparation.

The UW Bothell Secondary Teacher Certification M.Ed. Program is committed to helping interns foster professional skills that will be used throughout your careers. These skills involve communicating concerns, seeking appropriate solutions to concerns, and taking responsibility for your growth.

“...see yourself as a lifelong learner...”
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office: UW2 305A

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Educational Leadership
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office: UW2 331

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History
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Dramatic Art
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office: UW2 305
Interns work closely with their program peers on many university course assignments throughout the year. As you begin your field experiences, you will find your peers a powerful resource for sharing teaching ideas and solutions.

Current Contact Information

The Secondary Teacher Certification M.Ed. Program maintains a student roster that includes current contact information. Please keep it accurate by promptly reporting any changes to Dana Bigham, Secondary Teacher Certification M.Ed. Program Coordinator, by phone (425-352-3481) or e-mail (dbigham@uwb.edu). The UW Bothell Education Program does NOT receive updates from your MyUW accounts.

Cohort '10
Linda Arnoldi - Biology
Frank Avery - English/Language Arts and Social Studies
James Bogesvang - Mathematics
Michael Donojkowski - Mathematics
Ava Erickson - Mathematics
Chanhee Kim - Mathematics
Duane Krogh - Biology and Mathematics
Tatyana Malysh - Mathematics
Corey McCartney - English/Language Arts
Amy Melchior - English/Language Arts
Nell Niewiadomski - Biology
Mark Cooper Potoshnik - Social Studies
Kristin Ratigan - English/Language Arts
Nicholas Schmidt - Mathematics
Libby Scrofano - Social Studies and History
Lisa Sibbett - English/Language Arts and Social Studies
Kurt Snyder - Social Studies and History
Interns in the UW Bothell Secondary Teacher Certification M.Ed. Program should take full advantage of all the resources available to them on campus to maximize their field and academic experiences. They will find that the Education Program staff and faculty are committed to addressing and serving their needs by welcoming any of their comments, concerns, and questions.

**Education Program Office**

Many non-teaching functions of the program are carried out by the Education Program Office. The office hours are 8:00 to 5:30 p.m., Monday through Thursday, and 8:00 a.m. to 5:00 p.m. on Fridays. (Summer hours may vary.) The office maintains student files toward certification, including admission materials.

For information regarding the UW Bothell Secondary Teacher Certification M.Ed. Program or other university policies, interns may contact Dana Bigham, Program Coordinator, by phone (425-352-3481) or e-mail (dbigham@uwb.edu)

**Academic Advising**

Student questions or concerns about coursework or other academic matters should first be taken directly to the individual faculty member. After an initial discussion, the interns may then contact the Director for additional advice or help to resolve concerns.

Students may also communicate with faculty via e-mail. (See “Contact Information” p. 87.)

Any field concerns should be directed to Jon Howeiler, Program Officer for Field Experiences and Certification, by phone (425-352-5231) or e-mail (jhoweiler@uwb.edu).

**Communication**

The Education Program faculty and staff communicate with students in several ways:

- E-mail
- Class announcements
- Telephone
- Blackboard announcements
- U.S. Mail

To ensure timely communication, interns should keep their e-mail addresses, personal addresses, telephone numbers, and other contact information current. They should update this personal information via MyUW and contact Dana Bigham, Secondary Teacher Certification M.Ed. Program Coordinator by phone (425-352-3481) or e-mail (dbingham@uwb.edu).

**Quick Help Reference**

Interns who want to find the appropriate person, phone number, or website to answer a specific question or request, should refer to the following table.
# Quick Help Reference

<table>
<thead>
<tr>
<th>Question/Request</th>
<th>Contact</th>
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</thead>
<tbody>
<tr>
<td>Academic Calendar</td>
<td><a href="http://www.uwb.edu/students/registration/academ_cal.html">http://www.uwb.edu/students/registration/academ_cal.html</a></td>
</tr>
<tr>
<td>Address/phone/e-mail changes</td>
<td>Dana Bigham (425-352-3481); <a href="mailto:dbigham@uwb.edu">dbigham@uwb.edu</a></td>
</tr>
<tr>
<td>Campus departments</td>
<td><a href="http://www.uwb.edu/administration/">http://www.uwb.edu/administration/</a></td>
</tr>
<tr>
<td>Certification requirements</td>
<td>Jon Howeiler (425-352-5231); <a href="mailto:jhoweiler@uwb.edu">jhoweiler@uwb.edu</a></td>
</tr>
<tr>
<td>Course registration</td>
<td>Dana Bigham</td>
</tr>
<tr>
<td>Deferrals/Withdrawals from program</td>
<td>Dana Bigham and Jon Howeiler</td>
</tr>
<tr>
<td>Endorsements</td>
<td>Jon Howeiler</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.k12.wa.us/certification/profed/competency.aspx">http://www.k12.wa.us/certification/profed/competency.aspx</a></td>
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<tr>
<td>Field placements</td>
<td>Jon Howeiler</td>
</tr>
<tr>
<td>Financial Aid/Scholarships</td>
<td><a href="http://www.uwb.edu/students/finaid">http://www.uwb.edu/students/finaid</a></td>
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<tr>
<td>Inclement Weather Notification</td>
<td><a href="http://www.uwb.edu/">http://www.uwb.edu/</a></td>
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<tr>
<td>Media</td>
<td><a href="http://media.uwb.edu/">http://media.uwb.edu/</a></td>
</tr>
<tr>
<td>MyUW</td>
<td><a href="http://myuw.washington.edu">http://myuw.washington.edu</a></td>
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<td>Quantitative Skills Center</td>
<td><a href="http://www.uwb.edu/qsc/">http://www.uwb.edu/qsc/</a></td>
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<tr>
<td>Quarterly time schedule</td>
<td><a href="http://www.uwb.edu/students/registration/time/">http://www.uwb.edu/students/registration/time/</a></td>
</tr>
<tr>
<td>Office of special Services</td>
<td><a href="http://www.uwb.edu/students/services">http://www.uwb.edu/students/services</a></td>
</tr>
<tr>
<td>Tuition costs</td>
<td><a href="http://www.uwb.edu/students/">http://www.uwb.edu/students/</a> tuition/</td>
</tr>
<tr>
<td>UW Bothell main phone number</td>
<td>(425) 352-5000</td>
</tr>
<tr>
<td>UW Bothell main Web site</td>
<td><a href="http://www.uwb.edu">http://www.uwb.edu</a></td>
</tr>
<tr>
<td>Writing Center</td>
<td><a href="http://www.uwb.edu/writingcenter/">http://www.uwb.edu/writingcenter/</a></td>
</tr>
</tbody>
</table>
Important Dates to Remember

**Autumn Quarter 2009**

September 30  UWB Classes Begin
November 11    UW Veterans Day Holiday (Observed)
November 26-27 UW Thanksgiving Day Holiday
December 11    UWB Classes End
December 14-18 UWB Finals Week

**Winter Quarter 2010**

January 4      UWB Classes Begin
January 18     Martin Luther King, Jr. Holiday
February 15    Presidents’ Day Holiday
March 12       UWB Classes End
March 15-19    UWB Finals Week

**Spring Quarter 2010**

March 29       UWB Classes Begin
May 31         Memorial Day Holiday
June 4         UWB Classes End
June 7-11      UWB Finals Week
June 13        UWB Commencement

**UW Bothell Secondary Teacher Certification M.Ed. Program**

**Special Events**

Introduction to Field Placements Meeting
**August 27, 2009**  3:00 - 5:00 p.m., Library, room 203 (UW Bothell)

Cooperating Teacher, Field Instructor and Intern Mentoring Workshop
**TBD, 2009 or early 2010**  5:30 - 7:00 p.m., North Creek Events Center (UW Bothell)

Practice Interviews/Resumé Review and Networking
**March 4, 2010**  5:30 - 8:00 p.m., North Creek Events Center (UW Bothell)
Program Coursework
Mission

“UW Bothell prepares innovative, ethical practitioners who are grounded in intellectual and professional communities and who are dedicated to educating diverse students.”
The University of Washington Bothell Secondary Teacher Certification M.Ed. Program was initially developed and is continually revitalized through the collaborative efforts of the UW Bothell Education Program faculty and staff, and the teachers, principals, and other school administrators who serve on the Professional Education Advisory Board. 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. This commitment is summarized in our program’s Mission Statement (p. 11) and elaborated in our conceptual framework.

Educational Changes
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 compliance 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.” Washington state standards documents and other national curriculum organizations contain clear and compelling arguments for teaching for “understanding,” contextualizing knowledge, and applying what is learned in “real life” situations. Within the spirit of innovation, we expect our interns 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 towards learning.

Tested Innovations
Our Secondary Teacher Certification M.Ed. Program is built on a foundation of constructivist perspectives of cognitive development. Constructivism has challenged traditional conceptions of what it means to “know” and what it means to learn. Historically, formal education teaching was synonymous with “telling.” Constructivist teaching assumes more active, contextualized, and 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 interns to be mindful of their ethical and professional commitments to teaching all the students in their classrooms and 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 interns 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 interns to recognize that schooling in a democracy involves learning to thrive within ideological diversity as well
as ethnic and class diversity. We help interns understand how curriculum and pedagogy can be constructed to honor the strengths and beliefs of all students. We assist interns 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.

**Professional Practice and Support**

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 Secondary Teacher Certification M.Ed. Program, interns are expected to contribute to the professional development of members of their cohort. Faculty, academic support staff, and clinical faculty, together with the cooperating teachers in the schools, evidence collaborative decision-making and, where appropriate, engage the interns in that process. Field placements demonstrate for interns the potential for professional development in collaborative models of teaching. Because our interns 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 Diversity**

In our Secondary Teacher Certification M.Ed. Program we are committed to preparing future teachers who are dedicated to educating diverse students. Our interns engage in focused coursework 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 as well as differences between students themselves. Field placements within our program are designed to give interns experiences in several different settings where they can encounter the wide variations among students and their schools. We support our interns as they struggle to develop the skills and knowledge necessary to teach an increasingly diverse student population.
Coursework Overview

Cohort ‘10
Members complete seven consecutive quarters of coursework and a total of 59 to 64 credits.

Autumn Quarter 2008
B EDUC 556  Adolescent Development  
B EDUC 566  Education and Technology  
(Total Credits = 6)

Winter Quarter 2009
B EDUC 502  Teacher Self Knowledge  
B EDUC 557  Curriculum Studies and Classroom Practice  
(Total Credits = 8)

Spring Quarter 2009
B EDUC 504  Organizational Change  
AND ONE OF THE FOLLOWING  
B EDUC 559  Curriculum Instruction & Assessment in Secondary Math and Science I  
OR  
B EDUC 563  Curriculum Instruction & Assessment in Secondary English Methods  
OR  
B EDUC 558  Curriculum Instruction & Assessment in Secondary Social Studies and History  
(Total Credits = 8)

Summer Quarter 2009
B EDUC 564  Field Experience in Secondary Schools  
A course from your choice of graduate level electives  
(Total Credits = 6 to 8)

Autumn Quarter 2009
B EDUC 591  Special Topics: Introduction to Field Experiences (September Experience)  
B EDUC 564  Field Experience in Secondary Schools  
B EDUC 501  Inquiry in Education  
AND ONE OR MORE OF THE FOLLOWING  
B EDUC 560  Curriculum Instruction & Assessment in Secondary Math II  
OR  
B EDUC 563  Curriculum Instruction & Assessment in Secondary English Methods  
OR  
B EDUC 554  Curriculum Instruction & Assessment in Middle Grades and Secondary Science  
OR  
B EDUC 591  Special Topics: Curriculum, Instruction & Assessment in Secondary Social Studies and History  
(Total Credits = 13 to 16)

Winter Quarter 2010
B EDUC 565  Student Teaching  
B EDUC  Seminar: Reflections on Professional Practice  
B EDUC  Culminating Project or Paper  
(Total Credits=15)

Spring Quarter 2010
B EDUC  Culminating Project or Paper  
(Total Credits = 3)
The University of Washington Bothell Secondary Teacher Certification M.Ed. Program is designed to meet the requirements established by the Washington State Office of the Superintendent of Public Instruction (OSPI) for Residency Certification and endorsements in Biology, English/Language Arts, History, Mathematics, and Social Studies. The Secondary Teacher Certification M.Ed. program also aligns with the academic policies of the Graduate School of the University of Washington. In order to be recommended for certification and a Master of Education degree, interns must satisfactorily complete all program requirements.

Interns are expected to complete all courses and field experiences as a contributing member of their cohort. Interns who do not complete all program requirements with their cohort may reapply to the program. If they are readmitted, they will be expected to begin the program again as a contributing member of a new cohort.

**Academic Performance**

Interns are responsible for being aware of all academic policies and deadlines as published in the University of Washington Bothell Catalog, quarterly university bulletins, University of Washington Graduate School Policies and Procedures, and the University of Washington Student Code.

**Individual Courses**

- A minimum of 2.7 is required in each course that is counted toward a graduate degree.
- Grades below 1.7 are recorded 0.0 by the Registrar and do not count toward residency, total credit count, or grade and credit requirements.
- Based on the University of Washington Standard Grading System, the Satisfactory/Not Satisfactory (S/NS) option is not available for required courses in the Secondary Teacher Certification M.Ed., and courses taken S/NS will not count towards fulfilling certification requirements. With the approval of his or her graduate program advisor, an intern may elect to take any course for which he or she is eligible outside of his or her major academic unit on an S/NS basis. Neither S or NS is included in the cumulative grade point average.

University policies for granting Incomplete or X grades apply to UW Bothell Secondary Teacher Certification M.Ed. courses. An Incomplete is given only when the intern has been in attendance and completed satisfactory work until within two weeks of the end of the quarter and has furnished satisfactory evidence to the instructor that the work cannot be completed because of illness or other circumstances beyond the intern’s control.

Because this program builds on the knowledge and skills from previous quarters, interns 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.

No credits from other universities or other teacher certification programs may be transferred to the UW Bothell Secondary Teacher Certification M.Ed. program as a substitute for any certification requirements.

To fulfill master's degree requirements, a student may petition the Dean of the Graduate School for permission to transfer the equivalent of a maximum of six (6) credits of graduate level coursework taken while a registered graduate student in another recognized graduate school. These credits may not have been used to satisfy requirements for another degree. Credit by independent study, through correspondence, distance learning, or advanced credit examinations is not transferable.
Satisfactory Progress in the Program

As a cohort program, courses and field experiences build upon the work of previous quarters. Interns are required to complete all program requirements in sequence with their cohort. Interns must be aware that failing a course and/or falling short of program expectations in the field will have serious consequences for their status in the program. Academic or field problems must be addressed when they arise. Interns, faculty and staff may each initiate a Guidance and Support Team (GST) when problems do arise that could jeopardize the interns’ ability to finish the program. (See Appendix, Intervention and Support Procedures, p. 62.)

- Interns must maintain a cumulative GPA of 3.0 throughout the program. If an intern falls below a 3.0 GPA at the end of any quarter, procedures established by the Graduate School will be followed. The candidate will be placed on academic probation and a GST will be formed to develop an academic plan or, in severe cases, the candidate will be dismissed from the program without a period of probation. (See Graduate Student Handbook 2008-2009: Secondary Teacher Certification Master of Education, p. 24.)

- Interns must pass the required number of field observations per quarter, as designated in the Professional Development Guidelines (See pp. 30 - 35).

- Interns must successfully complete all field assignments. They are responsible for being in their assigned schools during all hours that they are assigned.

- Because the Secondary Teacher Certification M.Ed. includes a professional certification, grades in courses and evaluations of required field observations constitute only part of maintaining satisfactory progress in the program. Interns will also be evaluated quarterly on their professional disposition in the following categories (see also Appendix, Teacher Candidate Dispositions form, p. 64):
  - Classroom demeanor
  - Legal and ethical considerations
  - Attitudes towards children
  - Racial, gender, and ethnic attitudes
  - Relationships with other professionals and staff
  - Degree of interest or enthusiasm
  - Initiative
  - Interpersonal, social and behavioral competency essential for the teaching profession

On Leave and Deferral of Admissions:

On-Leave Status request must be made in writing to the Program Director and include a University of Washington Graduate School Petition of On-Leave Status form (available in the Education Program office), and a $35.00 fee.

If approved, the intern will be invited to resume courses and field work with another cohort, when necessary coursework not yet completed is offered again.

Admissions offers are for a particular cohort. Accepted applicants who cannot begin the program with the cohort to which they applied may reapply again at a later date.

All program requirements must be completed within six (6) calendar years (72 months).
Intervention and Support Procedures

When an intern is experiencing difficulties across several courses and/or in the field that may jeopardize his or her successful completion of the program, the intern, clinical faculty, cooperating teacher, faculty member, program director, or program officer 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 intern and will make recommendations to the program director about the intern’s status in the program.

Formal Procedure

Initiating parties notify intern in writing that his or her presence is required at a meeting of the GST. If the process is initiated by the intern, he or she formally requests the formation of a GST in writing to the Program Director.

Together the intern and the GST will develop a plan of action and a timeline to remedy the issue(s). This plan of action becomes part of the intern’s program file. A flowchart of this process can be found in this handbook. (See Appendix, Intervention and Support Procedures for Student Interns, p. 62.)

The plan of action and timeline will include specific plans for follow-up meetings to review progress or to revise the plan and timeline.

Dismissal Procedures

If problems persist after the appropriate steps have been taken, the GST will meet again to consider the status of the intern’s performance or lack of progress. Then the GST may make one of the following recommendations:

- Reconsider the plan of action
- Remove the intern immediately from the classroom and the program
- Require the intern to take a leave of absence with specific plans for remediation and a timeline established through the GST process
- Require the intern to return the following year for additional field experiences and/or student teaching experience
- The intern may voluntarily withdraw from the program.

Recommendations from this meeting will be sent to the Director of the Education Program.

If the ultimate decision is to dismiss the intern, the Director of the Education Program will forward a recommendation regarding dismissal to the Vice Chancellor for Academic Affairs.

The intern 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.

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. For more information go to: http://www.uwb.edu/students/tuition/.

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. Generally 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. For more information go to: http://www.uwb.edu/students/registration/policies.xhtml.
Office of the Ombudsman - Roles and Responsibilities

The University of Washington Office of the Ombudsman acts 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.

The Ombudsman receives 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.)

The Ombudsman’s office brings the complaint to the attention of the appropriate university official, if it has not already been heard.

The Ombudsman seeks to resolve the difficulty between the aggrieved individual and the university official involved.

The Office of the Ombudsman makes 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.xhtml

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 very 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 543-0283 or 543-6028, or the University Complaint Investigation and Resolution Office at 616-2028.

For more information go to: http://www.washington.edu/students/handbook/harass
Field Experience
Field Experience Basics

The UW Bothell Secondary Teacher Certification M.Ed. Program offers interns challenging and rewarding field experiences. Guided and supported by the university faculty, clinical faculty, and the cooperating teacher, interns will have multiple opportunities to learn, observe, and apply a variety of instructional methods and tools in educational settings.

Along with these varied teaching opportunities and increased responsibilities, interns are also expected to conduct themselves in a professional and ethical manner.

Field Objectives

The UW Bothell Secondary Teacher Certification M.Ed. Program integrates university course content and assignments with comprehensive field work to provide interns with the following learning and teaching experiences:

- Field assignments in public schools and classrooms
- Field experiences immersed in the life of schools and classrooms
- Opportunities to observe instruction, apply principles, practice skills, and refine ideas discussed in seminars, courses, and “brown bags”
- Opportunities to demonstrate sensitivity to and understanding of the needs of learners from diverse racial, ethnic, and social class groups
- Opportunities to demonstrate interpersonal, ethical, and professional behavior
- Authentic contexts for observation by and feedback from faculty, clinical faculty, and cooperating teachers

University Clinical Faculty

Each intern is under the direct supervision of the university clinical faculty and a cooperating teacher. The clinical faculty and Program Officer visit school sites during the September Experience. A clinical faculty member is assigned to each intern throughout the full-time teaching internship.

Clinical Faculty work closely with the intern, the cooperating teacher, and the building principal. The clinical faculty member assists and guides the intern and consults with the cooperating teacher regarding various aspects of the field experience.

Course instructors in the Secondary Teacher Certification M.Ed. Program include assignments in their coursework that interns must complete in the field. In addition, interns draw on the principles and skills learned in coursework to demonstrate interpersonal, ethical, and professional behavior in the field.

Field Placements

Interns are placed in a classroom(s) in their endorsement area(s). Each intern also has opportunities to observe and interact with students during the summer fieldwork. As interns move through the program, they will have opportunities to engage in observations, tutoring, small group instruction, and then to whole group instruction.

NOTE: All contacts regarding placements with schools are handled by the Program Officer at the University of Washington Bothell.

Schedules and Attendance

Prior to Winter quarter (full-time student teaching) interns are expected to follow the University 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 (full-time student teaching), however, interns will be in their classrooms on the same schedule as their cooperating teacher. When the University and school district holidays, start days, and end days differ, interns will follow the school district schedule for their assigned internship.
January 4, 2010, interns begin full time student teaching. They report to their field placement site daily and gradually assume full responsibility for lesson planning, instruction, and classroom management. (See Professional Development Guidelines, Winter Quarter, pp. 32-35, and Student Teaching Calendar, p. 38.) During Winter Quarter, interns will fulfill at least six weeks of full-time teaching and then transition the class back to their cooperating teacher. Interns will generally retain full responsibility for the classroom until the end of Winter Quarter (March 19, 2010).

During the days that interns spend in schools, they must be there for the regular contracted hours of the cooperating teacher. Exceptions to this rule must be approved by the Program Officer.

If an intern is absent for a whole day or any portion of the contact hours, he or she must notify the cooperating teacher and the UW Bothell clinical faculty member before the school day begins and then also phone or e-mail the Program Officer. If the absence is on a day of a planned visit from the clinical faculty, who cannot be contacted beforehand, the intern needs to leave a message with the school office.

Cooperating teachers cannot excuse interns from their student teaching responsibilities for reasons other than illness without permission from the clinical faculty or Program Officer. Extended absences must be submitted for approval to the UW Bothell Program Officer.

NOTE: In the event of teacher strike, interns will not report to their field assignments until the strike is concluded.

**Professionalism**

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

This professional attitude should be extended and exhibited in all contacts with the school and the community. In all of these relationships, interns should honor and respect all matters of confidentiality and loyalty.

A professional attitude should match a professional appearance. Present yourself as a professional teacher to students, parents, teachers and other staff in the building by wearing appropriate attire in your student teaching situation.

Practice common courtesy and address all parents and staff by their proper name (Miss, Ms., Mrs. or Mr. ____ ) in front of students and parents. In return, students should not be allowed to call you by your first name, unless the school setting accepts this informality.

Communicate immediately to the most appropriate person any concern you have regarding your field placement. Express concerns early, so they are quickly resolved.

Learn from, rather than debate, the values and philosophy in the classroom or assigned school. Abstain from criticizing the school, the cooperating teacher, the students, and the community.

**Intern Responsibilities**

Successful interns will be expected to assume responsibilities professional growth in each of the following areas. (Please also refer to the Teacher Candidate Disposition form, Appendix, p. 64.)

**Professionalism**

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

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Learn from, rather than debate, the values and philosophy in the classroom or assigned school. Abstain from criticizing the school, the cooperating teacher, the students, and the community.

**Punctuality**

Interns should always arrive timely for professional commitments. Preferably, you should arrive at school before your cooperating
teacher does and leave with or after she or he leaves. (State law requires teachers to be at work thirty minutes before and after school.)

Communication

To develop and maintain a successful professional relationship with your cooperating teacher and others, remember the importance of open dialogue. Find commonalities between your cooperating teacher and yourself to develop a relationship that will be mutually beneficial, even if you may disagree with your cooperating teacher’s particular style.

Begin your working relationship on a positive, open note. With your cooperating teacher, establish a regular schedule for consultation and team planning yet understand the limitations of his or her time. Recognize the need for flexibility and thoughtfulness as you work and plan together.

Seek and accept constructive feedback graciously and react appropriately in stressful situations, both in the UW Bothell classes and in your fieldwork.

Participation in the Life of the School

Although your primary focus and purpose at the field site is learning about teaching, be as involved in school and professional activities as the field site will allow you. Attend school functions, Open House Programs, after-school events, and community events that do not conflict with UW Bothell classes. Also, attend faculty meetings, team planning meetings and staff development programs because your participation and involvement will enhance your ability to understand and contribute to the school site.

Initiate your own learning by asking questions, raising concerns, requesting help, seeking resources and materials, and making suggestions about responsibilities that you might assume. Identify areas for your own professional growth and share these with your cooperating teacher and clinical faculty member.

Always model the dependable, industrious behavior of a regularly employed, competent teacher.

Observation

Establish trust and develop rapport by allowing sufficient time for you and your cooperating teacher to adjust and adapt to your introduction into the classroom. As you prepare for this transition, attentively observe and reflect on classroom interactions between teacher, students, and the principal. Your understanding of these relationships will help guide your own instruction and interaction.

Observe and reflect on classroom lessons and school and classroom activities and events. Note the importance and inclusion of familiar school traditions and the learning power of integrated content areas.

Confidentiality

Always respect the privacy and dignity of your students and their families and refrain from casual conversations concerning sensitive or embarrassing information about teachers, students, and/or their families.

When discussing schools, teachers, and individual school districts, maintain a professional tone. School professionals are more connected than you may realize. Use discretion and common sense.

When you are on the university campus, discuss your classroom situation with extreme care. Always use a fictitious name for the student involved if you need to include family or individual information in your explanation.

Avoid social situations on your own personal time that may be embarrassing to your school, teachers or students.
Quarterly Fieldwork Overview

To help you prepare and plan for your quarters of student teaching, please use the following table, which outlines the major expectations and goals for each of the quarters, as a general reference.

Summer 2009: UWB IMAGINE Summer Camp for Youth
- Report to summer camp assignment June 29 - July 22.
  Interns will be in attendance Monday through Friday, 8:00 a.m. - 12:30 p.m. or 12:30 p.m. to 5:00 p.m.
- Develop curriculum and plan instruction.
- Implement planned lessons
- Observe peers and provide feedback
- Attend 10 hours of substance and child abuse training

August/September 2009: September Experience
- Report to school assignment during the week prior to the first day of school and for all district and school meetings and/or other trainings as required.
- Complete school district fieldwork from first day of school through September 25, Monday through Friday, FULL school days. (Start dates for districts vary. We encourage interns placed in districts starting after Labor Day to complete more than required two days a week during the weeks of Sept. 28 and Oct. 5 in order to complete the full “September Experience.”)
- Participate in all B EDUC 591 Introduction to Fieldwork orientations, required readings and online discussions.

Autumn 2009: Main Placement
- Report to high school field placement two days a week, except for school holidays:

Winter 2010: Full-time Internship
- Begin Full-time internship on January 4, 2010
- Report daily to high school field placement for the entire eleven-week quarter.
- Complete at least six weeks of required full-time teaching during the eleven-week quarter.
Professional Development Guidelines

The Professional Development Guidelines, divided into quarterly summaries, outline the expectations and responsibilities of the UW Bothell Secondary Teacher Certification M.Ed. Program. Interns should use these guidelines to help them monitor their work and progress during their internship. Clinical faculty and cooperating teachers should use these guidelines to inform instruction and for formal and informal assessment of interns. Each quarter emphasizes the same five main areas of focus: School Contexts, Classroom Contexts, Students in Context, Curriculum and Instruction, and Self as Teacher.

Interns should note that these guidelines are not checklists. The guidelines are intended to develop pedagogical thinking and professional practice. View these guidelines as minimum requirements and seek ways to replicate or extend any listed activity.

September Experience

During September Experience, interns observe and learn how the school year begins. Prior to the opening of school (August), interns should report to their assigned field sites. After the first day of school, Interns should report to their schools five days each week through September 25 and begin organizing their comprehensive field portfolio.

<table>
<thead>
<tr>
<th>September Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Contexts</strong></td>
</tr>
<tr>
<td>Develop professional working relationship with school staff and administration.</td>
</tr>
<tr>
<td>Attend opening staff meeting.</td>
</tr>
<tr>
<td>Attend the all-school Open House or Curriculum Night (unless it conflicts with your UW Bothell classes).</td>
</tr>
<tr>
<td>Learn the process for student assignment in classes and the rationale for placement.</td>
</tr>
<tr>
<td>Discover what happens for adjusting class sizes, incorporating new students into the class, and reassigning misplaced students.</td>
</tr>
<tr>
<td>Know and adhere to emergency procedures.</td>
</tr>
<tr>
<td>Know and adhere to school’s disciplinary policy.</td>
</tr>
<tr>
<td><strong>Classroom Contexts</strong></td>
</tr>
<tr>
<td>Assist the cooperating teacher in preparation and planning for the school year.</td>
</tr>
<tr>
<td>Observe the classroom management system and how the cooperating teacher establishes procedures with the students.</td>
</tr>
<tr>
<td>Observe how the teacher establishes relationships with students and families and sets the tone for the school year.</td>
</tr>
<tr>
<td>Observe the physical layout of the classroom and the cooperating teacher’s use of space.</td>
</tr>
<tr>
<td>Observe how the cooperating teacher prepares for the classroom Open House or Curriculum Night.</td>
</tr>
<tr>
<td><strong>Students in Context</strong></td>
</tr>
<tr>
<td>Know all the students’ names and something about them.</td>
</tr>
<tr>
<td>Follow and observe students in a variety of settings.</td>
</tr>
<tr>
<td>Establish relationships with students as a group and as individuals.</td>
</tr>
</tbody>
</table>
Autumn Placement

During Autumn Quarter, all interns go to their field site assignment. They report to their assigned high schools two days a week and begin to prepare for their transition to full-time teacher during Winter Quarter.

<table>
<thead>
<tr>
<th>September Experience (continued)</th>
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</thead>
</table>
| **Curriculum and Instruction**   | Assist the cooperating teacher, when possible, in ascertaining student placement for instruction.  
Observe assessment strategies the cooperating teacher uses for individuals and small groups.  
Observe and document a variety of ways the cooperating teacher involves students in individual, small group, and large group activities.  
Observe how the teacher adjust curriculum and instruction in order to meet the diverse needs of students.  
Lead a routine classroom activity. |
| **Self as Teacher**              | Practice skills of keen observation and unbiased judgments.  
Continue to develop your education philosophy and your application of educational theories.  
Maintain a reflective practice, challenging yourself to reconsider preconceived ideas.  
Review teacher candidate disposition form with clinical faculty. |

Autumn Quarter

<table>
<thead>
<tr>
<th>Autumn Quarter</th>
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</thead>
</table>
| **School Contexts** | Immerse self in the school community. Get to know the staff, the administrators, and other teachers.  
Observe at least three to four different classrooms in your school.  
Participate in school-wide activities that occur on field site days. |
| **Classroom Contexts** | Reassess the ongoing creation and maintenance of the classroom community.  
Incorporate university course assignments with your cooperating teacher’s approval.  
Lead routine class activities. |
| **Students in Context** | Develop professional relationships with the students in the classroom.  
Learn something new about each student. |
| **Curriculum and Instruction** | Plan and teach *at least FOUR whole group lessons*, complete with lesson plans and assessment; three lessons will be observed by your clinical faculty and one lesson will be observed by your cooperating teacher. These four lessons will be evaluated using the UW Bothell Classroom Narrative Observation Record form. The Supplemental Classroom Observation Record may be used to give additional feedback.  
Observe a lesson taught by another cohort member and debrief afterward.  
Observe and discuss how your cooperating teacher facilitates students’ responses during instruction. Keep a list of questions your cooperating teacher uses. Develop and reflect on your questioning strategies when you teach.  
Supervise some ongoing small group teaching experiences.  
Observe and discuss how your cooperating teacher works to meet the needs of all students. |
Full-time Internship

During this final quarter, interns report to their field sites every day. Their instructional tasks and responsibilities in the classroom continually increase, culminating into six consecutive weeks of full-time student teaching.

<table>
<thead>
<tr>
<th>Autumn Quarter</th>
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</thead>
<tbody>
<tr>
<td><strong>Self as Teacher</strong></td>
</tr>
<tr>
<td>Develop habits of observation and reflection.</td>
</tr>
<tr>
<td>Develop and maintain your Field Portfolio.</td>
</tr>
<tr>
<td>Critically reflect on your performance, developing strategies for improvement while celebrating successes and growth.</td>
</tr>
<tr>
<td>Accept and interpret constructive feedback.</td>
</tr>
<tr>
<td>Review Teacher Candidate Disposition Form with clinical faculty.</td>
</tr>
<tr>
<td>Schedule times for professional dialogue with your cooperating teacher, peers and clinical faculty.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Contexts</strong></td>
</tr>
<tr>
<td><strong>School-wide Activities</strong></td>
</tr>
<tr>
<td>Attend staff meetings (remaining cognizant of your ongoing status as “guest”).</td>
</tr>
<tr>
<td>Communicate with school administration and staff.</td>
</tr>
<tr>
<td>Participate in school-wide activities for students and staff.</td>
</tr>
<tr>
<td>Demonstrate initiative, creativity, and responsibility in the school and the classroom.</td>
</tr>
<tr>
<td><strong>Teacher/Peer Observation</strong></td>
</tr>
<tr>
<td>Observe cohort peers.</td>
</tr>
<tr>
<td>Observe other classrooms, when feasible, in the building.</td>
</tr>
<tr>
<td><strong>Classroom Contexts</strong></td>
</tr>
<tr>
<td><strong>Relationship with Cooperating Teacher</strong></td>
</tr>
<tr>
<td>Maintain quick, frequent, daily dialogues with cooperating teacher.</td>
</tr>
<tr>
<td>Establish a regular time to meet with your cooperating teacher. A planned time to discuss issues of concern and obtain feedback and suggestions is essential for successful communication.</td>
</tr>
<tr>
<td><strong>Co-Planning Co-Teaching</strong></td>
</tr>
<tr>
<td>Discuss the curriculum for the remainder of the year with your cooperating teacher and plan your long-range units accordingly.</td>
</tr>
<tr>
<td>Follow Student Teaching Calendar (p. 27) for transition into solo teaching block.</td>
</tr>
<tr>
<td><strong>Teacher Development</strong></td>
</tr>
<tr>
<td>Teach one-third of the day by the second week of the quarter. Assume full-time teaching responsibility gradually; teach full-time for a minimum of six weeks.</td>
</tr>
<tr>
<td>Follow plan, mutually developed with your cooperating teacher, for returning classes to your cooperating teacher at the end of the solo teaching block.</td>
</tr>
<tr>
<td>Winter Quarter (continued)</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>Community of Learners</strong></td>
</tr>
<tr>
<td><strong>Student Behavior</strong></td>
</tr>
</tbody>
</table>
|  | Develop, communicate, and monitor clear standards of behavior.  
|  | Ease into managing student behavior and post your classroom expectations.  
|  | Establish and maintain an environment where all students can learn.  
|  | Create a safe, caring learning environment in which individual differences are respected.  
|  | Use an inclusive model especially when students have special needs.  
|  | Help students develop personal and social responsibility.  
| **Respectful Environment** |
| **Classroom Procedures** |
|  | Establish and maintain a positive leadership role.  
|  | Maintain instructional momentum throughout the day.  
|  | Practice smooth transitions between classroom activities.  
|  | Organize room, equipment, materials, and students for learning.  
|  | Post daily schedule and classroom rules.  
| **Students in Context** |
| **Academic, Personal, Social, Intellectual Development** |
|  | Build rapport with students and recognize their uniqueness.  
| **Student Engagement** |
|  | Adjust assignments, activities, and instructional methods to meet diverse needs.  
|  | Demonstrate enthusiasm for and enjoyment in working with youth.  
|  | Engage all students in learning.  
|  | Treat all students as capable of learning.  
|  | Promote authentic contexts for learning.  
|  | Build on students’ interests, strengths, and cultural backgrounds.  
|  | Respect learners as thinkers and provide for multiple ways to learn.  
| **Student in the Family and Community Contexts** |
|  | Communicate with parents/guardians in a variety of ways, such as classroom website, newsletter, bulletins, notes, phone calls, conferences, etc. (Note: All school-to-home communication must be pre-approved by your cooperating teacher.)
## Winter Quarter (continued)

### Curriculum and Instruction

| Unit and Lesson Planning | Develop plans for all instruction.  
Present daily, weekly, and long-range plans for pre-approval by your cooperating teacher and make them available to UW Bothell staff and school administration at all times.  
Develop daily, weekly, and long-range plans showing a sequence of instructional objectives and how learning will be assessed using student performance data.  
Develop and teach at least one complete unit of study.  
Develop and maintain a substitute plan and file. Mutually prepare a plan with your cooperating teacher in the case of your absence.  
Schedule at least THREE observations with your clinical faculty, all of which must be successful. (You are also required to successfully teach one lesson during a drop-in observation.)  
Develop and maintain Field Portfolio. |
| Knowledge of Subject Matter | Teach to established learning objectives and standards.  
Present lessons requiring a variety of learning activities.  
Demonstrate knowledge of and enthusiasm for subject matter.  
Demonstrate ability to teach using new technology. |
| Skill in Lesson Presentation | Present highly coherent lessons but allow flexibility to include students’ ideas and for reflection and closure.  
Implement lessons that link subject matter and students.  
Ensure that lessons address Essential Academic Learning Requirements and national standards in the content area.  
Use appropriate language, grammar, and tone, orally and in writing.  
Demonstrate pacing of lesson presentation appropriate for all students.  
Implement lessons at a variety of cognitive levels.  
Display students’ work.  
Develop classroom or school displays that use student input and creativity and relate to curriculum being taught. |
| Questioning Strategies | Practice questioning and discussion techniques that engage students in content and reveal student thinking.  
Demonstrate questioning and discussion techniques that nurture student thinking on higher levels. |
| Assessment | Implement assessment methods that reflect authentic, real world application of knowledge and understanding.  
Use assessment tools to adjust the instructional process and plan for the next steps of instruction.  
Clearly communicate assessment criteria and standards to students prior to evaluation.  
Provide for student awareness of how they are meeting the established standards (including self-assessment).  
Communicate with students, parents, and support staff regarding students’ instructional programs and progress.  
Collect evidence of student learning. |
### Winter Quarter (continued)

| One-on-One Small Group Experiences | Manage multiple small groups simultaneously.  
|                                 | Work with students one-on-one and in small and large groups. |

| Whole Group Experiences | Develop and implement a plan that establishes the norms for group work in your classroom. |

### Self as Teacher

| Observation Skills | Videotape yourself while teaching for later observation and personal reflection.  
|                   | Schedule *at least THREE observations* with your clinical faculty, all of which must be successful. (You are also required to successfully teach one lesson during a drop-in observation.)  
|                   | Schedule observation with building principal.  
|                   | Reflect on your growth and experience. |

| Habits of Reflection |  

| Critical Self-Knowledge | Demonstrate the ability to self-evaluate professional presence and demeanor.  
|                         | Participate in review of Teacher Candidate Disposition form with clinical faculty.  
|                         | Demonstrate ability to self-evaluate a lesson’s effectiveness.  
|                         | Invite observation and critique of teaching by clinical faculty, cooperating teacher, building principal, and cohort peers; obtain a written observation weekly from your cooperating teacher and at least four observations from the Clinical Faculty.  
|                         | Welcome alternatives, new ideas, and constructive feedback. Seek opportunities for continued learning and improvement. |

| Ongoing Curriculum and Instruction | Complete all campus and field assignments and participate in the reflective seminar.  
|                                   | Plan for your ongoing and continual growth as a teacher beyond the scope and duration of this program. |
Winter Quarter Field Expectations

All interns start their Winter teaching internship January 4, 2010, and remain in the schools for eleven weeks. During these eleven weeks, interns must complete six consecutive weeks of full-time student teaching.

Because of the intensity, demands, and responsibilities of this final quarter, interns should prepare well in advance for their solo teaching block and frequently review the necessary requirements and inherent field site concerns to ensure a successful, accredited student teaching experience.

Certification Requirements

Internship Credit

To be recommended for Washington State certification and receive credit for the internship, interns must meet all UW Bothell program expectations on four observations, which are scheduled with and evaluated by the clinical faculty. For these observations, the clinical faculty will administer two assessment instruments: the UW Bothell Classroom Narrative Observation Record and the state Performance-Based Pedagogy Assessment (PPA). (At this time, however, only four successful observations using the University form, though not the state PPA, are required for certification.)

Performance-Based Pedagogy Assessment of Teacher Candidates (PPA)

This instrument is a summative evaluative tool used to assess a teacher candidate’s pedagogy, knowledge, and skills in the classroom. (See Appendix, Assessment Record, pp. 78-80.) It is in addition to the UW Bothell Classroom Narrative Observation Record form used throughout the intern’s field experiences. (See Appendix, Narrative Observation Record, p. 65) OSPI requires that all teacher candidates be observed using the PPA, but they are not required by the state to meet all the standards. Interns must demonstrate teaching competence in four successful observations using the UW Classroom Narrative Observation Record to be recommended for certification.

Full-time Student Teaching Responsibilities

All interns assume full-time responsibilities of the classroom for at least six weeks. Interns are expected to be at school for the entire school day for the entire eleven-week quarter except for days of illness. Any exceptions to this rule need to be cleared with the Program Officer as well as with the building principal, cooperating teacher, and clinical faculty.

Field Observation Requirements

Interns must schedule three formal observations and post-conferences with their clinical faculty throughout the quarter; one of these will be a mid-term observation that includes a joint observation and post-conference with the cooperating teacher and the clinical faculty. These observations should be spread throughout different periods of the instructional day. In addition, the clinical faculty will evaluate one drop-in visit. A total of four successful observations and recommendations will be required to receive credit for the internship.

Classroom Narrative Observation Record

The clinical faculty use the UW Bothell Classroom Narrative Observation Record form (see Appendix, UW Bothell Classroom Narrative Observation Record, p. 65). This observation form is divided into major areas of professional competencies. For the other observations, parts or all of the form are completed. Interns will receive a copy of each observation record and sign the record at the end of the post-conference. The PPA will be in use by both clinical faculty and cooperating teacher throughout the internship quarter.
For all formal observations, interns will provide
the observer with a complete, detailed lesson
plan. This plan should be completed prior to the
observation day. Before the observation begins,
the clinical faculty should be provided with a
place to sit to review these materials.

**Drop-In Visits**

Interns may be observed at any time by any
member of the UW Bothell Secondary Teacher
Certification M.Ed. Program. Drop-in visits are
unscheduled and may or may not include a post-
conference.

**Other Field Site Considerations**

Interns should note any scheduled district testing
or professional meetings when planning their
full-time student teaching block. (See *Student
Teaching Calendar* on following page.)

**District Professional Half days**

The district may schedule occasional or weekly
half days for professional development or
teacher trainings. In these cases ‘half day’ days
count as full days during the internship if the
intern participates in the other half day (or
equivalent) trainings or meetings.
The following table may be used as a template by interns as they negotiate their own student teaching calendar with their cooperating teacher and clinical faculty at the beginning of Winter Quarter.

**Table 3. Student Teaching Calendar Template**

<table>
<thead>
<tr>
<th>Timetable</th>
<th>Intern</th>
<th>Cooperating Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong> January 4 - 8</td>
<td>Begins a block of teaching</td>
<td>Co-teaches and co-plans with intern Discusses the year’s curriculum and gives intern units to develop</td>
</tr>
<tr>
<td><strong>Week 2</strong> January 11 - 15</td>
<td>Teaches 1/3 of instructional day</td>
<td>Leaves class during time the intern is teaching so that students see intern as teacher</td>
</tr>
<tr>
<td><strong>Week 3</strong> January 19 - 22</td>
<td>Teaches 2/3 of instructional day</td>
<td>Leaves class during time the intern is teaching so that students see intern as teacher</td>
</tr>
<tr>
<td><strong>Week 4</strong> January 25 - 29</td>
<td>Teaches 2/3 of instructional day</td>
<td>Leaves class during time the intern is teaching so that students see intern as teacher</td>
</tr>
<tr>
<td><strong>Week 5</strong> February 1 - 5</td>
<td>Begins solo teaching Assumes full teaching responsibilities (Internship schedule set up by intern, cooperating teacher, and Program Officer)</td>
<td>Leaves class during time the intern is teaching so that students see intern as teacher Monitors intern’s teaching plans, schedules frequent dialogues, and leaves observational notes with intern</td>
</tr>
<tr>
<td><strong>Week 6</strong> February 8 - 12</td>
<td>Continues solo teaching</td>
<td>Leaves class during time the intern is teaching so that students see intern as teacher Completes mid-term evaluation and intern Disposition form with clinical faculty and intern</td>
</tr>
<tr>
<td><strong>Mid Winter Break</strong></td>
<td></td>
<td>Some districts have a scheduled mid winter break of 2 to 5 days. Interns will adjust their teaching timetable to adapt to this break</td>
</tr>
<tr>
<td><strong>Week 7</strong> February 16 - 19</td>
<td>Continues solo teaching</td>
<td>Leaves class during time the intern is teaching so that students see intern as teacher Coaches, mentors, and monitors the progress of intern and classroom students</td>
</tr>
<tr>
<td><strong>Week 8</strong> February 22 - 26</td>
<td>Continues solo teaching</td>
<td>Leaves class during time the intern is teaching so that students see intern as teacher Coaches, mentors, and monitors the progress of intern and classroom students</td>
</tr>
<tr>
<td><strong>Week 9</strong> March 1 - 5</td>
<td>Continues solo teaching</td>
<td>Leaves class during time the intern is teaching so that students see intern as teacher Coaches, mentors, and monitors the progress of intern and classroom students</td>
</tr>
<tr>
<td><strong>Week 10</strong> March 8 - 12</td>
<td>Continues solo teaching</td>
<td>Leaves class during time the intern is teaching so that students see intern as teacher Coaches, mentors, and monitors the progress of intern and classroom students Begins final evaluation of intern</td>
</tr>
<tr>
<td><strong>Week 11</strong> March 15 - 19</td>
<td>Finishes units of study Gradually returns class to cooperating teacher</td>
<td>Gradually assumes teaching responsibilities as intern phases out of solo teaching Completes final evaluation of intern</td>
</tr>
</tbody>
</table>
Field Portfolio

Student teaching requires you to be very organized and accountable in meeting specific objectives. For this reason, each intern will develop a Field Portfolio. You should keep it open and available at your site for review. The Field Portfolio accomplishes multiple purposes:

- Serves as documentation for meeting Washington Administrative Codes (WAC) for earning the Residency Certificate (See Appendix, Pedagogy Assessment Instrument Scoring Rubric, pp. 67-80).
- Provides a context for classroom observation by the field instructor, master teacher and other supervising staff.
- Supports and models effective teaching practices (See Appendix, Pedagogy Assessment Instrument Scoring Rubric, pp. 67-80).
- Stores experiences and practices that meet UW Bothell program standards and expectations.
- Organizes and safeguards all documents in one place.

**Portfolio Sections**

The completed Field Portfolio contains ten sections. The content of these sections replicates the planning, record-keeping, notes, communications, and other materials that teachers develop and use on a daily basis in their work.

- **“Week-at-a-Glance” Schedule/Quarter Calendar**

This schedule lists the consistent classroom time blocks during the week/quarter (start time, bell schedule, lunch, breaks, release time, etc.). It will reflect your teaching schedule and where the UW Bothell program staff can find you. It is usually one sheet of paper with time blocks and titled entries. Your cooperating teacher probably has one in place to use as a guide.

- **Long Range Plans**

Prepare a detailed and complete outline for the subjects and units of study that will be taught by you during your internship. Planning will be done with your master teacher’s guidance. Units of study will meet district requirements. A separate long-range plan for Autumn Quarter and one for Winter Quarter is expected.

NOTE: Interns should obtain approval from the cooperating teacher for all long-range plans, lesson plans, guest speakers, videos, films, etc., before these are incorporated in your student teaching experience.

- **Weekly Plans**

Weekly plans are an outline of teaching objectives for each day of the week. These plans are tied to long-range plans. They must support Washington State Essential Academic Learning Requirements or Grade Level Expectations and district standards. Be prepared to discuss these links with all professionals and families in your school community. Weekly plans should be kept for Autumn and Winter Quarters. When you are teaching and writing your own weekly plans, the plans need to be pre-approved by your cooperating teacher on Monday morning or the prior Friday afternoon.

- **Detailed Lesson Plans for Observations**

You will prepare a detailed lesson plan for all observations made by your field instructor and the building principal. No one will be observed without a lesson plan. Lesson plans should be given to your observer prior to all observations he or she makes, in some cases, 24 hours prior to the observed lesson. If needed, your clinical faculty or your cooperating teacher may require you to develop detailed lesson plans more frequently.

- **Demonstrated Impact on Student Learning**

The purpose of this portfolio section is to show increased student growth over time. Standard V of the Washington State Teacher Standards requires teacher candidates to provide evidence that they positively impact student learning.
You may include anecdotal records of observed progress, pretest/post test data, lesson plans based on student pre-assessment, and samples of student work. Your selections should show how your teaching objectives are being met.

**Observation Notes**

Copies of all observation notes and feedback from your field instructor and master teacher should be included. Weekly, daily, formal and informal notes help your cooperating teacher and field instructor to review your growth.

**Classroom Management Plan**

A management plan will be developed by you and approved by your cooperating teacher *before you begin your full-time teaching in the winter*. This plan will include the six categories described by your clinical faculty (Autumn quarter). You will be expected to consistently use this plan. Make written changes to the copy in your Field Portfolio if adjustments in your plan are made.

**Family Communication**

Interns should send home at least three communications to families during the internship. Be sure to have all letters to families approved by your cooperating teacher before sending them home. Letters may include a letter of introduction, classroom newsletters, a notice about an upcoming field trip or classroom event, requests for volunteers, an update on student progress, classroom web page, and class e-newsletter.

**Assessment Record**

Include a copy of the PPA Assessment Record. The PPA will be an ongoing record of your progress toward the Washington Administrative Code (WAC) Residency Standards.
A post-conference is held with your clinical faculty after each classroom observation. Cooperating teachers are invited to be a part of this conference.

Some post-conferences will be held immediately after the observation, some later on in the day, and some at a determined date on campus. Often it is best to have quality time for reflection on your lesson before you conference with the clinical faculty.

During post-conferences you should welcome self-assessment, consider possible changes, and exhibit a genuine desire for professional growth and excellence.

Reflecting on teaching will be an ongoing process. Reflection on teaching includes the thinking that follows any instructional experience. Your clinical faculty guides you in a professional conversation about your teaching. This professional conversation begins with informal discussions, which culminate with a formal reflection of your teaching skills and abilities at the end of each quarter of student teaching, especially the end of your full-time internship.

Your clinical faculty will encourage you to self-evaluate your teaching effectiveness. Your conversation with your clinical faculty might be guided by some of the following questions:

**Possible Post-Lesson Conference Questions**

Were the students productively engaged in the learning?

Did the students learn what you intended?

Just what did they learn? How do you know?

Were your instructional goals met?

How do you know, or how and when will you know if the instructional goals were met?

Did you alter your goals or instructional plans as you taught?

What would you do differently if you had the opportunity to teach this lesson again to this same group of students? Why?

What have you learned about student learning? About your teaching?

What is your goal for the next week? What are you going to change, develop, or practice based on the results of this lesson?
Near the conclusion of the internship (Winter Quarter), all interns should initiate and monitor their application process for a Washington State Residency Teaching Certificate so that they will have valid credentials for any subsequent teaching position offers before the next school year.

**UW Bothell and State Requirements**

The Washington State Patrol and FBI fingerprinting clearance must be current and listed in the Office of Superintendent of Public Instruction’s (OSPI) database before an intern can be recommended for certification. All interns will have completed fingerprinting clearance before the beginning of Summer Quarter.

**Applications**

During student teaching (Winter Quarter), interns will complete the application for Washington Residency Teacher Certificate and receive other certification documents.

Applications and fees for state certification are submitted by an announced date during Winter Quarter by the Program Officer. All required materials are sent to OSPI (Office of the Superintendent of Public Instruction) for certification. OSPI grants or denies the university’s recommendation for certification.

**Certification Recommendation**

Toward the end of Winter Quarter the UW Bothell Program Officer will compile a list of all interns who, to that point, met all University of Washington Bothell requirements for initial certification. The UW Bothell Program Officer will distribute this list to all Secondary Teacher Certification M.Ed. Program faculty and clinical faculty, asking them if they know of any reason why any intern should not be recommended for the Residency Certificate.

Should any Secondary Teacher Certification M.Ed. Program faculty or clinical faculty register serious reservations about the certification of a candidate, the Director of the Education Program shall convene all faculty, clinical faculty, and the cooperating teacher who worked with the intern to hear all reservations about the intern. The Director shall judge the merits of the concerns and shall determine whether the intern shall be recommended. The Director’s decision may be appealed by Secondary Teacher Certification M.Ed. Program faculty or staff, including the Program Officer, to the Vice Chancellor for Academic Affairs.

The intern may appeal the decision to the Vice Chancellor for Academic Affairs through the academic grievance procedures of the UW Human Rights Commission.

**Licensure and Certification**

The Office of the Superintendent of Public Instruction (OSPI) of Washington is the state governing agency, which licenses educators and approves professional academic programs.

Admission to the University of Washington Bothell Secondary 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.

**Endorsements**

The Washington State Office of the Superintendent of Public Instruction (OSPI) is the governing agency which licenses educators and approves professional academic programs. An endorsement specifies the competencies for which a teaching certificate is valid. The secondary teacher certification in the approved endorsement area will be automatically granted to teacher candidates who successfully complete
the UW Bothell Secondary Teacher Certification M.Ed. Program. Students will earn the first level of teaching certification called the Residency Certificate issued by OSPI. The approved subject area endorsement(s) will be listed on this certificate.

UW Bothell Secondary Teacher Certification M.Ed Program offers the opportunity to earn any of the Middle Level endorsements. Students may do this while in the program or after graduation or a combination of both. See below under Testing for Certification for more information.

Testing for Certification

Endorsements

As a State of Washington requirement for earning endorsements in Biology, English/Language Arts, History, Mathematics, or Social Studies, every student must pass the WEST-E exam(s) in their specific endorsement area(s).

- Biology - WEST-E test code: 022
- English/Language Arts - WEST-E test code: 020
- History - WEST-E test code: 027
- Mathematics - WEST-E test code: 026
- Social Studies - WEST-E test code: 028

When registering, name UW Bothell as university recipient of your score(s).

Applicants to the UW Bothell Secondary Teacher Certification M.Ed. program must pass the WEST-E exams as a condition of their admission to the program. Students must fulfill this condition by successfully passing the WEST-E exam in at least one of their endorsement areas by the end of Spring quarter 2009 in order to participate in the Autumn quarter 2009 field experience. WEST-E exams in all endorsement areas must be passed by February 2010 in order for the subject area endorsement(s) to be listed on the Residency Certificate at the end of Winter quarter 2010.

For information about qualifying scores, frequently asked questions, test dates, testing centers in Washington and test registration go to: www.west.nesinc.com

Middle Level (ML) Endorsement(s)-Math, Science, and Humanities

Students may earn one or two of the ML endorsements while enrolled in the teacher certification program upon taking and passing the appropriate WEST-E test(s), enrolling in the BEDUC 480 Life and Learning in the Middle School course, completing a field placement in grades 6-8 or 7-9 and having a review of their academic record by the Program Officer.

The ML Humanities testing requirements consists of two WEST-E tests, one in English Language Arts (test 010) and one in Social Studies (test 011). The ML science endorsement testing requires passing one WEST-E test (013) and the ML math endorsement testing requires passing one WEST-E test (012). All WEST-E tests listed are two hour tests and cost $90. The ML Humanities endorsement requires passage of two tests (listed above) for a total of four hours of testing and $180 total fees.

For information about qualifying scores, frequently asked questions, test dates, testing centers in Washington and test registration go to: www.west.nesinc.com

Fees

Students are charged a student teaching fee of $250 for each of the three quarters of the program, in conjunction with their registration for B EDUC 564 – Field Experience in Secondary Schools and B EDUC 565 - Student Teaching. This fee is subject to change.

A fee of $35 for Washington state certification is required and payable to the Puget Sound Educational Service District (ESD). This fee is payable during the final quarter of the program. The amount of this fee is also subject to change.
Job Placement Services

The UW Bothell Education Program does not have a placement file office or service. Generally, school districts request a placement file or three letters of recommendation in the application for teaching positions. (Placement files usually consist of letters of recommendation and transcripts.) However, interns may access the University of Washington Seattle’s placement file service. Interns should contact the Program Officer for information on this fee-based service as well as information about how to search for and apply for teaching positions during the final two quarters of the program.
Roles and Responsibilities
Roles and Responsibilities of Program

The full expectation of the staff and faculty of the Secondary Teacher Certification M.Ed. Program is that all interns accepted into its program will successfully complete the program.

The UW Bothell Education Program staff and 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 Teacher Certification M.Ed. Program curriculum, including its coursework and its program of intensive observations and participation in the life of public schools, is designed to nurture excellence in all of these areas. At the same time, this program recognizes that there may be an occasional intern who is having difficulty achieving these standards within the time frame allowed for certification. The program's staff must inform interns who are having difficulties as early as possible, allow them the opportunity to address the problems, and provide them support in addressing the problems. However, if interns cannot make adequate progress in a timely fashion, they will be dismissed from the program or be advised to take a leave of absence.

More importantly, the Secondary Teacher Certification M.Ed. Program is critically aware that its interns are working almost daily with vulnerable and impressionable youth. Along with the public schools, the Secondary Teacher Certification M.Ed. Program has legal and moral obligations to protect public school students from harm. Thus, these policies reflect the seriousness of these responsibilities. They are designed to safeguard students, enhance the teaching profession, and guide interns.

Program Responsibilities

Before interns 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 retention in the program.

When and if appropriate, an intern 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. Interns will be apprised quarterly of their progress toward certification and more frequently if problems are noted. If the GST professionally judges an intern unlikely to earn a recommendation for certification by the end of the program, the intern will be counseled as early as possible. If the intern is unable to make sufficient changes in performance, the GST will conduct another thorough review and, if appropriate, may dismiss the intern from the program.

In case of a serious breach of professional standards or legal obligations, interns may be immediately removed from their field placement and may be dismissed from the Secondary Teacher Certification M.Ed. Program.
Field Concerns

As with any kind of work with a wide assortment of people, problems and conflicts with individuals or with groups will crop up from time to time. The best strategy for resolving these periodic problems is to address them as soon as they appear.

Intern Issues

Interns 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 Teacher Certification M.Ed. Program provides interns with support from cooperating teachers, clinical faculty, building principals, and the Program Officer. All of these professionals are available to help interns be successful in the field. In addition, the entire UW Bothell Secondary Teacher Certification M.Ed. Program faculty is available to meet with interns to discuss efforts to fulfill course requirements in the field and to discuss field issues.

If the concern involves the cooperating teacher, interns are encouraged to discuss the issue directly and immediately with the cooperating teacher. If the intern would like professional advice on the matter before discussing the issue with the cooperating teacher, the intern should conference with the clinical faculty first.

If an intern’s concerns cannot be resolved, the Program Officer will provide additional support to both the intern and the clinical faculty. The clinical faculty and Program Officer will meet with the intern to discuss the field situation and then take one or more of the following steps:

- Visit the intern in the classroom setting
- Visit the intern in the classroom setting with the UW Bothell clinical faculty
- Meet the intern and cooperating teacher/building principal at the field site to discuss the intern’s concerns

If the above steps do not resolve the intern’s concerns, then the following actions may be pursued by the Program Officer and clinical faculty:

- Provide intern with a copy of the suggested steps to resolve the concerns
- Monitor intern’s concerns
- Reassess the situation after a pre-determined time

If the intern is not comfortable with the resolution after all of these steps have been completed, the intern may initiate a written formal request for a field placement change to the Program Officer. (See “Intern-Initiated Change,” p. 48.)

Field Placement Changes

Not every placement, no matter how carefully arranged, will prove to be suitable or compatible to the needs and interests of the cooperating teacher or the intern. At the same time, changes in field placements are disruptive to students, instructional sites, public school faculty, and the instructional program of the Secondary Teacher Certification M.Ed. Program, and will be recommended only when all other options have been exhausted. When problems occur that might possibly lead to a change in the field placement, intervention or change may be initiated by the university, the field site (cooperating teacher or building principal), or the intern.

University-Initiated Intervention/Change

At any point in the program the UW Bothell may reassign or remove an intern. The Program Officer, clinical faculty, program faculty, or the school site personnel may remove an intern if they judge that the intern has (1) little or no chance of success in the placement, or the intern’s presence in the classroom will (2) negatively impact the students or cause them suffering. (See
“Field Site-Initiated Intervention/Change” below and *Roles and Responsibilities of Program*, p. 46.)

Every effort will be made by all parties to avoid changing the field placement during the last quarter of the Secondary Teacher Certification M.Ed. Program. Since interns will have spent the previous quarter in this placement, most potential conflicts or concerns should have been identified and addressed.

If the Program Officer and the clinical faculty determine that circumstances surrounding the intern’s experience warrant a different placement, the Program Officer will determine a date to end the current placement and select a new field site.

**Field Site-Initiated Intervention/Change**

If the cooperating teacher or building principal indicates to the intern, the clinical faculty, or Program Officer of potential problems with the intern’s placement in the assigned site, the Program Officer will arrange a meeting between the intern, the clinical faculty, and the cooperating teacher/building principal.

Issues of concern will be openly addressed and a plan for resolving the concerns will be developed and tried for a period of time, jointly determined by the Program Officer and the cooperating teacher/building principal.

If the cooperating teacher/principal continues to believe that the problem is the result of the intern placement (as opposed to problems resulting from academic or skill deficiencies, professional difficulties, or other problems that require remediation or dismissal from the program), the intern will be removed at a time mutually determined by the Program Officer and the cooperating teacher/principal. The Program Officer will be responsible for selecting a new field placement for the intern.

**Field Site Dismissal**

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

An intern 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 Teacher Certification M.Ed. Program, shall be subject to program dismissal procedures. (See *Intervention and Support Procedures*, p. 22.) A flowchart which details this process is also available in the Appendix. (See *Appendix, Intervention and Support Procedures for Student Interns*, p. 62.)

The intern’s ability to continue in the program will be determined by the UW Bothell Director of the Education Program with advice coming from program faculty and staff.

**Intern-Initiated Change**

Interns may request a change in field placement for professional reasons after every effort has been made through honest and open communication with the clinical faculty, the cooperating teacher, the building principal and the Program Officer to resolve the concerns within the assigned field site. The need for changes in field placements is determined on a case-by-case basis.

Interns will be encouraged to remain in their site until the end of the quarter or until the process of identifying another placement is completed.

In order to request a change in placement, the intern must submit a written formal request for a change to the Program Officer. This request should include the (1) reason for the request and (2) documentation of the steps that the intern has taken to make the field experience an appropriate environment for demonstrating and developing his or her teaching potential.
Interns will receive a written response by the Program Officer whether request for a change in the field placement was denied or accepted.

**New Placements**

The Program Officer will arrange a new field placement when necessary. A new placement will be secured after all efforts for resolving the professional conflicts in the current site placement have been tried. Depending on the nature of the conflict, an intern may be removed from the placement immediately by the Program Officer, or the intern may be asked by the Program Officer to remain for the quarter and be reassigned to a new field placement for future internships.

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**IMPORTANT:** All field placements take time to arrange. Securing a new placement, especially during the full-time teaching internship, might result in loss of teaching time in the field, which may need to be made-up in order to fulfill certification and program requirements.
Roles and Responsibilities of Student Intern

Over the course of the internship, the roles and responsibilities of the intern will gradually increase. In the beginning, interns will spend much of their time observing, learning, and reflecting about teachers and students in the school environment. These insights as well as their program studies will provide interns with the foundation for more direct engagement and, eventually, full control of the classroom.

Teaching Responsibilities

You are a student of teaching, ready to begin an intensive and sustained period of learning to teach in the context of schooling. You are not expected to begin the year ready to teach on your own. Instead, you are expected to engage in observations (September Experience), undertake co-planning and co-teaching with your cooperating teacher (Autumn Quarter), and gradually assume responsibility for solo teaching during Winter Quarter. (See Professional Development Guidelines, pp. 30-35.)

Field Site Absences

Be considerate of your cooperating teacher’s planning and notify her or him if you are going to be absent. Be sure to discuss with your cooperating teacher how and when you will make up the missed time in order to successfully complete the quarter.

Student Confrontations

A confrontational situation with a student or students is almost inevitable. You are a new authority figure who is not there every day and it is natural for students to test you. These situations are opportunities to put your classroom management skills and/or knowledge into practice. This does not mean that you must become an authoritarian; instead, you should try to reinforce the discipline program your cooperating teacher already has in place. One of the first things you should do in your assignment is to define your disciplinary role with your cooperating teacher and explain it to the class. Avoid power struggles. If possible, individually discuss and resolve problems with an offending student away from other students. When in doubt, get help from another teacher or member of the school staff.

Student Misbehavior

Familiarize yourself with the school discipline policy as soon as possible. Also talk to your cooperating teacher about problems you see outside the classroom and what action you are expected to take. The safety of students is the important concern, and you should become involved whenever you think it is appropriate. Don’t let potentially dangerous situations continue because they do not include your students or because you don’t want to get involved. Remember, however, that you are a volunteer and should seek help from other building personnel. When in doubt, try to stop the activity and take it to a higher authority. Ask other school personnel for help.

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. The confidence that a student places in your hands is important, but it must never replace the protection of the youth. If a student confides to you something that could potentially endanger him or her or other students, it is your legal responsibility to inform your cooperating teacher, school counselor, building principal, clinical faculty, or some other responsible member of the school staff. Even if you are not sure, you need to talk to others.

Legal Responsibilities and Limitations

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 interns do not have teaching certificates, they cannot assume primary responsibility for a school-sponsored activity (the 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 interns may not have the legal responsibility for the classroom. (See Appendix, Acts of Unprofessional Conduct, pp. 81-84)

**Professional Behavior**

All interns should conduct themselves in an ethical, moral, and professional way. Interactions with students, building staff, and parents should be in an adult, professional manner. Interns should treat each student with dignity and provide equal opportunity for instruction. They must refrain from belittling students, inappropriate touching, and speaking condescendingly.

Interns are expected to maintain teacher schedules, submit lesson plans, and meet any special conditions of the field experience. They should always seek to improve their teaching, accepting constructive criticism gracefully.

Interns must remember that they are guests in the schools, and 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.
Roles and Responsibilities of Cooperating Teacher

In many ways, the success of the intern depends on the quality of the professional relationship between the cooperating teacher and the intern. Thus, the UW Bothell Program Officer and staff work hard to team interns with strong, complementary cooperating teachers.

Selection Criteria

In seeking and selecting cooperating teachers for the UW Bothell Secondary Teacher Certification M.Ed. Program, each intern is assigned to a teacher with a record of strong teaching experience and the following professional characteristics:

- Recognizes student teaching supervision as a professional responsibility
- Assists the intern in developing his/her own style of teaching
- Guides rather than directs
- Demonstrates enthusiasm for teaching
- Uses current, effective teaching methods to skillfully implement curriculum
- Practices a high level of professional ethics
- Models the intellectual work of teaching by sharing goals and beliefs, co-planning, discussing dilemmas, etc.

Major Responsibilities

Each cooperating teacher is expected to stage appropriate, classroom-based learning opportunities for the intern across the school year. By welcoming and introducing the intern to staff, students, and the community, the cooperating teacher helps orient the intern to the building and the people it serves. The cooperating teacher also helps the intern gain familiarity with the district curriculum and grade level objectives, school policies, etc.

Besides guiding, supporting and assessing the intern in learning to teach, the cooperating teacher participates in appraising the intern’s progress throughout the assigned internship. However, when appropriate, the cooperating teacher should allow the intern to try methods and techniques that may vary from that of the cooperating teacher.

An especially important task for the cooperating teacher is the completion of the final internship evaluation. This document should be written near the end of the intern’s final quarter and mailed within a week of the intern’s last day in the classroom. (See Final Internship Evaluation/ Recommendation, pp. 56-57.)

Intern Time Commitment

The intern will follow, at a minimum, the contracted teacher days during the Autumn and Winter Quarters. During Winter Quarter when the intern begins student teaching, he or she will devote whatever hours are necessary to fulfill university, school, and district requirements. During both quarters the intern should be communicating with the cooperating teacher about any deviation to this plan as well as school arrival times and departures.

Intern Quarterly Evaluations

With open communication throughout the internship, areas of strength and weakness will be well-defined before the end of the quarter. The clinical faculty will also be apprised of your concerns; she or he will most likely have made additional observations to watch progress in the problem areas and will have discussed the issues with the intern. The key is identifying the problem areas early so the intern will have sufficient time and ways to make appropriate adjustments. (See Appendix, Intervention and Support Procedures for Student Interns, p. 62.)

The intern is in your classroom to learn from your experiences and to develop teaching skills. As you complete the evaluation, assess your intern in relation to what you would expect (or what you remember) of those early days and not in relation to a practicing teacher. Keep in mind that the intern may have his or her own class in the near future, and you are helping to prepare your intern to take the role of a teacher.
September Experience

During the first month of school, allow the intern to shadow you to better understand the job of a teacher. Include the intern as an observer involved in classroom inquiry. Take some time to talk with the intern about the following topics:

- Teaching and learning in the classroom
- Roles that teachers play in the school and district
- Philosophy and organization of the classroom
- Curriculum to be taught during the year
- Personal hopes and goals for the year
- Established values, norms, and expectations and the reasons behind them
- How to plan the year
- How to develop a positive learning environment
- How to establish a relationship with students
- How to work with other member of a department

As you prepare your intern for his or her introduction to your classroom and school, discuss classroom problems, student situations, and instructional or curricular policies that are characteristic of your class and the school. Share specific plans for the first day and week of school to show how you introduce yourself and your goals to your new class of students.

This first month of school is an excellent opportunity for the intern to visit other classrooms and other school services with the permission of the building principal. Such visits will help the intern better understand how you and your students work with other teachers and access services to meet their needs.

Help the intern plan for his or her participation in the classroom for Autumn and Winter Quarters. Assist your intern, as appropriate, in assignments required by the university program.

Finally, submit before the end of September Experience an evaluation of the intern’s progress with your decision of whether or not to have the intern continue his or her experience in your classroom. (See Appendix, September Experience Feedback, p. 63.)

Intern Involvement

During the September Experience, interns are often eager to get involved right away. They should be encouraged instead to use this opportunity for careful observation and reflection. Their assignments during this month will be composed of interviews with you, classroom environment sketches, growing awareness of your classroom management strategies, and knowledge of the individual students. You may ask them to do individual assessments as a way of getting acquainted. Limited teaching opportunities are certainly appropriate after the first week, such as reviews, tests, etc.

Autumn Quarter

From October to December, the intern is enrolled full-time at the university and placed two days a week in their main placement site. The methods course will have assignments linked to the field placement; the intern will be asking your advice on fulfilling these assignments. Please keep in mind that this dual learning situation may be very difficult for the intern. The intern must learn how to juggle university coursework with the work in the field.

The intern is usually calmer during the final student teaching quarter (January - March) when he or she is in your classroom full-time. In this final quarter, the intern must complete at least six weeks of successful solo teaching.

Constructive Criticism

Part of your role as a cooperating teacher is to offer daily feedback about the intern’s performance. One of the reasons an intern is placed under your direction is to learn from a professional. The wisdom you have gained through your experience is invaluable to the intern. Constructive criticism is part of the
learning process. Flexibility and the willingness to accept help are very important attributes for the intern. If you feel the intern is not accepting your help in a constructive way, one recourse is to talk to the clinical faculty, who will discuss the matter with the intern.

**Intern Bias**

Intentional or unintentional prejudice toward students has no place in our educational system and the university wants to do everything it can to eliminate the problem. If the intern openly demonstrates a bias toward students, for whatever reasons, this behavior may be cause for removal from the class. The intern, however, may not be aware of the bias and you should discuss the matter with him or her and also with the clinical faculty. The UW Bothell program staff relies on your experience as a teacher to identify anything that you feel impedes the educational process or potentially causes damage to your students, both now and in the future.

**Autumn Quarter**

The Autumn Quarter field experience is intended to help your intern understand the place of classroom instruction within the larger context of the school as a learning community. Encourage your intern to seek learning experiences beyond the immediate classroom to broaden his or her knowledge about this larger, connected community. Such experiences will prompt personal discoveries and reflection about many related educational issues, such as the following:

- Why schooling has multiple and sometimes conflicting purposes
- How teachers’ roles and dilemmas are influenced by multiple purposes and expectations
- What are teachers’ own tacit assumptions regarding teaching and learning
- How teachers work toward making schools better places for their students and themselves

The Autumn Quarter field experience is also the time when you are asked to help the intern confront one of the areas of greatest apprehension: whole group instruction. Reduce the intern’s anxiety by encouraging him or her to be an active participant in the classroom activities. Co-plan and co-teach lessons and activities with the intern as he or she first works with small groups and then whole groups. Provide the intern with structured, concrete feedback:

- Help the intern plan and then teach one whole group lesson that is videotaped and reviewed with a cohort peer.
- Help the intern plan and solo teach at least THREE whole group lessons. Two will be observed by the Field Instructor; one (or more) is observed and critiqued by you.
- Observe and provide a written evaluation to the intern at least twice. (One of these will be submitted to the university for the intern’s file.)

**Other Classroom Visits**

One of the objectives of the field experience is to give the intern exposure to a variety of teaching styles. During Autumn Quarter, interns are expected to observe at least three to four different classrooms in your school. This may take the form of visiting for a few hours or even for an entire day. Please discuss the visit request and see what arrangements can be made.

**Intern Schedule and Communication**

Remember that the intern has both academic classes on campus and specific assignments for the field. Assist the intern, as appropriate, in required assignments. Communicate regularly with the university clinical faculty regarding the intern’s course assignments and about appropriate adaptations of these assignments to the classroom.

The intern will continue to have questions about teaching and learning, so schedule frequent,
regular times to discuss these questions and concerns.

**Winter Quarter**

Help the intern assume the role of the lead teacher. This transition is accomplished by gradually withdrawing from your leadership role and communicating to the students that the intern is the teacher. As your intern assumes full responsibility for the classroom, be available for consultation and advice. However, allow the intern to develop his or her own teaching style.

Prepare the intern beforehand for this intensive quarter. Plan together a tentative teaching schedule using the *Student Teaching Calendar* (p. 27). Assist the intern with lesson and long-range planning, particularly for the six required weeks of full-time teaching. Guide the intern in the development of long-range goals for the quarter.

As you work together to develop these plans, the intern should accept suggestions. If necessary, you may make revisions to any of these plans before you give final approval.

As you gradually relinquish your role as classroom teacher, you should continue to support and guide the intern as the cooperating teacher:

- Read and approve all the intern’s lessons and long range plans before implementation
- Provide written suggestions for at least one lesson weekly
- Provide feedback after frequent informal observations to intern
- Complete mid-term and final conference/evaluations with the university clinical faculty and intern
- Write a final evaluation/narrative for the intern (See *Final Internship Evaluation/Recommendation*, pp. 56-57)

All of your suggestions will be very helpful to the intern. Both the intern and you, the teacher, should have copies of written suggestions. Specific suggestions for improvement, as well as commendation, are critical for the development of the intern.

For additional feedback and suggestions, ask your intern to consider an observation by the building principal. Encourage the intern to invite the building principal to the classroom to observe a typical lesson.

While you support and guide your intern’s instructional practices, expand the intern’s full professional development by including him or her in staff meetings, parent conferences, district meetings, and other professional activities.

Make at least one formal observation of the intern with the clinical faculty from the University of Washington Bothell. Remain for a three-way post-conference with the intern.
Cooperating teachers should note that all final evaluations and letters of recommendation at the University of Washington Bothell are open. The university does not provide placement file services for students. Besides the final internship evaluation, the intern may ask the cooperating teacher to complete individual recommendation forms from school districts.

Cooperating teachers should print the final evaluation on school letterhead and provide one original copy for both the intern and the university. *This document will serve as both final internship evaluation for the university and a letter of recommendation for the intern.* No additional letters of recommendation are necessary. Do not submit back-to-back printed letters. If the letter exceeds a page, submit a second page. Please mail this evaluation within a week of the intern’s last day.

Please sign and date the final evaluation, keep a copy for personal records, and mail it to this address:

Dana Bigham – “Final Evaluation”  
Secondary Teacher Education M.Ed.  
University of Washington Bothell  
Box 358531  
18115 Campus Way NE  
Bothell, Washington 98011-8246

**NOTE:** Do NOT address the evaluation letter to Dana Bigham or to the UW Bothell because it may be sent to multiple school districts.

Letters of recommendation are a required part of the application process in all school districts in the state of Washington. They are vital to the selection process. They help selection teams determine candidates to interview. School districts expect to see evaluations from the cooperating teacher, the building principal, and the university clinical faculty. *The final evaluation/letter of recommendation is also a required document in this program.* All beginning teachers need these documents.

From the beginning of the internship until its conclusion, the lines of communication should be open between the cooperating teacher and the intern. The contents of the final evaluation should never catch the intern by surprise. The weekly written observation notes provided by the cooperating teacher to the intern will be a good reference tool for writing the final evaluation letter.

The final evaluation is a reflective narrative describing the commitment the intern has to teaching and preparation. The professional preparation and capabilities of the candidate should be described with examples. Clearly indicate whether the intern is a qualified candidate for employment consideration. Every word is critical. What is not stated about a candidate is as important as what is stated about a candidate.

The final narrative letter/evaluation should reflect the entire internship but stress the quarter of full-time teaching and the growth exhibited by the intern during that period. Describe the setting, grade level, class composition, and the school community. Make a direct statement about the candidate’s potential. Competition is keen; let a school district know that this is a person it will want to consider for hiring!

Include in the narration specific examples from the internship to describe the skills, abilities, and talents of the intern in the following areas:

Instructional proficiency
Professional leadership
Appreciation and understanding of multicultural and diverse populations
Collaboration with others
Student engagement in the learning process
Student assessment
Using teaching to standards to guide instruction or including content standards
Classroom management
Rapport with students/staff/parents
Technology integration in the learning process
Describe to prospective school district screening teams any defining characteristics about the intern:

Intelligent  Articulate  Motivated
Organized  Reflective  Innovative
Expressive  Creative  Collaborative
Enthusiastic  Imaginative  Flexible
Dependable  Caring  Mature
Youth-oriented  Compassionate  Dynamic

Advocate for an exceptional intern by ending the letter with a descriptive, positive statement:

This is the best intern I have ever had...

This intern is in the top 5% of all the interns 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 intern needs more time to develop his or her teaching skills, this additional preparation must also be noted, and the intern should be well aware that his or her skills need further development before assuming the complete responsibilities of classroom teaching. Substitute teaching to improve teaching proficiency may be a good option.
The university clinical faculty act in a liaison capacity in coordinating the functions of the student teaching experience with the expectations of the university. To ensure a successful teaching experience, the clinical faculty will assist the intern throughout the internship and assume the responsibility for the intern's evaluations.

If necessary, the clinical faculty will act as a mediator between intern and cooperating teacher, building principals, and UW Bothell faculty to resolve conflicts. Once these proceedings are concluded, the clinical faculty will assist in making decisions about the intern's retention or dismissal.

**Major Responsibilities**

In general, the clinical faculty give advice and assistance to interns and cooperating teachers as needed and help solve field-based problems. The clinical faculty also meet with the cooperating teacher to discuss university expectations and plans the student teaching experience. Throughout the year, the clinical faculty maintain close communication with both the cooperating teacher and the intern.

Specifically, the clinical faculty undertake certain prescribed steps to support and assist the intern and cooperating teacher:

- Makes regular classroom visits
- Discusses intern concerns and progress with the intern and cooperating teacher
- Provides written feedback to the intern using one of the UW Bothell observation forms
- Brings observation notes from the cooperating teacher (Winter Quarter)
- Submits observation notes (Autumn and Winter Quarters)
- Evaluates the intern at regular intervals through observations and post-lesson conferences
- Uses the post-lesson Observation Conference Guidelines (p. 30) to offer guidance, mentoring, effective supervision, and constructive suggestions in the techniques of teaching
- Completes mid-term and final evaluations during the teaching internship
- Writes a final evaluation for UW Bothell teacher certification records and the intern's job search

The clinical faculty meet once during Autumn and Winter quarters with the building principal to discuss the intern's progress, cooperating teacher, curriculum and other areas as needed. In addition, the clinical faculty emphasize to the principal the importance and expectation that s/he observe the intern at least once during their full-time student teaching and once prior during Autumn or early Winter quarter.

The university clinical faculty also facilitate cluster meetings of small groups of interns bimonthly in conjunction with the on-campus professional practice seminars.

Finally, the clinical faculty attend monthly UW Bothell meetings to provide progress reports on all interns.
The building principal’s leadership and organization in the building are important factors in the total student teaching experience.

The UW Bothell Secondary Teacher Certification M.Ed. Program has chosen to work with building principals who are extremely interested in supporting our program and providing interns a strong, field-based teacher training experience.

### Major Responsibilities

The first task of building principals is to assist with intern placements. Principals make the initial contact with the teachers in their schools regarding the placement of an intern. Before they assign interns to classroom teachers, they take into consideration the strengths and interests of the interns, as well as teacher requests.

After the intern placements are completed, the building principals continue to work with the cooperating teachers, the interns, and the UW Bothell staff and faculty to make the school a good place for learning to teach. Whenever it is appropriate, the building principals should be available for appointments with interns, cooperating teachers, and UW Bothell staff and faculty.

During the internship, the building principal should periodically check on the intern’s progress and provide professional support:

- Help intern arrange classroom visits for observations
- Observe the intern during Autumn quarter
- Observe the intern at least once during full-time student teaching, including pre and post conference
- Write a letter of recommendation for the intern at the end of the internship (if requested and warranted)
- Provide information and advice for future professional growth and professional opportunities during final meeting (Autumn Quarter)
Appendix

Flowchart

Intervention and Support Procedures for Student Interns

Assessment Tools

September Experience Feedback
Intern Disposition Form
Field Portfolio Evaluation
UW Bothell Narrative Classroom Observation Record
Supplemental Classroom Observation Record
Pedagogy Assessment Instrument Scoring Rubric

Washington Administrative Code

Acts of Unprofessional Conduct
Intervention and Support Procedures for Student Interns

Clinical faculty, course instructors, the student intern, cooperating teachers, the Program Officer, or the Program Director may request the formation of a Guidance and Support Team (GST)

Procedures

Chair of GST notifies the student intern in writing of the initial meeting. During the meeting, the GST will arrive at a finding: either the development of a plan of action, or dismissal from the program.

Concern ends.

Intern may voluntarily withdraw from the program.

Concern continues.

GST meets to decide on one of the following options:

- Revise plan of action
- Require student intern to take a leave of absence with specific plan for remediation
- Require student intern to return the following year for additional field experiences/student teaching experience
- Remove intern immediately from classes and field and dismiss from program

Intern may appeal the decision to the Vice Chancellor of Academic Affairs through the UW Bothell academic grievance procedures of the UW Human Rights Commission.

GST sends recommendation to Director of the Education Program. In the case of dismissal from the program, the Director follows all University procedures for dismissal.

NOTE: All documents created and completed during Formal Procedure are placed in intern’s program file.
University of Washington Bothell Teacher Certification Program

September Experience Feedback

Name of Intern ______________________________ Subject_________________________________

Cooperating Teacher _________________________________ Grade Level(s) ____________

PLEASE CHECK THE FOLLOWING ATTRIBUTES OF YOUR INTERN

Attitude toward teaching
- enthusiastic
- interested
- apathetic

Active role in classroom
- helpful, collaborative
- adequate
- inactive

Professional presence
- mature, comfortable
- somewhat confident
- very nervous

Punctuality and attendance
- exceptional
- prompt, dependable
- tardy, inconsistent

Communication with students
- helpful, appropriate
- satisfactory
- aloof

Interaction with Cooperating Teacher, staff, administrators
- excellent
- acceptable
- inadequate

Please comment on the following. Use the reverse side to answer questions 1 and 2.

1. When you think of the intern's overall participation during this September Experience, what comes to mind first? (An activity, an anecdote, a conversation, an attitude, etc.)

2. What should be the areas of focus for this intern during the Autumn Quarter field experience?

3. Do you wish to continue working with this intern through student teaching?
   Yes_______ No_______

Signature of Cooperating Teacher___________________________ Date_________________
### Communication
<table>
<thead>
<tr>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
</tr>
<tr>
<td>Communicates appropriately with master teacher, staff, administrator and field instructor</td>
</tr>
<tr>
<td>Communicates effectively orally and in writing</td>
</tr>
<tr>
<td>Communicates effectively with students</td>
</tr>
<tr>
<td>Listens to and understands different perspectives represented in the school and classroom</td>
</tr>
<tr>
<td>Demonstrates excitement and enthusiasm about teaching and lesson content</td>
</tr>
</tbody>
</table>

### Professionalism
<table>
<thead>
<tr>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
</tr>
<tr>
<td>Presents mature and professional presence</td>
</tr>
<tr>
<td>Arrives on time to field placement and attends regularly</td>
</tr>
<tr>
<td>Dresses appropriately</td>
</tr>
<tr>
<td>Is prepared</td>
</tr>
<tr>
<td>Observes confidentiality</td>
</tr>
<tr>
<td>Adheres to school and state code of conduct</td>
</tr>
</tbody>
</table>

### Interaction with Students
<table>
<thead>
<tr>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
</tr>
<tr>
<td>Demonstrates concern about all aspects of a child’s well-being (cognitive, emotional, social and physical)</td>
</tr>
<tr>
<td>Is proactive in establishing relationships with students and families</td>
</tr>
<tr>
<td>Demonstrates compassion and dignity</td>
</tr>
<tr>
<td>Looks to provide positive feedback to students</td>
</tr>
<tr>
<td>Appears excited about what s/he is teaching or observing in the classroom</td>
</tr>
<tr>
<td>Adjusts the complexity of his/her language to the linguistic abilities of students</td>
</tr>
<tr>
<td>Works with students to ensure any confusion or misunderstanding is addressed in a positive manner</td>
</tr>
</tbody>
</table>

### Time Management and Planning
<table>
<thead>
<tr>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
</tr>
<tr>
<td>Organizes time and materials well</td>
</tr>
<tr>
<td>Adapts to changing situations to meet the needs of students</td>
</tr>
<tr>
<td>Formulates long-term and short-term plans</td>
</tr>
<tr>
<td>Shows stamina to work a teacher’s day to meet required expectations and perform additional duties</td>
</tr>
<tr>
<td>Performs and supervises several tasks at one time</td>
</tr>
<tr>
<td>Adjusts plans based on students’ understanding, interest, or engagement</td>
</tr>
</tbody>
</table>

### Learner
<table>
<thead>
<tr>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
</tr>
<tr>
<td>Responds to constructive feedback by making appropriate changes in instruction or action</td>
</tr>
<tr>
<td>Reflects on professional practice</td>
</tr>
<tr>
<td>Shows a commitment to his or her own professional growth</td>
</tr>
<tr>
<td>Takes an active role in the classroom</td>
</tr>
</tbody>
</table>

Standards adapted from the Interstate New Teacher Assessment and Support Consortium (INTASC), available at the Council of Chief State School Officers (CCSSO) website (http://www.ccsso.org/intasc.html) and Washington State University Department of Teaching and Learning’s Professional Dispositions Evaluation for Field Experiences (PDEFE)
**UW Bothell Narrative Classroom Observation Record**

**Intern Name:** ____________________  **Date/Time of Observation:** ________________

**Observation Notes:**

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Description</th>
<th>Exceeds Program Expectations</th>
<th>Meets Program Expectations</th>
<th>Does Not Meet Program Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>___ receives respect from the students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>___ maintains instructional momentum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>___ manages student behavior effectively</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>___ accepts constructive feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>___ teaches with complete lesson plans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>___ engages all students in learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>___ knows the subject matter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>___ evaluates lesson effectiveness</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

+ = Exceeds Program Expectations  √ = Meets Program Expectations  ● = Does Not Meet Program Expectations

___ Meets or Exceeds UWB Program Expectations  ___ Does Not Meet UWB Program Expectations

**Observer:**

**Intern signature:**
Supplemental Classroom Observation Record

<table>
<thead>
<tr>
<th>Intern Name</th>
<th>Signature</th>
<th>School</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Lesson | Observer | Date | Time |
<table>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Creates an Environment of Respect and Rapport
   - Treats all students as capable of learning.
   - Creates a safe and caring learning environment; individual differences are respected.
   - Receives respect from students.

2. Establishes a Learning Community
   - Demonstrates an enthusiasm for/or enjoyment in working with students.
   - Strives to motivate students.

3. Manages Classroom Procedures
   - Maintains instructional momentum throughout the lesson.
   - Organizes room, equipment, materials, and students for learning.
   - Posts daily schedule and classroom rules.
   - Practices smooth transitions between classroom activities.

4. Manages Student Behavior
   - Establishes and maintains a positive leadership role in the classroom.
   - Provides an environment conducive to learning.
   - Develops, communicates, and monitors clear standards for behavior.

5. Knows Subject Matter and How to Teach
   - Teaches to established learning objectives and standards.
   - Presents lessons requiring a variety of learning activities.
   - Demonstrates knowledge of subject matter.
   - Demonstrates ability to teach in a changing, technological world.

6. Engages Students in Learning
   - Builds on students’ interests, strengths, and cultural backgrounds.
   - Promotes authentic contexts of learning.
   - Provides for multiple ways of representing learning.
   - Engages students with questioning/discussion techniques to stimulate complex levels of thinking.

7. Addresses Essential Learning Requirements and National Standards during Lesson Presentation
   - Completes written lesson plans showing objective sequence of instruction and assessment of learning.
   - Implements lessons which link subject matter and students.

8. Provides Students with Specific Evaluation Feedback
   - Uses effective methodologies to assess authentic, real world application of knowledge and understanding.
   - Uses assessment to adjust the instructional process and plans for the next steps.

9. Demonstrates Professional Growth
   - Invites observation and critique of teaching.
   - Self-evaluates professional presence and demeanor.
   - Self-evaluates lesson effectiveness.
   - Welcomes alternatives, new ideas and constructive feedback.
   - Maintains a professional presence in the school community.

10. Overall Effectiveness of intern’s Teaching Performance
    - Meets program expectations.
    - Does not meet program expectations.
Pedagogy Assessment Instrument Scoring Rubric

The following three Appendix documents are selected sections from the State of Washington Performance-Based Pedagogy Assessment of Teacher Candidates (PPA). These three documents include a summary and explanation for the observation evaluations (B. Observation), the Part III Scoring Rubric, and the Assessment Record.

The entire 60-page state instrument (which includes the project's conceptual framework, background research, directions, and glossary) can be downloaded from this OSPI Web page:

http://www.k12.wa.us/certification/profed/pedagogy.aspx

B. OBSERVATION

While you teach the lesson that is based on your Instructional Plan, your performance will be observed and evaluated using the attached scoring rubric. To address the extent to which your teaching positively impacts P-12 student learning, the rubric focuses on student behaviors. By observing the behaviors of P-12 students, the evaluator will assess the impact of your teaching performance on student learning.

During the observation, the evaluator will indicate your performance for each criterion under Standards 6-10. To achieve a "Met" rating, you must clearly demonstrate the expectations described for the criterion. Should you receive a "Not Met" rating, the evaluator will provide specific written feedback that addresses areas needing improvement relative to the standard. To assess performance relative to the standards, the evaluator may consider additional sources of information about the teaching-learning context, including information gained through conferences with the teacher candidate and cooperating teacher and conversations with P-12 students.

For teacher candidates completing student teaching in a special education setting, interpretation of P-12 student performance relative to the standards should be made in consideration of IEP goals and objectives. In addition, for candidates in early childhood settings, the performance of children ages 0-5 years should be scored with consideration given to age-appropriate expectations.

Every criterion under Standards 6-10 may not be evidenced in every lesson. Therefore, in consultation with the evaluator, a particular lesson may focus on selected criteria. Those criteria not evaluated during a particular lesson are recorded as “Not Observed.” However, during the course of your student teaching, all criteria must be observed and evaluated.

To successfully complete the Performance-Based Pedagogy Assessment, you must be at the "Met" level for all criteria under the 10 standards. Therefore, it is critical that you keep a copy of the scored rubric for the Written Sources of Evidence (Pre-Observation) and Observation phases of each lesson and that you check with the evaluator to insure that all criteria have been evaluated.

The Performance-Based Pedagogy Assessment may be used in combination with other assessments required by your university or college as evidence of meeting the standards for the Residency Certificate and verification of program completion. In other words, while you must successfully complete all PPA criteria as a necessary condition for teacher certification, other institutional requirements may mean that the PPA, alone, is not sufficient for successful program completion and a recommendation for a teacher certification.
PART III: Scoring Rubric

Overview

The Scoring Rubric consists of 10 standards and accompanying criteria. The first five are used to assess the written Sources of Evidence, and the second five are used during observation of teaching. The following shows the Washington Administrative Code (WAC) Residency Standards addressed in the Scoring Rubric. The Scoring Rubric begins on the next page. Your evaluator will record your progress relative to meeting each criterion in the Scoring Rubric on either the Scoring Rubric, itself, or the Assessment Record that follows the Scoring Rubric.

Sources of Evidence (Prior to the Observation)

1. *The teacher candidate sets learning targets that address the Essential Academic Learning Requirements and the state learning goals.*
   Targeted Residency Standards: (WAC 180-78A-270): a, s, p

2. *The teacher candidate demonstrates knowledge of the characteristics of students and their communities.*
   Targeted Residency Standards: (WAC 180-78A-270): m, n, o, s

3. *The teacher candidate plans and establishes effective interactions with families to support student learning and well-being.*
   Targeted Residency Standard: (WAC 180-78A-270): v

4. *The teacher candidate designs assessment strategies that measure student learning.*
   Targeted Residency Standards: (WAC 180-78A-270): m, n, o, t

5. *The teacher candidate designs instruction based on research and principles of effective practice.*
   Targeted Residency Standards: (WAC 180-78A-270): l, m, n, o, s, x

Observation

6. *The teacher candidate aligns instruction with the plan and communicates accurate content knowledge.*
   Targeted Residency Standards: (WAC 180-78A-270): b, s

7. *Students participate in a learning community that supports student learning and well-being.*
   Targeted Residency Standards: (WAC 180-78A-270): r, ri, ri, l, m

8. *Students engage in learning activities that are based on research and principles of effective practice.*
   Targeted Residency Standards: (WAC 180-78A-270): m, n, o, p, q, r, x

9. *Students experience effective classroom management and discipline.*
   Targeted Residency Standards: (WAC 180-78A-270): r

10. *The teacher candidate and students engage in activities that assess student learning.*
    Targeted Residency Standards: (WAC 180-78A-270): m, n, o, ri, t
### SCORING RUBRIC

**Candidate** | **Supervisor** | **Cooperating Teacher**
---|---|---
**School** | **School District** | **Grade Level(s)**

**PPA Administration Dates:** 1st | 2nd | 3rd | 4th

1. **The teacher candidate sets learning targets that address the Essential Academic Learning Requirements and the state learning goals.**

   **Source of Evidence** *Instructional Plan, Instructional Plan Rationale*

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Not Met</th>
<th>Met</th>
<th>Comments (evidence of performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Alignment</td>
<td>The plan’s learning targets are not aligned with EALRs, state learning goals, district goals, and school and classroom goals.</td>
<td>The plan's learning targets are explicitly aligned with EALRs, state learning goals, district goals, and school and classroom goals.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>B. Meaningfulness/Importance</td>
<td>The plan's learning targets represent trivial learning and lack potential for fostering student critical thinking and problem solving.</td>
<td>The plan's learning targets represent valuable learning and foster student critical thinking and problem solving.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>C. Developmental and Instructional Appropriateness</td>
<td>The plan’s learning targets are not appropriate for the development, prerequisite knowledge, skills, experiences, and backgrounds of students or student characteristics and needs.</td>
<td>The plan’s learning targets are suitable for all students in the class and are adapted where necessary to the needs of individual students.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>D. Accuracy</td>
<td>The plan’s learning targets represent activities rather than learning outcomes and cannot be assessed.</td>
<td>The plan's learning targets define learning outcomes and can be assessed.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>E. Multicultural Perspectives</td>
<td>The plan’s learning targets lack transformative multicultural knowledge, reasoning, performance skills, products, or dispositions.</td>
<td>The plan’s learning targets are grounded in transformative multicultural knowledge, reasoning, performance skills, products, or dispositions.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
</tbody>
</table>

A project of the Washington Association of Colleges for Teacher Education in collaboration with the Office of the Superintendent of Public Instruction with the approval of the State Board of Education on October 28, 2005
2. **The teacher candidate demonstrates knowledge of the characteristics of students and their communities.**

Source of Evidence: *Instructional Plan, Instructional Plan Rationale*

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Not Met</th>
<th>Met</th>
<th>Comments (evidence of performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. <strong>Developmental Characteristics</strong></td>
<td>The plan reflects minimal or inaccurate understanding of students’ developmental characteristics.</td>
<td>The plan reflects understanding of students' developmental characteristics.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
<tr>
<td>B. <strong>Exceptionalities</strong></td>
<td>The plan reflects minimal or inaccurate understanding of students’ exceptionalities and special learning needs.</td>
<td>The plan reflects understanding of students' exceptionalities and special learning needs.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
<tr>
<td>C. <strong>Cultural Backgrounds, Ethnicity, Language Development, Socioeconomic Status (SES), Gender</strong></td>
<td>The plan reflects minimal or inaccurate understanding of students’ cultural backgrounds, ethnicity, first language development, English acquisition, SES, and gender.</td>
<td>The plan reflects understanding of students' cultural backgrounds, ethnicity, first language development, English acquisition, SES, and gender.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
<tr>
<td>D. <strong>Approaches to Learning</strong></td>
<td>The plan reflects minimal or inaccurate understanding of students’ varied approaches to learning.</td>
<td>The plan reflects understanding of students' varied approaches to learning.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
<tr>
<td>E. <strong>Prior Knowledge and Skills</strong></td>
<td>The plan reflects minimal or inaccurate understanding of students’ knowledge and skills relative to the learning targets.</td>
<td>The plan reflects understanding of students' knowledge and skills relative to the learning targets for each student, including those with special needs.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
<tr>
<td>F. <strong>Community Factors that Impact Student Learning</strong></td>
<td>The plan reflects minimal or inaccurate understanding of community factors that impact student learning.</td>
<td>The plan reflects understanding of how to use students’ community as support for activities, resources, and learning strategies.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
</tbody>
</table>
3. The teacher candidate plans and establishes effective interactions with families to support student learning and well-being.

Source of Evidence: Plan for using personal contact with families (e.g., telephone, home visit, family conferences, and/or written messages)

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Not Met</th>
<th>Met</th>
<th>Comments (evidence of performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Appropriateness</td>
<td>There are no plans for interactions with families OR interactions presented in the plan are inappropriate for the language and level of understanding of families.</td>
<td>The plan's interactions with families are specifically adapted to the language and level of understanding of each student and his or her family, including low-status/historically marginalized families.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>B. Purpose</td>
<td>Interactions in the plan focus primarily on negative student behavior and performance.</td>
<td>The plan for family interaction provides and elicits information regarding student learning and well-being, including low-status/historically marginalized families.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>C. Cultural Responsiveness</td>
<td>Interactions in the plan are routine with little or no effort to make interactions culturally responsive.</td>
<td>The plan's interactions with families are culturally responsive for each student and his or her family.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>D. Two-Way Communication</td>
<td>The plan provides limited opportunities for families to engage in communication about the learning progress and well being of their children.</td>
<td>The plan provides adequate opportunities for families to engage in communication or activities to support student learning and well-being.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
</tbody>
</table>

4. The teacher candidate designs assessment strategies that measure student learning.

Source of Evidence: Instructional Plan. Include descriptions or documentation related to the assessment strategies (e.g., copy of assignments, description of strategies, rubric)

<table>
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<tr>
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<th>Met</th>
<th>Comments (evidence of performance)</th>
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</thead>
<tbody>
<tr>
<td>A. Alignment</td>
<td>The plan's assessment strategies are not aligned with the learning targets.</td>
<td>The plan's assessment strategies are aligned with the learning targets.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>B. Technical Soundness</td>
<td>The plan's assessment strategies do not measure the intended outcomes of the learning targets.</td>
<td>The plan includes assessments that measure the student outcomes reflected in the learning targets.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
</tbody>
</table>
### C. Formative and Summative Assessment

| The plan does not provide for the use of both formative and summative assessment data to evaluate the impact on student learning. | The plan provides for the use of both formative and summative assessment data to evaluate impact on student learning. | ☐ Met ☐ Not Met ☐ Not Observed |

### D. Multiple Modes and Approaches

| The plan’s assessment strategies employ a single assessment mode or approach. | The plan includes opportunities for students to engage in a variety of assessments that measure their performance relative to the learning targets. | ☐ Met ☐ Not Met ☐ Not Observed |

### E. Feedback

| The plan’s assessment strategies provide no opportunities for students to receive feedback. | The plan includes opportunities for students to receive feedback regarding their performance relative to the learning targets. | ☐ Met ☐ Not Met ☐ Not Observed |

---

5. **The teacher candidate designs instruction based on research and principles of effective practice.**

**Source of Evidence:** *Instructional Plan, Instructional Plan Rationale*

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<th>Comments (evidence of performance)</th>
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</thead>
<tbody>
<tr>
<td><strong>A. Alignment</strong></td>
<td>The plan’s learning activities are not aligned with learning targets and assessments.</td>
<td>The plan’s learning activities are aligned with learning targets and assessments.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td><strong>B. Lesson Sequence</strong></td>
<td>The plan’s learning activities are unrelated to prior learning and do not support the learning targets.</td>
<td>The plan’s learning activities account for prior learning and support the learning targets.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td><strong>C. Research-Based Pedagogy</strong></td>
<td>The plan fails to connect instruction to research and principles of effective practice that are developmentally appropriate, culturally responsive, gender sensitive, and inclusive of all students including low-status/historically marginalized students.</td>
<td>The plan is based on research and principles of effective practices that are developmentally appropriate, culturally responsive, gender sensitive, and inclusive of all students including low-status/historically marginalized students.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td><strong>D. Academic Knowledge and Perspective</strong></td>
<td>The plan reflects a single viewpoint OR uses multicultural or gender academic knowledge only as an add-on to instruction that reflects the dominant culture.</td>
<td>The plan describes how instructional strategies extend beyond the existing diversity of the students in the class and expand material to incorporate a range of transformative multicultural and gender-relevant subject matter content.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
</tbody>
</table>
E. Culturally Responsive Learning Activities

| The plan employs a single learning strategy or method throughout the lesson OR limits student opportunity to learn from one another in a democratic and caring environment. | The plan employs a variety of learning experiences that build on and recognize the academic competence of each student and encourages critical thinking and collaborative learning in a democratic and caring environment. | ☐ Met ☐ Not Met ☐ Not Observed |

F. Materials and Resources

| The plan utilizes learning materials and learning tasks that primarily represent the dominant culture or a single gender. | The plan utilizes learning materials and engages in learning tasks that incorporate transformative multicultural and gender perspectives. | ☐ Met ☐ Not Met ☐ Not Observed |

G. Use of Technology

| The plan incorporates few opportunities for students to learn with varied technologies. | The plan utilizes technology to support and enhance instruction and student learning. | ☐ Met ☐ Not Met ☐ Not Observed |

H. Heterogeneous Grouping

| The plan's learning activities exclude heterogeneous cooperative learning groups. | The plan provides opportunities for students to engage in a variety of learning experiences including heterogeneous cooperative learning groups that build and recognize academic competence of all students, including low-status/historically marginalized students. | ☐ Met ☐ Not Met ☐ Not Observed |

I. Student Engagement

| The plan provides no opportunities for students to become intrinsically motivated or engaged in their own learning. | The plan describes how students will become intrinsically motivated and engaged in their own learning. | ☐ Met ☐ Not Met ☐ Not Observed |

6. The teacher candidate aligns instruction with the plan and communicates accurate content knowledge.

Source of Evidence: Classroom Observation

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Not Met</th>
<th>Met</th>
<th>Comments (evidence of performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Alignment</td>
<td>Classroom instruction and the instructional plan are not aligned.</td>
<td>Classroom instruction is aligned with the instructional plan.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>B. Meaningful Opportunities to Learn</td>
<td>Students have limited opportunities to learn the key skills and concepts needed to reach the learning targets.</td>
<td>Students are learning the key skills and concepts needed to reach the learning targets.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>C. Accuracy</td>
<td>The teacher candidate makes content errors.</td>
<td>The teacher candidate demonstrates accurate knowledge of the content.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
</tbody>
</table>
### D. Interdisciplinary Instruction

<table>
<thead>
<tr>
<th>Task focus</th>
<th>Connections to other subject areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single discipline without making connections to other subject areas.</td>
<td>Students are engaged in tasks that provide interdisciplinary connections with other subject areas.</td>
</tr>
</tbody>
</table>

### E. Culturally Responsive and Gender-Sensitive Instruction

<table>
<thead>
<tr>
<th>Task focus</th>
<th>Perspectives</th>
</tr>
</thead>
</table>

7. **Students participate in a learning community that supports student learning and well-being.**

**Source of Evidence:** Classroom Observation

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Not Met</th>
<th>Met</th>
<th>Comments (evidence of performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Democratic Classroom</td>
<td>Students do not participate in the development of classroom behavioral expectations and norms.</td>
<td>Students participate in the development of classroom behavioral expectations and norms (e.g., provide input regarding rules or procedures; are involved in conflict resolution).</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>B. Respect</td>
<td>Classroom interactions between students and teacher candidate or between peers are disrespectful.</td>
<td>Classroom interactions between students and teacher candidate or between peers reflect respect for others.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>C. Learning Community</td>
<td>In group activities, some students act independently or fail to support one another's inquiry/learning or exclude low-status/historically marginalized students.</td>
<td>Students support one another in group learning activities and include low-status/historically marginalized students.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>D. Self-Directed Learning</td>
<td>Students have no opportunity to express their opinions and provide suggestions regarding their own learning.</td>
<td>Students express their opinions and provide suggestions regarding their own learning.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>E. Diverse Perspectives</td>
<td>Students demonstrate disrespect for the multicultural and gender perspectives expressed by others.</td>
<td>Students show respect for multicultural and gender perspectives expressed by others.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
</tbody>
</table>

---

A project of the Washington Association of Colleges for Teacher Education in collaboration with the Office of the Superintendent of Public Instruction with the approval of the State Board of Education on October 28, 2005
### F. Heterogeneous Groups

| Students do not participate in heterogeneous cooperative learning groups OR heterogeneous cooperative learning groups fail to build the academic competence of all students including low-status/historically marginalized students. | Students engage in a variety of learning experiences including heterogeneous cooperative learning groups that build and recognize academic competence of students, including low-status/historically marginalized students. | ☐ Met ☐ Not Met ☐ Not Observed |

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### 8. Students engage in learning activities that are based on research and principles of effective practice.

**Source of Evidence:** Classroom Observation

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Not Met</th>
<th>Met</th>
<th>Comments (evidence of performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Questioning and Discussion Techniques</td>
<td>Students experience learning activities that include limited opportunities to pose and answer questions.</td>
<td>Students answer and pose questions and engage in cooperative discussions that enhance learning, critical thinking, transformative multicultural thinking, and problem solving.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>B. Delivery and Pacing</td>
<td>Students experience learning activities that are too slow or rushed OR are not mindful of the academic competence of low-status/historically marginalized students.</td>
<td>Students engage in learning activities that are paced appropriately for all students, are culturally responsive, and allow for reflection and closure as appropriate.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>C. Differentiated Instruction</td>
<td>Students experience undifferentiated learning activities.</td>
<td>Students engage in learning activities that are adjusted to meet their individual backgrounds, strengths, and needs and are culturally and gender responsive.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>D. Active Learning</td>
<td>Students are not engaged in learning activities OR low-status/historically marginalized students are disproportionately disengaged.</td>
<td>Students are cognitively engaged in the learning activities and initiate or adapt activities to enhance understanding.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>E. Technology</td>
<td>Students have no opportunities to use technology as part of the learning or assessment process.</td>
<td>Students use technology when engaging in learning or the demonstration of their learning.</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
</tbody>
</table>

---

---

---
9. **Students experience effective classroom management and discipline.**

Source of Evidence: **Classroom Observation**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Not Met</th>
<th>Met</th>
<th>Comments (evidence of performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Use of Classroom Materials</td>
<td>Students use the classroom space and materials with little regard for order and others.</td>
<td>Students find, use, and return classroom materials respectfully and efficiently with regard for order and others.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
<tr>
<td>B. Equitable Discipline</td>
<td>Some students, such as low-status/historically marginalized students, are disproportionately disciplined in comparison to other students.</td>
<td>Students are fairly and equitably disciplined.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
<tr>
<td>C. Transitions</td>
<td>Students have limited success changing from one learning task to another without disruptions in the flow of learning.</td>
<td>Students move between learning tasks in an efficient manner.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
<tr>
<td>D. Response to Interventions</td>
<td>Students demonstrate little or no response to interventions.</td>
<td>Students positively respond to teacher suggestions and interventions in order to make adjustments to appropriate learning behaviors.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
<tr>
<td>E. Democratic Practices</td>
<td>Students have limited opportunities to experience democratic classroom practices.</td>
<td>Students are engaged in democratic classroom management practices.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
</tbody>
</table>

10. **The teacher candidate and students engage in activities that assess student learning.**

Source of Evidence: **Classroom Observation, documentation of student learning (e.g., formative or summative results)**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Not Met</th>
<th>Met</th>
<th>Comments (evidence of performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Alignment</td>
<td>Students are not engaged in assessments that are aligned with learning targets.</td>
<td>Students engage in assessment activities that are aligned with learning targets.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
<tr>
<td>B. Multiple Modes and Approaches</td>
<td>All students engage in the same assessment strategy to measure their performance.</td>
<td>Students engage in a variety of assessments that measure their performance relative to the learning targets.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
<tr>
<td>C. Feedback</td>
<td>Some students receive limited feedback regarding their performance.</td>
<td>Students receive constructive, timely feedback based on assessment results.</td>
<td>□ Met □ Not Met □ Not Observed</td>
</tr>
<tr>
<td>D. Understanding of Assessment</td>
<td>Students demonstrate a lack of understanding of the relationship between assessment activities and the learning targets.</td>
<td>Students demonstrate an understanding of the relationship between the assessments and learning targets.</td>
<td>Met</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------------------</td>
<td>-------------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>E. Self-Assessment</td>
<td>Students are not involved in self-assessment related to the learning targets.</td>
<td>Students engage in self-assessment related to the learning targets.</td>
<td>Met</td>
</tr>
<tr>
<td>F. Student Reflection</td>
<td>Students do not reflect on their performance relative to learning targets.</td>
<td>Students reflect on their performance in order to evaluate progress over time relative to learning targets.</td>
<td>Met</td>
</tr>
<tr>
<td>G. Positive Impact on Student Learning</td>
<td>Assessment results reflect insignificant learning relative to the learning targets by at least some students.</td>
<td>Assessment results show the expected amount of learning relative to the learning targets by all students.</td>
<td>Met</td>
</tr>
</tbody>
</table>

The Candidate □ has □ has not met all the standards and criteria of the Performance-Based Pedagogy Assessment.

Candidate Signature_________________________________________ Supervisor Signature_________________________________________ Date____________
## ASSESSMENT RECORD

**Candidate**  
**Supervisor**  
**Cooperating Teacher**

**School**  
**School District**  
**Grade Level(s)**

**PPA Administration Dates:**  
1st  
2nd  
3rd  
4th

### Written Sources of Evidence

1. **The teacher candidate sets learning targets that address the EALRs and state learning goals.**  
   **Comments (evidence of performance)**
   - **A. Alignment**
     - Met  
     - Not Met  
     - Not Observed
   - **B. Meaningfulness/Importance**
     - Met  
     - Not Met  
     - Not Observed
   - **C. Developmental and Instructional Appropriateness**
     - Met  
     - Not Met  
     - Not Observed
   - **D. Accuracy**
     - Met  
     - Not Met  
     - Not Observed
   - **E. Multicultural Perspectives**
     - Met  
     - Not Met  
     - Not Observed

2. **The teacher candidate demonstrates knowledge of the characteristics of students and their communities.**  
   **Comments (evidence of performance)**
   - **A. Developmental Characteristics**
     - Met  
     - Not Met  
     - Not Observed
   - **B. Exceptionalities**
     - Met  
     - Not Met  
     - Not Observed
   - **C. Cultural Backgrounds, Ethnicity, Language Development, SES, Gender**
     - Met  
     - Not Met  
     - Not Observed
   - **D. Approaches to Learning**
     - Met  
     - Not Met  
     - Not Observed
   - **E. Prior Knowledge and Skills**
     - Met  
     - Not Met  
     - Not Observed
   - **F. Community Factors that Impact Student Learning**
     - Met  
     - Not Met  
     - Not Observed

3. **The teacher candidate plans and establishes effective interactions with families to support student learning and well-being.**  
   **Comments (evidence of performance)**
   - **A. Appropriateness**
     - Met  
     - Not Met  
     - Not Observed
   - **B. Purpose**
     - Met  
     - Not Met  
     - Not Observed
   - **C. Cultural Responsiveness**
     - Met  
     - Not Met  
     - Not Observed
   - **D. Two-Way Communication**
     - Met  
     - Not Met  
     - Not Observed

4. **The teacher candidate designs assessment strategies that measure student learning.**  
   **Comments (evidence of performance)**
   - **A. Alignment**
     - Met  
     - Not Met  
     - Not Observed
   - **B. Technical Soundness**
     - Met  
     - Not Met  
     - Not Observed
   - **C. Formative and Summative Assessment**
     - Met  
     - Not Met  
     - Not Observed
   - **D. Multiple Modes and Approaches**
     - Met  
     - Not Met  
     - Not Observed
   - **E. Feedback**
     - Met  
     - Not Met  
     - Not Observed

---

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5. The teacher candidate designs instruction based on research and principles of effective practice.  

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<tr>
<td>B. Lesson Sequence</td>
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<tr>
<td>D. Academic Knowledge and Perspective</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>E. Culturally Responsive Learning Activities</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>F. Materials and Resources</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>G. Use of Technology</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>H. Heterogeneous Grouping</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>I. Student Engagement</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
</tbody>
</table>

Observation

6. The teacher candidate aligns instruction with the plan and communicates accurate content knowledge.  

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</tr>
<tr>
<td>B. Meaningfulness Opportunities to Learn</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>C. Accuracy</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
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<tr>
<td>D. Interdisciplinary Instruction</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
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<tr>
<td>E. Culturally Responsive and Gender-Sensitive Instruction</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
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</table>

7. Students participate in a learning community that supports student learning and well-being.  

<table>
<thead>
<tr>
<th></th>
<th>Comments (evidence of performance)</th>
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<tbody>
<tr>
<td>A. Democratic Classroom</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>B. Respect</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>C. Learning Community</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>D. Self-Directed Learning</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
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<td>E. Diverse Perspectives</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>F. Heterogeneous Grouping</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
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8. Students engage in learning activities that are based on research and principles of effective practice.  

<table>
<thead>
<tr>
<th></th>
<th>Comments (evidence of performance)</th>
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</thead>
<tbody>
<tr>
<td>A. Questioning and Discussion Techniques</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>B. Delivery and Pacing</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
</tr>
<tr>
<td>C. Differentiated Instruction</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
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<tr>
<td>D. Active Learning</td>
<td>☐ Met ☐ Not Met ☐ Not Observed</td>
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<tr>
<td>E. Technology</td>
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9. **Students experience effective classroom management and discipline.**

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<td><strong>A. Use of Classroom Materials</strong></td>
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<tr>
<td>Met</td>
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<tr>
<td><strong>B. Equitable Discipline</strong></td>
</tr>
<tr>
<td>Met</td>
</tr>
<tr>
<td><strong>C. Transitions</strong></td>
</tr>
<tr>
<td>Met</td>
</tr>
<tr>
<td><strong>D. Response to Interventions</strong></td>
</tr>
<tr>
<td>Met</td>
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<tr>
<td><strong>E. Democratic Practices</strong></td>
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10. **The teacher candidate and students engage in activities that assess student learning.**

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<tr>
<td><strong>A. Alignment</strong></td>
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<tr>
<td>Met</td>
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<tr>
<td><strong>B. Multiple Modes and Approaches</strong></td>
</tr>
<tr>
<td>Met</td>
</tr>
<tr>
<td><strong>C. Feedback</strong></td>
</tr>
<tr>
<td>Met</td>
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<tr>
<td><strong>D. Understanding of Assessment</strong></td>
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<tr>
<td>Met</td>
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<td><strong>E. Self Assessment</strong></td>
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<tr>
<td>Met</td>
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<tr>
<td><strong>F. Student Reflection</strong></td>
</tr>
<tr>
<td>Met</td>
</tr>
<tr>
<td><strong>G. Positive Impact on Student Learning</strong></td>
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</table>

The Candidate ☐ has ☐ has not met all the standards and criteria of the Performance-Based Pedagogy Assessment.

Candidate Signature __________________________ Supervisor Signature __________________________ Date ______

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A project of the Washington Association of Colleges for Teacher Education in collaboration with the Office of the Superintendent of Public Instruction with the approval of the State Board of Education on October 28, 2005
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.

181-87-035
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:
   (a) Good moral character or personal fitness.
   (b) 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.

181-87-055 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.

181-87-060 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.

181-87-065 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.

181-87-070
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.]
**Glossary**

**Key Terms and Concepts**

**Cohort**
Group of UW Bothell students traveling together through the Secondary Teacher Certification M.Ed. Program.

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

**Clinical Faculty**
Person responsible for supervising internship. The clinical faculty will make several visits to the field placement, observing and consulting with intern and cooperating teacher.

**Field Portfolio**
Collection of journal entries, observation notes, evaluations, student work, and anything else that will be useful in compiling the professional portfolio.

**Field placement**
School classroom in which intern will do observation and teaching.

**Field site**
School where intern is assigned for internship.

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

**Intern**
UW Bothell student enrolled in the Secondary Teacher Certification M.Ed. Program and participating in field experiences.

**Internship**
The three quarters of field experiences: Summer Quarter, Autumn Quarter (including September Experience), and Winter Quarter.

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

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

**PPA**
The Performance Pedagogy Assessment is a performance-based assessment of student teachers in the state of Washington required for certification. It comprises ten standards used to assess and evaluate interns during their full-time student teaching. Both the clinical faculty member and Cooperating Teacher use this instrument.

**Program Officer**
UW Bothell staff member and liaison between the university and schools, and the cooperating teacher, Field Instructor and building principal. Program Officer is responsible for placing interns, and managing field issues and concerns.

**Solo Teaching**
Full-time teaching where the intern assumes all teaching responsibilities for six consecutive weeks during Winter Quarter.
**Student teaching** The final eleven-week period (Winter Quarter) where the intern assumes the role of lead teacher. Teaching responsibilities steadily increase, culminating with the six-week block of solo teaching.
## Contact Information

### Education Program

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Office</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robin Angotti, Assistant Professor</td>
<td>352-3605</td>
<td>UW2 317</td>
<td>rrider</td>
</tr>
<tr>
<td>Cherry A. McGee Banks, Professor</td>
<td>352-3482</td>
<td>UW1 244</td>
<td>camb@u</td>
</tr>
<tr>
<td>G. Thomas Bellamy, Professor</td>
<td>352-3572</td>
<td>UW2 334</td>
<td>tbellamy</td>
</tr>
<tr>
<td>Dana Bigham, Program Coordinator</td>
<td>352-3481</td>
<td>UW2 320</td>
<td>dbigham</td>
</tr>
<tr>
<td>Amelia Bowers, Program Advisor</td>
<td>352-5274</td>
<td>UW2 304</td>
<td>bowersam@u</td>
</tr>
<tr>
<td>Jean Eisele, Senior Lecturer</td>
<td>352-5278</td>
<td>UW1 138</td>
<td>jeisele</td>
</tr>
<tr>
<td>Karen Gourd, Assistant Professor</td>
<td>352-5214</td>
<td>UW1 115</td>
<td>kgourd</td>
</tr>
<tr>
<td>Hayley Hillson, Manager &amp; Graduate Program Assistant</td>
<td>352-5331</td>
<td>UW2 305A</td>
<td>hhillson</td>
</tr>
<tr>
<td>Jon Howeiler, Field Coordinator/Certification Officer</td>
<td>352-5231</td>
<td>UW2 331</td>
<td>jhoweiler</td>
</tr>
<tr>
<td>Pamela Bolotin Joseph, Senior Lecturer/Pro Cert Program Administrator</td>
<td>352-3401</td>
<td>UW2 313</td>
<td>pjoseph</td>
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<tr>
<td>Bettina Katz, Office Assistant</td>
<td>352-5411</td>
<td>UW2 305</td>
<td>bkatz</td>
</tr>
<tr>
<td>Carole Kubota, Associate Professor/Retired</td>
<td>352-5273</td>
<td>UW1 136</td>
<td>ckubota</td>
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<tr>
<td>Kim McKay, Program Coordinator/Advisor</td>
<td>352-5230</td>
<td>UW2 305</td>
<td>kmckay</td>
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<tr>
<td>Nancy Place, Associate Professor</td>
<td>352-5374</td>
<td>UW1 134</td>
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<tr>
<td>Bradley Portin, Director and Professor</td>
<td>352-3482</td>
<td>UW2 305B</td>
<td>bportin</td>
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<tr>
<td>Antony Smith, Assistant Professor</td>
<td>352-5416</td>
<td>UW2 309</td>
<td>ansmith</td>
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<tr>
<td>Carrie Tzou, Assistant Professor</td>
<td>352-3251</td>
<td>UW2 311</td>
<td>ctzou</td>
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<tr>
<td>Jane Van Galen, Professor</td>
<td>352-5352</td>
<td>UW2 218</td>
<td>jvangalen</td>
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### Division of Enrollment Management

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<th>Name</th>
<th>Phone</th>
<th>Office</th>
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<tbody>
<tr>
<td>Hung Dang, Assistant Vice Chancellor &amp; Registrar</td>
<td>352-5305</td>
<td>UW1 186</td>
<td>hdang</td>
</tr>
<tr>
<td>Rosa Lundborg, Counselor/DSS/Veterans/International</td>
<td>352-5307</td>
<td>UW1 175</td>
<td>rlundborg</td>
</tr>
<tr>
<td>Danette Iyall, Asst. Director Financial Aid/Scholarship</td>
<td>352-5326</td>
<td>UW1 160</td>
<td>dlyall</td>
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### Office of the Chancellor

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<tbody>
<tr>
<td>Kenyon Chan, Chancellor</td>
<td>352-5221</td>
<td>UW1 260G</td>
<td>kschan</td>
</tr>
<tr>
<td>Linda Taylor, Executive Assistant to Chancellor</td>
<td>352-5221</td>
<td>UW1 260H</td>
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### Security and Campus Safety

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<tr>
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### Information Technologies

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<td>LB2 218</td>
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### Library

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<tr>
<td>352-5340</td>
<td>LB1</td>
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</table>

| Venta Silins, Reference/Education Librarian | 352-5241 | LB1 210C | ventas@u |

### Writing Center

| Writing Center Tutors and Appointment Scheduling | 352-5253 | UW2 124  | uwbwrite  |
| Karen Rosenberg, Director                     | 352-3536 | UW2 106B | krosenberg |

### University Bookstore

<table>
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<tr>
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### Student Government

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<tr>
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<tbody>
<tr>
<td>352-3529</td>
<td>LBA 204B</td>
<td>asuwb</td>
</tr>
</tbody>
</table>

**NOTE:** Unless otherwise noted, use the following pattern for all e-mail addresses: name@uw.edu

Names followed by an "@u" use a different pattern: name@u.washington.edu