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

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

Welcome to the start of your career as a teacher

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

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

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

Bradley Portin
Director and Professor
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Program Mission Statement

“The Education Program prepares innovative, ethical practitioners who are grounded in intellectual and professional communities and who are dedicated to educating diverse students.”

Our primary learning goals are:

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

Within this framework, the goal of the Education Program is to develop educational leaders who excel in their own practice and influence others to support student learning and safeguard the public purposes of schooling in a democracy.
# Program Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robin Angotti, Ph.D.</td>
<td>Assistant Professor</td>
<td><a href="mailto:rrider@uwb.edu">rrider@uwb.edu</a></td>
</tr>
<tr>
<td>Wayne Au, Ph.D.</td>
<td>Assistant Professor</td>
<td><a href="mailto:WAu@uwb.edu">WAu@uwb.edu</a></td>
</tr>
<tr>
<td>Cherry A. McGee Banks, Ed.D.</td>
<td>Professor</td>
<td><a href="mailto:camb@u.washington.edu">camb@u.washington.edu</a></td>
</tr>
<tr>
<td>Thomas Bellamy, Ph.D.</td>
<td>Professor</td>
<td><a href="mailto:tbellamy@uwb.edu">tbellamy@uwb.edu</a></td>
</tr>
<tr>
<td>Jean Eisele, Ed.D.</td>
<td>Senior Lecturer</td>
<td><a href="mailto:jeisele@uwb.edu">jeisele@uwb.edu</a></td>
</tr>
<tr>
<td>Karen Gourd, Ph.D.</td>
<td>Assistant Professor</td>
<td><a href="mailto:kgourd@uwb.edu">kgourd@uwb.edu</a></td>
</tr>
<tr>
<td>Allison Hintz, Ph.D.</td>
<td>Assistant Professor</td>
<td><a href="mailto:AHintz@uwb.edu">AHintz@uwb.edu</a></td>
</tr>
<tr>
<td>Pamela Bolotin Joseph, Ph.D.</td>
<td>Senior Lecturer</td>
<td><a href="mailto:pjoseph@uwb.edu">pjoseph@uwb.edu</a></td>
</tr>
<tr>
<td>Young-Kyung Min, Ph.D.</td>
<td>Lecturer</td>
<td><a href="mailto:YKMin@uwb.edu">YKMin@uwb.edu</a></td>
</tr>
<tr>
<td>Jason Naranjo, Ph.D.</td>
<td>Assistant Professor</td>
<td><a href="mailto:JNaranjo@uwb.edu">JNaranjo@uwb.edu</a></td>
</tr>
<tr>
<td>Nancy Place, Ph.D.</td>
<td>Associate Director and Professor</td>
<td><a href="mailto:nplace@uwb.edu">nplace@uwb.edu</a></td>
</tr>
<tr>
<td>Bradley Portin, D.Phil</td>
<td>Director and Professor</td>
<td><a href="mailto:bportin@uwb.edu">bportin@uwb.edu</a></td>
</tr>
<tr>
<td>Antony Smith, Ph.D.</td>
<td>Assistant Professor</td>
<td><a href="mailto:ansmith@uwb.edu">ansmith@uwb.edu</a></td>
</tr>
<tr>
<td>Carrie Tzou, Ph.D.</td>
<td>Assistant Professor</td>
<td><a href="mailto:CTzou@uwb.edu">CTzou@uwb.edu</a></td>
</tr>
<tr>
<td>Jane Van Galen, Ph.D.</td>
<td>Professor</td>
<td><a href="mailto:vangalen@u.washington.edu">vangalen@u.washington.edu</a></td>
</tr>
</tbody>
</table>
Program Staff

**Dana Bigham**  
Program Coordinator  
425-352-3481  
dbigham@uwb.edu

**Hayley Hillson**  
Program Manager  
425-352-5331  
hhillson@uwb.edu

**Kim McKay**  
Certification Program Coordinator/Advisor  
425-352-5230  
kmcKay@uwb.edu

**Nicholas Brownlee**  
Graduate Program Advisor  
425-352-5369  
nbrownlee@uwb.edu

**Jon Howeiler**  
Director/K8 school placements and certification officer  
425-352-5231  
jhoweiler@uwb.edu

**Erica Myers**  
Certification Program Coordinator/Advisor  
425-352-5230  
emyers@uwb.edu

**Amelia Bowers**  
Education Program Advisor  
425-352-5274  
ABowers@uwb.edu

**Jane Kinyoun**  
Secondary Field Coordinator  
425-352-3193  
jkinyoun@uwb.edu

**Sue Morgan**  
Program Coordinator  
425-352-5411  
smorgan@uwb.edu

**Education Program Office**

Many non-teaching functions of the program are carried out by the Education Program Office (UW1 311). The office hours are 7:30 to 5:00 p.m., Monday through Friday; summer hours may vary. The office maintains student files toward certification, including admission materials. To ensure staff availability, please email for an appointment.

**Address:**  
Box 358531  
18115 Campus Way NE  
Bothell, WA 98011

**Phone:**  
425-352-5411

**Website:**  
www.uwb.edu/education

**Hours:**  
Mon - Fri: 7:30 am - 5:00 pm

**Location:**  
UW1 311
General Program Information

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

Communication

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

• E-mail
  - The Education Program will forward university and program information only to your official default UW email address (student@uw.edu). Note: What if you don’t regularly check your UW email account? Step-by-step instructions on how you can easily set your default UW email address to forward to any personal email account you choose are available online at the UW IT Connect website: www.washington.edu/itconnect/
  - We recently created three new distribution lists for current students; EdAll - for all Education Program students; EdGrad - for all students in a Master of Education degree program; and EdCert - for all student earning residency teacher certification.

• Class announcements
• Email and Canvas announcements
• Telephone
• U.S. Mail
• Social Media (Education Program Facebook/Twitter)

To ensure timely communication, teacher candidates should keep their e-mail addresses, personal addresses, telephone numbers, and other contact information current. They should update this personal information via MyUW and as well as contact Jane Kinyoun, 425-352-3193 or kinyoun@uw.edu.
Quick Help Reference Guide

Academic Calendar................................................................. www.uwb.edu/calendars
Academic Services................................................................. www.uwb.edu/as
Address/phone/e-mail changes ........................................... Erica Myers / Kim McKay
Certification requirements ..................................................... Jon Howeiler
Course registration ............................................................... Erica Myers / Kim McKay
Current Student Information .................................................. www.uwb.edu/secondarycertmed/currentstudentinfo
Deferrals/Withdrawals from program ...................................... Erica Myers / Kim McKay
Endorsements .................................................................... www.uwb.edu/education/programsendorsements
Field placements .................................................................... Jane Kinyoun
Financial Aid/Scholarships ..................................................... www.uwb.edu/financialaid
Fingerprint Clearance ............................................................... Erica Myers / Kim McKay
Learning Technologies ............................................................. www.uwb.edu/learningtech
MyUW .................................................................................. http://myuw.washington.edu
Quantitative Skills Center ....................................................... www.uwb.edu/qsc
Quarterly time schedule .......................................................... www.uwb.edu/registration/time
Office of Student Services ....................................................... www.uwb.edu/studentservices
Tuition costs .......................................................................... www.uwb.edu/tuition
UW Bothell main phone number ............................................. (425) 352-5000 / TDD: 425.352.5303
UW Bothell main Web site ......................................................... www.uwb.edu
Writing and Communications Center ........................................ www.uwb.edu/wacc
2013 - 2014 Calendar and Overview

Autumn Quarter 2013

August 26 - Orientation Workshop for Cooperating Teachers and Teacher Candidates, UW Bothell.

First district contracted day through Sept 24,
September Experience: Observing, Assisting, And Providing Academic Support
  • Teacher candidates attend meetings in schools and help set up classroom
  • They observe and assist every day with the opening of school.
  • They focus observations on the formation of learning communities, introduction to curriculum, and evidence of student learning in 4 classes/day
  • Teacher candidates are oriented and instructed at their schools to work with individual students within existing tutoring or academic support structures so that they may provide individualized academic support in their subject for selected students one period/day

September 25 until Winter Break, Teacher candidates in schools every day
  • Teacher candidates resume tutoring/academic support responsibilities 1 period/day
  • Teachers and teacher candidates incorporate the co-teaching model to scaffold and share responsibilities for student learning in 4 classes
  • By early October teacher candidates co-teach by facilitating periodic lessons or parts of lessons. Teacher candidates will not plan alone or teach alone during October.
  • In November teacher candidates co-plan and co-teach at least 1 unit (20-25 lessons) for: 2 or 3 sections of the same class for 2 weeks, OR 1 class for 4 weeks
  • In December teacher candidates will gradually assume leadership within the co-teaching model for 4 classes for at least 2 weeks before the holiday break.

Winter Quarter 2014

January 6 – March 21
  • Cooperating Teachers and teacher candidates resume co-teaching model of student teaching
  • Teacher candidates gradually assume primary responsibility for planning and facilitation, within the co-teaching model, for 4 classes for a minimum of 6 weeks beginning in December and ending during mid winter quarter.
  • Following completion of full time requirement, teacher candidates will phase out of leadership of some classes but will continue co-teaching in a more supportive role.
  • UW-B teacher candidates continue tutoring/academic support responsibilities every day for entire quarter
  • Teacher candidates will complete edTPA (Teacher Performance Assessment) during February, due at the end of February. Teacher candidates may take some time away from the field for writing of the edTPA (details tba)
  • During the last week, teacher candidates are encouraged to observe other teachers
  • During the last week, Cooperating Teachers will submit to UW Bothell a signed letter of recommendation to document successful completion of the student teaching course and recommendation for certification

Spring Quarter 2014: Teacher Candidates are certified and are available to substitute as soon as edTPA scores are verified and certification application is complete. They will also be completing their M.Ed. requirements.
Conceptual Framework

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

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

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

Innovation in Times of Educational Change

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

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

Innovation Grounded in Knowledge of Students and Learning

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

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

**Ethical Practice**

Our program prepares interns to be mindful of their ethical and professional commitments to teaching all the children in their classrooms and to the moral purposes of schooling in a democratic society. Ethical practice includes grounding professional decision-making in the broader discourse of professional practice and policy rather than more individualistic justifications. Thus, our program helps 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 democracy involves learning to thrive within ideological diversity as well as ethnic and class diversity. We help them understand how curriculum and pedagogy can be constructed to honor the strengths and beliefs of all children. We assist them in the development of skills for working with parents and community services to support the well-being and success of their students as well as their emerging beliefs and ideals. We encourage them, in turn, to educate their own students to understand that the purpose of education is the creation of a just and democratic society which respects and values differences.

**Practice Grounded in Intellectual and Professional Communities**

Teachers accepting the invitation to teach in more innovative and more authentic ways require support in their experimentation, resources to address their questions, and the collegiality of peers and faculty. In our Teacher Certification Program, interns are expected to contribute to the professional development of members of their cohort. Faculty, academic support staff, and field instructors, together with the master teachers in the schools, evidence collaborative decision-making and, where appropriate, engage the interns in that process. Field placements in dyads and small groups 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 Educating Diverse Students**

In our Teacher Education program we are committed to preparing future teachers who are dedicated to educating diverse students. Our interns engage in focused course work in multicultural education. Their study is complemented by courses in pedagogy that stress the ways in which curriculum and instruction can respond to differences in student learning 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.
Field Experience Courses

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

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

Dates: September Experience

- August 26 (or as requested by placement school) through September 24
- August 26, a.m. – UW Bothell Orientation to September Experience
- August 26, p.m. – Workshop with Cooperating Teachers
- Seminar dates (dates subject to adjustments) on Tuesdays in September, 3:30 - 5:30 p.m.

Purposes of the Beginning the School Year Experience are to:

- Observe the cooperating teacher introducing content, communicating expectations, and establishing inclusive learning communities
- Help and assist in setting up the classroom and opening school
- Share and reflect on the experiences with other UW Bothell students and faculty
- Develop professional relationships with school personnel and students
- Become immersed in the school
- Document professionalism with written feedback from cooperating teacher by using the September Experience Form (p. 66) and self assessment using the Essential Professional Attributes form (p. 67)
- Discuss with your cooperating teacher the structure for academic support/tutoring for one period each day

A detailed syllabus of expectations, assignments, and observation guidelines will be given at the Orientation session.
**Field Experience Courses, cont.**

**B EDUC 564 Field Experience & Professional Practice Seminar**

Dates: September 25 through December 20, 2013

Purposes of the Autumn quarter Field Experience are to:

- Work in a Co-Teaching model with a Cooperating Teacher
- Assume gradual responsibility for student learning
- Connect coursework and fieldwork through integrated assignments from CIA courses and beginning experiences with edTPA tasks and guiding questions.
- Build on habits of observation, collection of data, reflection and revision
- Become comfortable with formal observations and conference protocols
- Meet Expectations to continue to BEDUC 565, Student Teaching

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

- Teacher candidates resume tutoring/academic support responsibilities for one period every day
- Teachers and teacher candidates incorporate the Co-Teaching Model to scaffold and share responsibilities for student learning in 4 classes
- Teacher candidates will submit unit and lesson plans to cooperating teachers according to a pre-arranged schedule
- Teacher candidates will facilitate lessons or parts of lessons in October
- Teacher candidates will co-plan and co-teach at least 1 unit (20-25 lessons for: 2 or 3 sections of the same class for 2 weeks, OR 1 class for 4 weeks
- Teacher candidates will gradually assume leadership with in the co-teaching model in December for 4 classes for at least 2 weeks before the holiday break
- Teacher candidates must complete 3 successful observations by their clinical faculty to earn course credit and be recommended to proceed to full-time student teaching
- Attend Professional Practice Seminars on alternate Thursdays, 4 - 6:00 p.m.
B EDUC 565 (Winter Quarter) Student Teaching

January 6, 2014 – March 21, 2014
Students will be in their schools full time every day for eleven weeks excluding the school’s Winter Break (if applicable) and holidays.

B EDUC 591 Professional Practice Seminar

Professional Practice Seminars at UW Bothell will be held every other Tuesday, 4:00 – 6:00 pm beginning January 7, 2014 (* date/time subject to change depending on room availability)

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

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

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

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

Field Courses

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

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

Field Objectives
University course content and assignments will be integrated with comprehensive field work to provide teacher candidates with the following learning and teaching experiences:

- Field assignments in public schools and classrooms
- Opportunities to work with a cooperating teacher to plan, organize, deliver, and assess learning experiences (using the co-teaching model).
- Opportunities to systematically observe instruction, apply principles, and refine ideas about teaching and learning.
- Opportunities to reflect on and revise instruction based on assessment of student learning.
- Opportunities to adapt learning experiences for students with a variety of learning needs.
- 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
- Opportunities to learn from feedback from faculty, clinical faculty, and cooperating teachers

University Clinical Faculty and Faculty
Clinical faculty work with teacher candidates from the beginning of the school year through the student teaching quarter as evaluators and mentors, and as co-facilitators of Professional Practice Seminars.

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

Field Placements
Teacher candidates are placed in a classroom(s) in their endorsement area(s) after an interview at a school assigned by the Field Coordinator. Field placement criteria include availability of subject placement in various schools, location, requests from schools and teacher candidates. All requests are carefully considered. Because of the complexity of placement practices and availability, specific requests cannot be guaranteed.

NOTE: All field placements are arranged by the UW Bothell Field Coordinator following applicable school and district policies.
Schedules and Attendance
Teacher candidates are expected to attend all course and seminar sessions and all field assignments. To be successful in a professional preparation program, students must fully engage in all aspects of and place the highest priority on attendance and punctuality in all course and field requirements. Going above and beyond the basic requirements will enable the UW Bothell teacher candidates to build the strongest possible foundation of knowledge and skills and earn the highest recommendations for the next steps of employment and/or further study.

Teacher Candidates as Professionals
Teacher candidates become professional members of their learning communities at UW Bothell and in their school placements. (See Essential Professional Attributes Form, p. 61). They should conduct themselves as professionals while being sensitive to their role as novices. Teacher candidates are expected to fully participate in both their field experience schools and their UW Bothell courses and seminars.

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

A teacher candidate should communicate immediately to the most appropriate person any concern they have regarding their field placement. Concerns expressed early have the greatest likelihood of being resolved.

Field Experience Evaluation
Teacher Performance Assessment (edTPA) is a Washington State OSPI required evaluative tool used to assess a teacher candidate’s pedagogy, knowledge, and skills. The teacher candidate, the clinical faculty and the cooperating teacher will use the edTPA Standards to assess growth over time of pedagogy, knowledge and skills. The teacher candidate will choose standards to be assessed at each observation during the Winter quarter, but the clinical faculty and cooperating teacher may choose additional or other standards, if appropriate.

By the end of Winter quarter, the teacher candidate must have completed a minimum of 7 successful observations by clinical faculty and be Meeting Expectations of all edTPA Observation and Conference Standards (aligned with edTPA Standards). The Teacher Education Program Observation Form (p. 57) will serve as a record of evidence of the Standards as well as the teacher candidate’s impact on student learning (was Standard V), and reflective practice.
Teacher Candidate Roles and Responsibilities

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

Teacher candidates 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. They are expected to maintain teacher schedules, submit unit and lesson plans in a timely manner, and meet any special conditions of the field experience.

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

Attendance
Prior to Winter quarter (full-time student teaching) teacher candidates are expected to follow the University of Washington calendar, attending all classes at UW Bothell, even if those classes are scheduled during breaks in their field placement district’s calendar. During Winter quarter (full-time student teaching) teacher candidates will follow the district’s calendar. If UW and school district holidays, start days, and end days differ, teacher candidates will follow the school district schedule for their assigned internship. Students will be expected to attend UW Bothell classes if their school is not in session.

Teacher candidates are expected to attend all course and seminar sessions and all field assignments. If an emergency prevents the teacher candidate from attending any class, field assignment, or seminar, he/she should immediately notify all persons involved. For the school placement, this means the cooperating teacher, clinical faculty, and school receptionist. The Cooperating Teacher, clinical faculty, or field coordinator may require missed time to be made up to meet requirements and to provide continuity of experience. For absences of more than one day, notify the field coordinator as well. During field experiences, teacher candidates are to arrive and depart at the faculty’s contracted hours. Work, coaching, or family responsibilities cannot interfere with university class, seminar or field attendance. Cooperating teachers cannot excuse interns from their student teaching responsibilities for reasons other than illness without permission from the clinical faculty or Field Coordinator. Extended absences must be submitted for approval to the UW Bothell Field Coordinator.

Note: In the event of teacher strike, teacher candidates are not assigned to field placements until the strike is concluded.
Punctuality
Teacher candidates must arrive to every field experience early or on time. State law requires teachers to be at work thirty minutes before and after school but most teacher candidates will find they need to stay beyond the teachers contracted day.

Establishing Professional Relationships
Teacher candidates should use co-teaching guidelines to develop and maintain a successful professional relationship with their cooperating teacher and others in the assigned building. With the cooperating teacher, the teacher candidate should establish a regular schedule for consultation and team planning yet understand the limitations of the cooperating teacher’s time. Recognize the need for flexibility and thoughtfulness when working and planning together and take time to reflect before responding to stressful situations or feedback.

Professional Appearance
Teacher candidates should dress in a manner that sets them apart from students and establishes them as professionals. As beginners, teacher candidates will want to be ready for encounters with parents, administrators, or possibly school board members who may be in the building. Teacher candidates may become a part of the school community by taking part in casual Fridays or school spirit days, but on all other days, they should dress professionally.

Lesson Planning and Formal Observations
Planning Documents (p. 30-33) are required for every unit and lesson, with more detail required for formal observations. Teacher candidates are responsible for arranging formal observations and conferences (p. 25) with the clinical faculty, the cooperating teacher, and during Winter quarter with the building principal. The teacher candidate should always inform the cooperating teacher, in advance, of the clinical faculty’s scheduled observations. Teacher candidates should always seek professional growth by reflecting on their own practice and gracefully accepting constructive suggestions.

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

Student Confidentiality and Mandatory Reporting
Washington State teachers are bound by law to seek help for students who they believe may be in danger on or off school grounds (see Mandatory Reporting). The confidence that a student places in their hands is important, but it must never replace the protection of the youth. If a student confides something that could potentially endanger him, her, or other students, the teacher candidate has a legal responsibility to inform the cooperating teacher, school counselor, building principal, clinical faculty, or some other responsible member of the school staff. Even if the teacher candidate is not sure, he/she legally must talk to others.
Communication Regarding Field Experience
Always respect the privacy and dignity of students and their families and refrain from casual conversations concerning sensitive or embarrassing information about teachers, students, and/or their families.

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

When on the university campus, discuss classroom situations with extreme care. (See FERPA policies.) To maintain confidentiality, always use a fictitious name for the school and student involved.

Legal Assignment Policies
The laws of the State of Washington specify that only those individuals with valid teaching certificates shall have the primary responsibility for public school students in school-sponsored activities. Because teacher candidates do not have teaching certificates, they cannot assume primary responsibility for a school-sponsored activity (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 teacher candidates cannot have the legal responsibility for the classroom. See also Chapter 187-81 WAC Professional Certification - acts of unprofessional conduct.

Exception: The Intern Substitute Certificate is a temporary, limited teaching certificate that enables a teacher candidate to substitute, in the classroom to which assigned for student teaching, in the absence of his/her supervising teacher. This certificate must be approved by both the school and the college, and may be applied for toward the end of Autumn quarter for validity during the student teaching quarter. Teacher candidates may be eligible for Intern Substitute Certifications, depending on the policies and needs of the school district during student teaching quarter. Building principals, district Human Resource personnel, and the Field Coordinator may be consulted for details on Intern Substitute Certification.

Participation in the Life of the School
Although the teacher candidates primary focus and purpose at the field site are learning about teaching, they should be as involved in school and professional activities as possible. Teacher candidates should try to attend some school functions, Open House Programs, after-school events, and community events that do not conflict with UW Bothell classes. Also, they should attend faculty meetings, team planning meetings and staff development programs because participation and involvement in these activities will enhance their ability to understand and contribute to the school site. Teacher candidates must remember their position as a guest and use careful judgment about their contributions.
Communication and Interaction with Students

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

Secondary students are legally minors even those still in school at age 18. Parental permission is required for them to ride in a car or meet with a teacher candidate off campus.

Teacher candidates should avoid social situations outside of school that may be embarrassing to the school, teachers or students.

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

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

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

The cooperating teacher mentors the teacher candidate through the field experiences. Cooperating teachers are chosen because they model effective practices, are willing to talk about their decisions, and will provide specific feedback about developing practice. Through the co-teaching model, a teacher candidate and cooperating teacher will work together to plan, organize, deliver instruction, assess student learning, and share physical space.

The cooperating teacher will work with a clinical faculty member to support the teacher candidate’s learning. This will include collaborative conversations, shared feedback, and documentation of evidence of the Observation and Conference standards aligned with edTPA and the Essential Professional Attributes.

A cooperating teacher will fulfill the following responsibilities:

- Become comfortable with and incorporate the co-teaching model for mentoring teacher candidates.
- Locate a workspace in the classroom for the teacher candidate.
- Exchange contact information with the teacher candidate and clinical faculty.
- Direct the teacher candidate to the school calendar and invite him/her to appropriate professional days, Open Houses, parent conferences, etc.
- Help the teacher candidate with identification for access to staff areas, parking, ID badge, computers, and keys.
- Introduce the teacher candidate to the students in all classes, school staff, administrators and visitors.
- Establish a regular meeting time each week and periodic shorter check-in times at least daily.
- Direct the teacher candidate to staff and school policies.
- Discuss long term and daily plans, and the delegation of responsibilities through the co-teaching models.
- Review all lesson plans before they are taught by the teacher candidate. Have a pre-conference to give feedback.
- Provide periodic written feedback when a teacher candidate takes the teaching role. Give a copy to the teacher candidate and keep a copy. Written feedback helps teacher candidates reflect on their progress and provides a record for cooperating teachers to write a final letter of recommendation.
- Hold post-conference meetings with teacher candidates to ask for reflections, give positive feedback, and offer suggestions for improvement.
- Relate any questions or concerns to the clinical faculty as early as noticed or expressed.
- Establish a schedule to phase into the full time student teaching responsibilities
- Establish a schedule for the submission of all unit and daily plans. (Note: Even if a teacher candidate is using established curriculum, he/she is expected to document their own decisions about connections, adaptations, examples, timing, closure, etc.) A typical schedule is to submit plans by Friday morning before the next week to allow time for revisions.
• Complete the September Experience evaluation.
• Observe at least once with the clinical faculty during Autumn quarter and once during Winter quarter. Join conferences with teacher candidate and clinical faculty, whenever possible.
• Complete the Essential Professional Attributes Form with the clinical faculty and confer about evidence of Observation and Conference Standards. These will typically be reviewed mid term and at the end of each quarter, but they may be used for evaluation at any time. The teacher candidate must successfully complete the Autumn field experience courses to proceed to the student teaching quarter.
• Support the teacher candidate’s selection of curriculum that he/she will teach for the TPA and assist with videotaping as needed.
• Write a letter of recommendation to document recommendation for certification and employment. Provide a signed copy to the teacher candidate with contact information for future telephone, mail, or email references.
Building Principal Roles and Responsibilities

The principal (or designated personnel) is responsible for the learning and well being of his/her students and staff. His/her leadership and organization also facilitate teacher candidates professional development.

Typically, the building principal:

• Oversees the placement interview of teacher candidates either directly with the Secondary Field Coordinator or through central office personnel and the Secondary Field Coordinator.
• Arranges for teacher candidate orientation to the school, its policies, and expectations.
• Observes the teacher candidate informally during the Autumn and Winter quarters. Provides feedback as appropriate and whenever possible.
• Checks progress periodically with the cooperating teacher and reports any concerns to the clinical faculty and/or the Secondary Field Coordinator.
• Makes at least one formal observation with feedback during the Winter quarter.
• Writes a letter of recommendation (if requested) by the teacher candidate.
• Invites and arranges for teacher candidates to attend professional development opportunities as appropriate.
• Gives feedback to the Secondary Field Coordinator about the co-teaching model and makes recommendations about future placements.
Cooperating Teacher Letter of Recommendation

Guidelines

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

Cooperating teachers should print the final evaluation on school letterhead and provide one original copy for both the teacher candidate and the university. This document will serve as both final evaluation to certification for the university and a letter of recommendation for the teacher candidate. No additional letters of recommendation are necessary. Do not submit back-to-back printed letters. Try to keep your letter to one page, but if the letter exceeds a page, submit a second page.

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

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

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

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

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

- Your recommendation (how strongly you recommend)
- Description of setting and classes taught
- Personal characteristics
- Organization and planning skills
- Representations of content
- Knowledge of standards
- Assessment strategies and evidence of student learning
- Relationships with students, staff, parents
- Creativity
- Management
- Extracurricular activities, professional involvement

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

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

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

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

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

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

If you would like to see examples of letters of recommendation, ask your Clinical Faculty or the Secondary Field Coordinator.
Field Experience Support and Assessment

For the 2013-2014 academic year, faculty and graduate assistants will fulfill clinical faculty responsibilities

Clinical Faculty Roles and Responsibilities

The University of Bothell clinical faculty acts as a liaison between the teacher candidate, the University and the school placement. The clinical faculty is a facilitator who advises the teacher candidate and is a resource for the cooperating teacher. He/she maintains close communication with both the teacher candidate and the cooperating teacher throughout the field experiences.

Typically, the clinical faculty will:

- Meet with the cooperating teacher and teacher candidate to facilitate coordination of the field experience expectations.
- Observe the teacher candidate in a teaching role a minimum of three times Autumn quarter and four times Winter quarter.
- Complete the Observation and Conference form and provide written feedback to the teacher candidate, including a summary of strengths and suggestions/goals for further development.
- Observes at least once with the cooperating teacher during Autumn quarter and once during Winter quarter. Collaborate to fill out the Essential Professional Attributes (p. 64) and the Teacher Education Program Observation Form (p. 57).
- Submit records of observations and evaluations to the UW Bothell Education Program field coordinator.
- Meet regularly and maintain communication with the cooperating teacher.
- Write a final letter of recommendation for certification and the teacher candidate’s job search.
- Meet with building principal as appropriate.
- Facilitate and mediate any necessary problem solving.
- Co-teach Professional Practice Seminars on campus.
- Attend meetings on campus to plan Professional Practice Seminars and to collaborate on mentoring and supervision practices.
Observation and Conference Protocols

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

Before the Observation
Teacher candidates will:
• Prepare and email lesson plans to Clinical Faculty observer and the Cooperating Teacher in advance (at least 2 days).
• Have a printed copy available at the observation.
• Have printed copies at each observation of the content unit plan and other lesson plans available in the Planning Document (p. 29) Notebook.
• Clearly indicate three (2) Observation and Conference Standards for the observer to particularly note evidence and evaluate.
• Invite and encourage the cooperating teacher to participate in the observation and conference. If the cooperating teacher cannot attend, he/she should be encouraged to read the notes and to contact the clinical faculty with any questions, comments, or concerns.

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

Post-Observation Conference
The clinical faculty will use the Teacher Education Program Observation Form (p. 57). The observer will note the 2 Standards selected by the teacher candidate from his/her lesson plan and evaluate (+ - Exceeding Standards; ^ - Meeting Standards; o - Not Meeting Standards)
The observer will use the following headings during the conferences:

• Expected Student Learning  • Actions/strategies that promoted student learning
• Evidence of student learning  • Suggestions/Goals

The teacher candidate will be asked to reflect on these categories either before or during the conference conversation. Teacher candidates are often asked to reflect in writing prior to the conference to allow both parties to gather their thoughts. Observers will record the main points of the conference (bullets work well), so that candidates will have immediate feedback and can remember the conversation. Teacher candidates will be given a copy of the notes and the record of the conference. Both candidate and observer must sign at the bottom of the form to document the observation and conference. Observation and conference notes are placed in a teacher candidates file but are considered formative and will not be seen by potential employers.
During the conference, teacher candidates will usually be asked the questions below unless a situation calls for modifications. Either the candidate or the observer might ask for on-the-spot revisions. The questions below are meant to guide the candidate’s focus on student learning and are not meant to be exclusive.

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

The clinical faculty should meet or check-in with the cooperating teacher, at each observation. If the cooperating teacher is absent, the teacher candidate should share the observation and conference notes with him/her. At the conclusion of the conference, set up a tentative, or firm, date for the next observation and conference.

**Assessment & Evaluation of Field Experience & Student Teaching FAQ**

1. **How will my student teaching be evaluated?**

   To receive a Credit grade for student teaching and be recommended for a Residency Certificate you need to demonstrate evidence during a minimum of three observations during autumn quarter EDBUC 564 and a minimum of four observations during winter quarter EDBUC 565, that you Meet Expectations of the UW Bothell program as defined by the standards of the Teacher Education Program Observation Form, and the Essential Professional Attributes. Your clinical faculty and cooperating teacher will evaluate evidence of your performance using observation notes and the Teacher Education Program Observation Form and the Essential Professional Attributes Form.

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

   + **Exceeding Expectations**
     - Student performance indicates the teacher candidate integrates all relevant aspects of the Observation and Conference Standards.
     - Evidence of student performance indicates the teacher candidate creatively and consistently applies relevant aspects of the standards in multiple contexts.
     - The teacher candidate provides evidence that demonstrates clear understanding of the standards in multiple contexts.
     - The teacher candidate begins to demonstrate teacher leadership roles pertaining to the standards in his/her school community.
Meeting Expectations
- Student performance indicates the teacher candidate integrates most aspects of the standards.
- The teacher candidate provides evidence that he/she consistently applies relevant aspects of the standards.
- The teacher candidate provides evidence of understanding connections between the standards by applying relevant aspects in more than one context.

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

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

Not Observed

Note: Marks of Nearing Expectations or Below Expectations need to be addressed and improved by the next observation.

Observation Documents
- Teacher Education Program Observation form (p. 63)
- Essential Professional Attributes (p. 67)
Teacher Performance Assessment (edTPA)

All teacher candidates in Washington State will be assessed, and must pass the Teacher Performance Assessment (edTPA) for the first time in 2014. Teacher candidates will be required to pass the edTPA to earn recommendation for certification. Students earning more than one subject endorsement will complete just one edTPA during the fulltime student teaching quarter.

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

The Washington TPA assessment is focused on teacher candidate’s impact on student learning (WAC 181 -78A-010 (8-9). The completed edTPA will be scored by Pearson scorers on the dimensions of teaching: planning, engaging students, assessment, reflection, academic language, and student voice.

The edTPA directions, expectations, and rubrics are available in the edTPA Handbooks by subject. The concepts and tasks in the edTPA will be integrated into course assignments, field experiences, and seminars. Assignments supporting edTPA will begin during the September Experience and will continue until the due date during winter quarter. Details and deadlines will be announced as decisions are made by the faculty.

edTPA Lesson Segments - Content Focus

Descriptions of the content focus for each subject area are listed below. In the TPA assessment, you will describe, analyze, and evaluate the teaching of a series of 3–5 lessons (or, about 3–5 hours of connected instruction) referred to as learning segments. Use the focus statements to guide your selection of the lesson segments.

Mathematics
Identify the central focus and learning targets consistent with the Common Core State Standards for Mathematics and Principles and Standards for School Mathematics (NCTM 2000) The central focus should support students to develop and monitor their own conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem solving skills.

Social Studies
The learning segment should address one or more of the themes found in the National Council for the Social Studies NCSS framework and focus on inquiry and interpretation. Throughout the learning segment, your instruction should provide opportunities for students to learn and use facts, concepts, as well as interpretations and analyses of sources to make and explain claims/arguments about a significant historical event, topic/theme or social studies phenomenon.
English/Language Arts
Identify a central focus along with content standards and learning targets consistent with the Common Core State Standards for English—Language Arts. The learning segments should support students to develop and monitor their own abilities to comprehend, construct meaning from, and interpret complex text and to create a written product interpreting or responding to complex features of a text that are just beyond their current skill levels.

Science
Using Next Generation of Science Standards, Identify the central focus along with the content standards and learning targets you will address in the learning segments. The central focus should support students to use scientific concepts and apply scientific practices through inquiry to explain a real-world phenomenon, and to monitor their own learning progress.
Planning Documents

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

The Planning Documents are:
1. **Context for Learning form** (from the TPA, p. 32) for each class. Be sure the class title and period is clearly labeled.
2. **Unit plan** for each unit you teach. The unit plan is a series of lessons sequencing and scaffolding standards and objectives that support Washington State Essential Academic Learning Requirements, Common Core, your district standards, and other learning objectives important within your discipline or specific to students in your classroom. Follow the guidelines from your CIA instructor, a format favored by your cooperating teacher, or a format from the curriculum that your school is using. This unit plan overview should be about 2-4 pages in length (longer and more in-depth for the submission to your certification portfolio).
3. **Written lesson plans** for every lesson (pp. 35-38). These plans should include the essential components on the TPA lesson plan guide as well as any subject specific components. You will be making many detailed decisions that you will describe in detail when you are observed by your clinical faculty and as requested by your cooperating teacher. When you begin planning and teaching, your plans will be more detailed to ensure you have addressed all important decisions. As you progress, you will write less, such as fewer detailed directions that will have become more automatic, but your daily lesson plans will need to document the key components that you will be communicating to the students. You should always include time frames (subject to adjustment) and a place to write reflections. A substitute reasonably familiar with the curriculum should be able to follow the daily plans. Always include the bolded headings of the Lesson Planning Guidelines and then address all relevant components.

Lesson Planning Guidelines, 2 formats are suggested (see next pages). The Lesson Plan Guidelines are in different formats to allow for personal preference. They both also incorporate edTPA directions and expectations and may be modified for specific matter content planning. Each subject that you teach should have a clearly marked section in a notebook with the Context for Learning forms on top, the unit plan, and each lesson plan in order. Unit and lesson plans need to be submitted for review and feedback by your cooperating teacher at least 2 days in advance, or as requested by your cooperating teacher. Submitting several lesson plans at one time is preferable and will increase your confidence and sense of preparedness. Clinical faculty may ask for addition information in the Planning Documents, such as class schedules or electronic copies of unit and lesson plans, that will help them support your learning.
Lesson Planning Guidelines

Template 1

Name:
Subject/Grade level:
Lesson Title:
Date

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

2. Content Big Idea and Learning Targets
• What is the content big idea?
• What are your learning targets?
• Why are these important?
• How do the targets and big ideas relate to your discipline and to your specific students?
  • What students can do and what they need to learn
  • Academic development, academic language, social/emotional development, family community assets
• What standards are addressed?

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

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

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

6. Reflection
• Assessment of learning targets
  • What did the students learn?
  • How do you know this?
• What will you do as a result of this information?
• What worked? Didn’t work? For whom? Why? (content and academic language development)
• How does this reflection inform what you plan to do in the next lesson?
• How did specific research/theory guide your selection of strategies and materials?
Lesson Planning Guidelines

Template 2

Name:
Subject/Grade level:
Lesson Title:
Date

Context
Specific context for this lesson

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

Content Big Idea, Learning Targets, and Assessment Evidence
Show clear alignment among targets, instruction, and assessment

<table>
<thead>
<tr>
<th>What is the content big idea (Essential Understanding)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are your learning targets (Objectives)?</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>What will you look at or listen to, to assess students’ learning?</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>What criteria will you use to assess?</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
</tbody>
</table>

I = Informal Assessments
F = Formative Assessments

How have you differentiated assessments?

What 1-3 standards are addressed?

Academic Language
What are the academic language demands of this lesson for these students?
How will you support and differentiate students’ academic language development?
Lesson Planning Guidelines, cont.

**Instruction and Engagement to Support Student Learning**

What materials/preparation will be required in advance so this lesson will run smoothly?

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

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

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

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

Overview

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

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

The T-Cert Portfolio is due March 1st of the second year of the program and will be the final assessment tool used by program faculty to determine whether each candidate is ready to be recommended for endorsement/certification. Therefore, the portfolio is assessed using the certification requirements published by the Office of the Superintendent of Public Instruction (OSPI) and the learning goals of the UWB Secondary and Middle Level Teacher Certification Program.

Elements of the T-Cert Portfolio

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

1. An **Opening Reflection** that orients the reader to the collection of portfolio artifacts, reflects on growth during the program, and explains how the displayed products show evidence of growth.

2. **Philosophy of Teaching and Learning/Classroom Management Plan**, revised to reflect the candidates professional growth at the end of the program.

3. A minimum of three fully developed **Lesson Plans** in the endorsement area (often developed during autumn quarter in a CIA course).

4. A **Unit Plan** with a minimum of 3 lessons. If the lesson plans in the unit are fully developed, they can also meet the requirement for 3 fully developed lesson plans. However, often the unit may be created long before it is taught, and the minimum three lessons may not yet be fully developed. The unit plan may be the same unit and lessons submitted for the EdTPA; however, it will be assessed internally by program faculty (not externally by Pearson) and will need to demonstrate program goals.
5. Evidence of using **Technology to Enhance Student Learning**. This artifact may be a lesson or unit plan already included in the T-Cert Portfolio or a specific project focused on using technology to teach. The evidence needs to demonstrate more than using a doc cam or youtube videos. Using a doc cam and youtube videos are useful instructional supplements; however, this evidence should demonstrate students engaged in complex uses of technology. (Using the web to do research is not an example of complex use.) Examples might include having students learning with/from students in other geographical locations, creating interactive graphs, creating videos or digital stories, or collaborating using web 2.0 tools.

6. **A Professional Growth Plan** * (required by OSPI). This entry will be a draft of goals for further professional growth that will be revisited once a graduate is employed.

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

8. The **Completed EdTPA** (as submitted to Pearson).

* Forms will be provided to complete these requirements.
M.Ed. Completion Dossier

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

Purpose of the Completion Dossier

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

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

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

Organization of the M.Ed. Completion Dossier

M.Ed. Completion Dossiers are completed electronically using google sites. There are four sections, and each section must appear on the menu as links to the appropriate pages.

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

Application Product

The application product is intended to reflect practice in the area of specialization during graduate study. The application product for students in the Secondary and Middle Level Teacher Certification M.Ed. Program, is intended to be the T-Cert Portfolio, which also includes the EdTPA. Since the T-Cert Portfolio is completed winter quarter using google sites, it can easily be linked to the M.Ed. Completion Dossier. More information will be given as faculty decisions regarding the T-Cert Portfolio and M.Ed. Completion Dossier are updated.

Dossier Guidelines on the Web

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

uwb.edu/med/medstudenthandbook/acadprogramrequirements/completiondossier
UW Bothell Education Program Roles and Responsibilities & Special Circumstances

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 and Middle Level Teacher Certification M.Ed. curriculum, including its coursework and its program of intensive observations and participation in public schools, is designed to nurture professional excellence. The faculty and staff expect to fully support all teacher candidates toward successful completion of the program. The program promotes collaboration, rather than competition, among the teacher candidates.

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

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

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

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

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

The UW Bothell Secondary and Middle Level Teacher Certification M.Ed. provides teacher candidates with direct support from cooperating teachers, clinical faculty, building principals, and the Field Coordinator. All of these professionals are available to help teacher candidates be successful in the field. In addition, the UW Bothell Education Program faculty and advisors are available to discuss efforts to fulfill program requirements.

If a concern involves a cooperating teacher, teacher candidates are encouraged to discuss the issue directly and immediately with the cooperating teacher. If the teacher candidate would like professional advice on the matter before discussing the issue with the cooperating teacher, he/she is encouraged to first conference with the clinical faculty.

If a teacher candidate’s concerns cannot be resolved, the field coordinator may provide additional support to both the teacher candidate and the clinical faculty. The clinical faculty and field coordinator will meet with the teacher candidate to discuss the field situation. Additional field observations, and/or meetings with the cooperating teacher or principal may be arranged. Issues of concern will be openly addressed and through the Guidance and Support Team (GST) process a plan for resolving the concerns will be developed and tried for a period of time, jointly determined by the Field Coordinator, cooperating teacher, or building principal. Every effort will be made to monitor and provide continued support toward resolution of the concerns.

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 students, cooperating teacher, or the teacher candidate. At the same time, changes in field placements are disruptive to students, instructional sites, public school faculty, and the instructional program of the Secondary and Middle Level Teacher Certification M.Ed. A change will be recommended only when all other options have been exhausted. 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 teacher candidate.

At any point in the program, UW Bothell may reassign or remove a teacher candidate. The field coordinator, clinical faculty, program faculty, or the school personnel may remove a teacher candidate if they judge that the candidate has little or no chance of success in the placement, or the candidate’s presence in the classroom will negatively impact the students learning.
If the Field Coordinator and the clinical faculty determine that circumstances surrounding the teacher candidate’s experience warrant a different placement, the Field Coordinator will determine a date to end the current placement and select a new field site. A teacher candidate must be in good standing at the time of a placement change or a field course may need to be repeated.

**Field Site Dismissal**

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

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

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

**Teacher Candidate Initiated Change**

Teacher candidates must be in good standing to request a change in field placement. Field placement changes will be made only after every effort has been made to resolve the concerns within the assigned field site. The need for changes in field placements is determined on a case-by-case basis. Gaps in field experience time must be made up and may negatively impact earning credit for that quarter.

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

The Field Coordinator will arrange a new field placement when necessary. Depending on the circumstances, the teacher candidate may be asked to remain for the quarter and be reassigned to a new field placement in the next quarter

**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 will need to be made-up in order to fulfill certification and program requirements.
Intervention and Support

Guidance and Support Team (GST)

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

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

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

The GST Meeting
The meeting will include, but is not restricted to

• Detailed description of the problem(s) from the teacher candidate and all involved parties
• Changes necessary for success
• Specific supports for the teacher candidate
• Time lines, with check points, for changes to be accomplished and maintained
• Consequences if changes are not made

Evaluation of progress
If problems persists after the appropriate steps have been taken, the GST will meet again to consider the status of the teacher candidate’s performance or lack of progress. The GST may then make one of the following recommendations:

• Revise the plan of action
• Remove the teacher candidate immediately from the classroom and the program
• Require the teacher candidate to take a leave of absence with specific plans for remediation and a timeline established through the GST process
• Require the teacher candidate to reapply to a future cohort for additional coursework, field experiences and/or student teaching experience
• The teacher candidate may voluntarily withdraw from the program.

Recommendations from this meeting will be sent to the Director of the Education Program. Concerns raised during a GST may result in No Credit or Withdrawal from courses or field experiences. Students who are not meeting graduate school grade requirements may be placed on “Probation” or “Final Probation” by the Graduate School at the recommendation of the Program Director.

**Dismissal Procedures**

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

**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.

**Withdrawal During Student Teaching Quarter**

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

**Washington Residency Certification Policies**

Near the conclusion of full time student teaching (Winter quarter), all teacher candidates should be prepared to fill out and submit all application materials for their Washington State Residency Teaching Certificate so that they will have valid credentials for any subsequent teaching position offers during Spring quarter and before the next school year.

**Licensure and Certification**

In Washington State, a Residency Teaching Certificate is the first certificate issued and is valid until the holder has completed two years of successful teaching in a public school or approved private school in Washington. This certificate may then be reissued with a five year expiration date. After a teacher has completed two years in a public school or approved private school in Washington, they may pursue their Professional Certification.

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

Character and Fitness Supplement Form
Washington State law requires that all persons in school personnel certification programs must show evidence of good character and fitness to serve in the public schools. The Character and Fitness Supplement form (OSPI form 4020B, submitted with the application to the program) asks if a teacher candidate has ever had a conviction for a crime, a serious behavior problem, or a revoked professional license. If a candidate answers “yes” to any of these questions, he/she must submit explanatory documentation which is reviewed by the Washington State Office of Professional Practices (OPP). Admission to the certification program is conditional until “yes” answers are cleared to the State and the University’s satisfaction. While this is pending, students are not allowed to report for any field placement or course that involves work with students or meets in a school. It is the student’s responsibility to adhere to the language contained in the Affidavit of form 4020B, and notify OPP and Jane Kinyoun, UW Bothell Field Coordinator, if the information on the form changes at any time. Students will also update and re-sign form 4020B before they can be recommended for certification at the end of their program.

Fingerprint Clearance
Washington State Patrol and FBI fingerprinting clearance must be current and listed in the Office of Superintendent of Public Instruction’s (OSPI) database before a teacher candidate can work in schools or be recommended for certification. All UW Bothell teacher candidates will have completed fingerprinting clearance by the beginning of Autumn quarter of the first program year. Districts will not allow UW Bothell teacher candidates in field placements without fingerprint clearance. Fingerprint clearance must be current through Spring quarter of the second program year in order for a teacher candidate to be recommended for certification.

Applications
During full time student teaching (Winter Quarter), teacher candidates will complete an 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 set by the Program Coordinator. All required materials are sent to OSPI for certification. OSPI grants or denies the University’s recommendation for certification.
UW Bothell Certification Recommendation

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

Should any Secondary and Middle Level 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 teacher candidate to hear all reservations about the candidate. The Director shall judge the merits of the concerns and shall determine whether the teacher candidate shall be recommended. The Director’s decision may be appealed by Secondary Teacher Certification M.Ed. Program faculty or staff, to the Vice Chancellor for Academic Affairs.

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

Endorsements

An endorsement specifies the competencies for which a teaching certificate is valid. UW Bothell Education program will recommend Residency Certification and endorsements in the areas the teacher candidate has successfully completed to OSPI. The approved subject area endorsement(s) will be listed on the residency certificate and are valid for grades 5-12.

UW Bothell Secondary and Middle Level Teacher Certification M.Ed Program offers the opportunity to earn Middle Level endorsements in addition to specific subject endorsements. Students may do this while in the program or after graduation or a combination of both. Contact Jon Howeiler, jhoweiler@uwb.edu, 425-352-5231, before the end of Autumn Quarter 2013 if you want to add a Middle Level Endorsement.

Testing for Endorsements

The State of Washington requires every teacher candidate to pass the WEST-E test(s) in their specific endorsement area in order to be recommended for that teaching endorsement.

- 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
- Science - West-E test code: 021
- Social Studies - WEST-E test code: 028
- Middle Level Science - WEST-E test code: 013
- Middle Level Math - WEST-E test code: 012
- Middle Level Humanities - WEST-E test code: 010/011

When registering, name UW Bothell as university recipient of your score(s).
WEST-E Testing Deadlines

Applicants to the UW Bothell Secondary and Middle Level Teacher Certification M.Ed. program must pass the WEST-E test in their endorsement area as a condition of their unconditional admission to the program. If a student has not passed the WEST-E prior to starting the program, they may be admitted on a conditional basis.

- Students admitted on a conditional basis must successfully pass a WEST-E test in at least one of their endorsement areas in order to continue in the program past Spring quarter of the first year.
- Students may not be placed at a field site until they have successfully passed the WEST-E test in at least one of their endorsement areas.
- Students are encouraged to successfully pass the WEST-E test in their endorsement area as early as possible in the program in order to avoid facing the consequences of a late field experience placement or not being able to continue in the program past the first academic year.
- WEST-E tests in additional endorsement areas must be passed by February of the second program year in order for the subject area endorsement(s) to be listed on their Residency Teaching Certificate.
- For information about qualifying scores, frequently asked questions, test dates, testing centers in Washington and test registration see the Washington Educator Skills Test site.

Fees

Students are charged a student teaching fee of $700. These fees go toward the support of the cooperating teachers and field experiences. The student teachings fees are attached to required program courses and will be spread out over two or three quarters. This fee is subject to change.

A fee of $68 for Washington State certification is required and payable to the Puget Sound Educational Service District (ESD). Students may also apply for a lifetime Substitute Certificate for $48. This fee is payable during the final quarter of student teaching. The amount of this fee is also subject to change.
Job Placement Services

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

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

Interfolio also makes the application process easier for recommendation writers:

Convenience and Ease of Use:
• Letter writers can upload their documents electronically into Interfolio’s safe and secure system, or mail letters directly to Interfolio.
• Letter writers retain access to uploaded documents. An optional free Interfolio writer’s account gives access to all uploaded documents, so writers can check the status or easily make updates to documents they’ve written.
• Students / alumni request Interfolio to mail or electronically transfers documents as part of their application process.

Reliability and Security:
• Interfolio manually reviews every letter once upon receipt and again prior to delivery to ensure accuracy and legitimacy.
• Letter writers can personally verify the authenticity of documents they upload electronically through writer accounts.
• Interfolio is FERPA compliant and uses multiple layers of technological security to ensure that confidential documents stay that way. Students cannot read closed or confidential letters.
Academic Policies


After You’ve Been Admitted

To be admitted to the Master of Education program at the University of Washington, Bothell, applicants must simultaneously be admitted to the Graduate School of the University of Washington.

In your admission notification from the UW Bothell Education program, you received your student identification number, your private access code, and the name and contact information for your faculty advisor.

If you have been admitted to the Secondary Teacher Certification Pathway, you will receive registration details for the courses you are required to take in the program. For all other Master of Education Pathways, you are informed of the appropriate course to register for your first quarter during your admissions advising.

Upon receiving notification of admission, new students should make themselves familiar with the UW Bothell Time Schedule. The Time Schedule provides up-to-date listing of quarterly credit course offerings at UW Bothell.

Conditional Admission

At the discretion of the Admissions Committee, applicants may be accepted on a conditional basis. Conditional admission status will be indicated in the notification of admission and will include all of the outstanding requirements needed for admission.

Unconditional admission status must be met by the last day of winter quarter the first year of the program. If a student is unable to meet the outstanding requirements for unconditional admission, they may petition for on-leave status from the program in order to meet those requirements.

Transcripts for coursework completed at any campus of the University of Washington during enrollment in the program will be sent automatically to the department and will not need to be submitted by the student.

Students must communicate directly with the Program Coordinator if and when problems arise related to the endorsement coursework or if course approval is required. If unsure about a course meeting the academic breadth requirement, the student is responsible for getting prior approval.
Registration for New and Returning M.Ed. Students

University of Washington Bothell courses are offered on a quarterly basis. The UW Bothell Time Schedule lists the courses available for the current and upcoming quarters.

Refer to the Academic Calendars for Registration Dates and Deadlines. New students may register during Period II. Continuing, currently enrolled students may register during Period I.

For detailed information about how to register, see the UW Bothell Registration web pages.

SLN (Schedule Line Number)

Each section of a course is assigned a unique Schedule Line Number (SLN) each quarter it is offered. You can find up to the minute information about a specific course section, by clicking on the SLN in the Time Schedule.

Entry Codes

Registration in some UW Bothell Education Program courses may be restricted by entry codes. To enroll in a course with an entry code you must have permission of your Faculty Advisor or the Graduate Program Advisor. For the Secondary Teacher Certification M.Ed. program, entry codes are available from Kim McKay (kmckay@uwb.edu, 425-352-5230). For all other Master of Education Students, entry codes are available from Nick Brownlee (nbrownlee@uwb.edu or 425-352-5369).

Entry codes may be used by the Education Program in order to prioritize enrollment in a particular course. For that reason, some course entry codes may not be available until after a specific date or registration period.

Text Books

Required and recommended text books for UW Bothell courses are available online via the Time Schedule. To see the required and recommend text books, click on the SLN for the section of the course. This will take you to the “Current Section Status” screen. On this screen, there is a link “Display Textbooks.” When you open this link you will see all the text books required or recommended for a course. Textbooks for UW Bothell courses are available at the University Bookstore located on the UW Bothell/Cascadia CC campus.

Independent Study

Within the Individual Program of Study, qualified students may design an Independent Study. This Independent Study provides students the opportunity to create and conduct largely self-designed research projects in collaboration with the Education Program faculty.

Independent Study (B EDUC 592) does not exist as an alternative to the curriculum; rather, it serves as a supplement to enable students the opportunity for a creative self-directed project. Only students who have demonstrated adequate preparation by their grades and previous coursework in the area of their proposed project may consider Independent Study.

Prior to registration, interested students must also speak with a faculty member and obtain his or her willingness to sponsor the proposed Independent Study.
Students who wish to include Independent Study as part of their Individual Program of Study must submit one copy of a typed, double-spaced proposal to a faculty member for approval. This Independent Study proposal should include the (1) title, (2) purpose of the proposed project, (3) detailed outline of planned tasks, (4) theory and methods to be used, and a (5) bibliography of appropriate sources. Students must obtain a brief statement of support from their advisor and submit a copy of this statement and their proposal to the Education Program Office, UW1-311.

Students who receive permission to conduct an Independent Study project should anticipate spending at least three hours per credit, per week (minimum of nine hours per week for a 3-credit Independent Study) on the project.

Students may take from 1-6 credits of Independent Study at any one time with a maximum of 12 credits.

Courses Outside of Education

Students may elect to take appropriate courses in other academic programs, especially where such coursework will contribute to the development of the Culminating Project.

Students may take up to 12 credits of coursework at another University of Washington campus. Among the rich possibilities at the University of Washington Seattle are courses in the Arts or Sciences or various special programs for teachers.

Cross-Campus Enrollment

Students enrolled in the UWB Master of Education Program may take a maximum of 12 credits toward their graduate degree at another UW campus, subject to two conditions:

- Approval from their faculty advisor and the Graduate Program Coordinator
- Available space in the course requested

For each requested course at another UW campus, students must submit a petition to their advisor and, if approved, to the Graduate Program Coordinator prior to registration, listing the academic reasons justifying enrollment in the requested course.

Students also have the option of taking graduate courses at institutions other than the University of Washington. Students must submit a petition to their advisor and Graduate Program Coordinator prior to registration, listing the academic reasons justifying enrollment in the requested course. A copy of the course description and syllabus must be included with the petition to determine that it meets the standards of a graduate level course.

This petition form is the same for those students who want to take courses at another UW campus or another institution.

Transfer Credits

A student working toward the master’s degree may petition the Dean of the Graduate School for permission to transfer the equivalent of a maximum 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. The petition must include an official transcript indicating completion of the coursework.

Approved transfer credits are applied toward total credit count for the master’s degree only. The minimum residency requirement of three quarters at the UW Bothell and 18 quarter credits of numerically graded coursework at the 500 and above level may not be reduced by transfer credit.

Credit by independent study through correspondence, distance learning, or advanced credit examinations is not transferable.

**Maintaining Graduate Student Status**

To maintain graduate status, a student must be enrolled on a full-time, part-time, or on official leave from the time of first enrollment in the Graduate School until completion of all requirements for the graduate degree. (Summer quarter an official leave request is not required for all graduate students who were either registered or officially on leave during the prior Spring Quarter.) Any student who fails to register for classes or request leave status after being admitted to the UW will need to reapply to the Graduate School if he/she wishes to be considered for readmission by his/her program. Failure to maintain either continuous enrollment or official leave status constitutes evidence that the student has resigned from the Graduate School.

To be eligible for official leaves, the student must have registered for, and completed at least one quarter as a graduate student at the University of Washington immediately prior to going on-leave; international students must complete three consecutive quarters.

Students should discuss their decision to petition for on-leave status with their Faculty Advisor. Petition for On-leave Status forms are available in the Education Program office.

Beginning Autumn quarter 2011, the UW Board of Regents approved a new graduate student leave policy and the Graduate School has created new procedures to accommodate that policy.

**New Policy**

UW graduate students must now request leave on a quarterly basis (excluding Summer quarter). A request for quarterly leave includes a $25 fee. This means, students must request leave each quarter they are not enrolled in classes, excluding summer quarter, or they will lose graduate status.

**New Procedure**

Graduate Students in good standing may request leave within the quarter they are seeking leave status via an online process available through MyGrad. The online leave request will be available 2 weeks prior to the quarter and will close the last day of the quarter. To submit an on-leave request, go to www.grad/washington.edu/mygrad/student.htm

Students will submit leave requests via MyGrad and can pay the $25 fee using a credit card with no surcharge. Requests can be tracked online in MyGrad.
Please note: Students who do not remain in graduate status will be required to pay a $250 reinstatement fee mandated by the Board of Regents if they elect to return to their degree program.

**Academic Advising**

At specific times during the course of their graduate program, students must meet with their advisors. These required advisor consultations benefit students in several ways. Students’ skills, needs, and goals become better known and thus better addressed. Student performance and progress is reviewed so that upcoming courses of study are closely coordinated to ensure quality of time and program. Advisors can direct students to relevant resources and mentors and assist them in finding the appropriate faculty member and Second Reader for their Completion Dossier.

Students in the Individually Defined Pathway should arrange for an advisor consultation upon admission to the UW Bothell Master of Education program. This first required consultation should occur within the first five weeks of the first quarter. During this initial meeting the student becomes acquainted with his or her advisor, learns about any course or program changes, asks questions, and discusses any concerns as well as personal and professional objectives.

After the student has completed the first two Core Courses (B EDUC 501 and 502), a second required advisor consultation should be arranged. Depending on the type of Pathway, this second meeting may occur after the student has completed 9 but no more than 18 credits.

All Master of Education participants must schedule an advisor consultation before beginning the Completion Dossier plan. This meeting is critical because a student may need to change advisors to receive the appropriate support for his or her project. In addition, a Second Reader for the Completion Dossier must be identified and selected before the student begins work. Any project requiring a proposal submission must receive approval from the Second Reader as well as the advisor.

Beyond these required advisor consultations, students are strongly encouraged to meet with their advisors at least two times every academic year. Ultimately, frequent regular communication with the advisor will reduce unnecessary program delays or missteps and enrich and expand the student’s learning experiences.

**Grading Policies**

The academic policies of the UW Bothell Education Program align with the academic policies of the Graduate School of the University of Washington.

**Grading Scale for Graduate Students**

Grades recorded below 1.7 are recorded 0.0 by the Registrar and do not count toward residency, total credit count, or grade and credit requirements. A minimum of 2.7 is required in each course that is counted toward a graduate degree. A minimum grade point average (GPA) of 3.00 is required for graduation.
Incomplete Grades

An Incomplete shall be given only when the student has been in attendance and has done satisfactory work to within two weeks of the end of the quarter. The student must also furnish proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student’s control.

Graduate students will complete the work necessary to convert an Incomplete into a passing grade no later than the last day of the following quarter. For Spring Quarter, the following quarter is considered to be Autumn Quarter. Courses graded Incomplete (I) will not be considered as indicating satisfactory progress toward completion of their graduate degree.

Change of Grade

Except in cases of error, no instructor may change a grade which he or she has turned in to the Registrar. However, if a student believes a grade is incorrect because of instructor or recording error, then the student should first discuss the matter with the instructor within ten days after the grade has been awarded.

A UWB student who is not satisfied with the instructor’s response may submit, no later than ten class days after his or her discussion with the instructor, a written appeal to the Program Director, with a copy of the appeal to the instructor. (If the instructor is the Director, then the student should submit his or her complaint to the Vice Chancellor for Academic Affairs.) Within ten calendar days of the receipt of the appeal, the Program Director shall consult with the instructor to determine whether the evaluation of the student’s performance was fair and reasonable or whether the instructor’s conduct in assigning the grade was arbitrary or capricious. Should the Program Director believe the instructor’s conduct to be arbitrary or capricious and should the instructor decline to revise the grade, the Program Director, with the approval of the voting members of his or her faculty, shall appoint an appropriate member (or members) of the faculty of the program to evaluate the student’s performance and assign a grade. The UW Bothell Vice Chancellor for Academic Affairs shall be informed of this action.

Repeating Courses

Graduate students may repeat any course. Both the first and second grades will be included in the cumulative grade point average (GPA). However, the number of course credits earned will apply toward degree requirements only once.

Satisfactory/Not Satisfactory

Graduate students earning grades of 2.7 or above receive a grade of S (Satisfactory), while 2.6 or below is recorded as NS (Not Satisfactory). With the approval of his or her graduate program advisor, a graduate student 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.

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<td>A</td>
<td>3.9-4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.5-3.8</td>
</tr>
<tr>
<td>B+</td>
<td>3.1-3.4</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.5-2.9</td>
</tr>
<tr>
<td>C+</td>
<td>2.1-2.4</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7-1.9</td>
</tr>
<tr>
<td>E</td>
<td>0.0-1.6</td>
</tr>
</tbody>
</table>
Performance and Progress Policies
Admission to the Master of Education Program allows students to continue graduate study at the University of Washington Bothell only as long as they maintain satisfactory performance and progress toward completion of their graduate degree program. Standards for satisfactory performance and factors that can lead to termination are identified and discussed below.

General Expectations for Student Performance and Progress
Upon admission to the University of Washington Bothell Master of Education Program, students are expected to demonstrate satisfactory performance and progress toward fulfillment of the degree requirements. In evaluating student performance and progress, Education Program faculty will review (1) grade reports, (2) performance during coursework and seminars, (3) research capability, progress, and performance, and (4) any other information relevant to graduate program academic requirements. Student progress and performance is determined (but not limited) by the following criteria:

Performance in the fulfillment of degree program requirements
- Satisfactory Scholarship. Students will maintain a minimum grade point average of 3.0.
- Satisfactory Progress Toward Completion of Graduate Degree. Students will enroll in and satisfactorily complete one or more classes each quarter, unless “on-leave status” request has been filed, and satisfactorily complete all other Education Program and Graduate School requirements.
- Incomplete Grade. Students will complete the work necessary to convert any Incomplete into a passing grade no later than the last day of the following quarter. Courses graded Incomplete (I) will not be considered as indicating satisfactory progress toward completion of their graduate degree.

Performance during informal coursework and seminars
- Attendance and Participation in Classes. Students will consistently attend classes and participate in class activities.
- Academic Performance. Students will demonstrate, in their written and oral work, the ability to analyze, synthesize, apply, and evaluate information.
- Professional Standards. Students will demonstrate academic and professional integrity.

Research capability, progress, and achievement
- Students will demonstrate through their coursework and classroom discussions and activities that they have the skills and knowledge necessary to conceptualize and produce an acceptable Completion Dossier.

Academic Performance
Students are expected to demonstrate, in their written and oral work, satisfactory academic performance. Satisfactory academic performance is indicated by these behaviors:

- Analyzing and conceptualizing clear and concise ideas
- Synthesizing relationships among ideas and concepts
- Demonstrating understanding of educational theories
• Applying theories to class assignments and discussions
• Conceptualizing and organizing well-written papers

Participation in Classes
Students are expected to contribute to class discussions and consistently and appropriately participate in class activities. Attendance and participation are required so students can fully benefit from the UW Bothell Education Program. Classes in the Education Program frequently include cooperative learning, small group discussions, and other activities that require collaboration. These kinds of activities cannot be made up. When these collaborative activities are missed, the student and the student’s colleagues are put at a disadvantage.

Students are expected to arrive for class on time and remain in class for the entire session. Students who consistently arrive late for class or leave class early can disrupt the class as well as miss important information and experiences. Punctuality and responsibility are indicators of professionalism, commitment, and dedication to the field of education.

At the end of each quarter, faculty may review a student’s participation in class to determine whether the student demonstrated a pattern of participation below that expected of graduate students. Level of participation in class, instances of absences and tardiness may be considered in assessing the student’s pattern of participation. After discussing information on participation, the UW Bothell Education Program Graduate Faculty, in accordance with the Suggested Guidelines for Change of Status Action, will prepare a recommendation for each student who does not, in the faculty’s professional opinion, demonstrate satisfactory participation.

Professional Conduct and Character
Students are expected to conduct themselves as professionals at the University of Washington Bothell. As such, they should not engage in behavior that could negatively affect the learning environment of peers or interfere with a faculty member’s ability to perform his or her responsibilities.

Students are expected to work collaboratively with peers, participate in classroom activities, and remain attentive during class. Students must demonstrate professional attitudes and attributes of good character in the classroom and in all practicum settings.

Students are expected to avoid all situations that might call their academic or professional integrity or good character into question. Academic and professional integrity and good character require that students maintain high standards of ethical behavior and honesty in all written work and in communication with faculty and administrators.

Low Scholarship
Students whose cumulative or quarterly grade point average (GPA) falls below a 3.0 will be reviewed quarterly. Each quarter, the UW Bothell Education Program Director will review the Low Scholarship Report and report his or her findings to the UW Bothell Education Program Graduate Faculty. Faculty will discuss each student and respond according to the Suggested Guidelines for Change of Status Action. In evaluating each student, faculty will consider the student’s grades in reference to the student’s actions:
Progress toward fulfillment of program degree requirements, i.e., consistent enrollment in and completion of one or more classes each quarter
• Number of times the student has been listed on the Low Scholarship Report
• Completion of Graduate School requirements for continuation (See UW General Catalog)

Suggested Guidelines for Change of Status Action
Recommendations for change in status will be based on the nature and severity of a student’s performance or lack of progress. The Graduate School will be notified when conditions warrant that a student will be warned, placed on probation, placed on final probation, or dismissed. All recommendations for unsatisfactory performance and progress will be accompanied by (1) a well-documented statement of the circumstances involved, (2) an outline of the steps the student must take to maintain his or her graduate student status in good standing, and (3) a timeline for remediation. Students will receive written notification of the action and information regarding the steps that must be taken to maintain their graduate student status in good standing.

Status changes resulting in “No Action” and “Warning” will not appear on the student’s permanent record. Those status changes resulting in probation, final probation, or dismissal will be reviewed by the Dean of the Graduate School and will be recorded by the Registrar on the student’s permanent record.

The Dean of the Graduate School will inform students by letter of any change in their status. Depending on the nature of the status change, students will receive notification of one of the following five possible actions:

No Action
• Conditions indicate unsatisfactory performance or progress as determined by the UW Bothell Education Program Graduate Faculty
• Problems are minimal
• Problems are being addressed by the student

If unsatisfactory performance or progress does not improve within one quarter, the student may be placed in Warning status.

Warning
• Conditions indicate unsatisfactory performance or progress as determined by the UW Bothell Education Program Graduate Faculty
• Cumulative GPA drops slightly below 3.0 (2.99-2.95)
• Course grade is slightly below a 3.0 (2.99-2.95)
• Incomplete (I) grade is not removed after one quarter

Probation
• Conditions indicate unsatisfactory performance or progress as determined by the UW Bothell Education Program Graduate Faculty
• Cumulative GPA drops below 3.0
• Course grade is below a 3.0
• Incomplete (I) grade is not removed after one quarter
• Deficiency that caused a previous warning action has not been corrected
• Sudden and substantial departure from the UW Bothell Education Program’s requirements for satisfactory performance and progress

Probationary status will be no less than one quarter and no more than two quarters. Removal of the student from probationary status will depend upon the student’s performance given the established timeline.

The UW Bothell Education Program Graduate Faculty will review the records of students who received a warning or were placed on probation the previous quarter to determine if satisfactory progress was made. If satisfactory progress was not made, the students will be placed on final probation and the Graduate School will be so notified by the Director of the Education Program.

Final Probation

• Previous condition(s) that resulted in a warning or probationary status have not been corrected within the time limit specified by the UW Bothell Education Program
• Demonstrated unsatisfactory performance or progress as determined by the UW Bothell Education Program Graduate Faculty
• Sudden and substantial departure from the UW Bothell Education Program’s requirements for satisfactory performance and progress

Once placed on Final Probation, the student will be dismissed if satisfactory progress is not made by the end of the quarter. A student will be carried on final probation status for one quarter before being changed to another status.

Dismissal

• Previous condition(s) that resulted in a warning, probationary, or final probationary status has not been corrected within the time limit specified by the UW Bothell Education Program
• Sudden and substantial departure from the UW Bothell Education Program’s requirements for satisfactory performance and progress

A dismissal recommendation is a final action and means immediate dismissal from the University of Washington Bothell Master of Education Degree Program.

Appeals

Students may appeal change of status directly to the University of Washington Bothell Education Program Director and then to the Vice Chancellor for Academic Affairs of the University of Washington Bothell. Appeals must be filed in writing within four weeks after the notification of status change is mailed to the student. Appeals beyond the University of Washington Bothell Vice Chancellor should follow the process outlined in the Graduate School Memorandum No. 33, Academic <?>
Glossary of Terms

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

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

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

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

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

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

**Field placement** - School classroom in which teacher candidates will observe and teach.

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

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

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

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

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

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

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

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

**Teacher Performance Assessment (TPA)** - Washington State work sample assessment of teacher candidates knowledge and skills.
Assessment and Evaluation Forms

Teacher Education Program Observation Form ............................................................... 63
September Experience Feedback Form ......................................................................... 66
Essential Professional Attributes Form ...................................................................... 67
1 2 3 4 5 6 7 8 9 (circle observation number)

University of Washington Bothell
Teacher Education Program Observation Form

Observer:  
Grade/Subject:  
Cooperating Teacher:  
Conference Times:

- Exceed Expectations  - Meet Expectations  - Satisfy Expectations  - Below Expectations  - No Data

1. Planning Instruction and Assessment:  
   Autumn  Mid Term  Winter  Final

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Demonstrates content knowledge</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
</tr>
<tr>
<td>B. Learning tasks address important conceptual and procedural progress and academic language development</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
</tr>
<tr>
<td>C. Learning tasks are planned to engage students' interests, draw upon their cultural background, consider prior knowledge, and address their academic, social/emotional strengths and needs</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
</tr>
<tr>
<td>D. Plans include scaffolding of instruction and modifications for students with specific needs</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
</tr>
<tr>
<td>E. Planned assessments will provide evidence of student learning relative to standards/targets</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
</tr>
<tr>
<td>F. Resources and materials assist students in meeting the learning targets</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
</tr>
</tbody>
</table>

2. Instruction and Engagement:  
   Autumn  Mid Term  Winter  Final

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Demonstrates content knowledge</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
</tr>
<tr>
<td>B. Oriented students to learning targets</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
</tr>
<tr>
<td>C. Engages students in a variety of instructional strategies</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
</tr>
<tr>
<td>D. Asks questions that elicit students' thinking</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
</tr>
<tr>
<td>E. Gives clear directions for level of class/student</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
</tr>
<tr>
<td>F. Helps students make connections between and among concepts</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
</tr>
<tr>
<td>G. Establishes and maintains a positive and organized learning environment</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
</tr>
<tr>
<td>H. Circulates and assists students</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
</tr>
<tr>
<td>I. Interacts in case of inappropriate or off-task behavior effectively and in a timely manner</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
</tr>
<tr>
<td>J. Maintains instructional momentum</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
<td>choose</td>
</tr>
</tbody>
</table>
### 3. Assessment:  □ Autumn  □ Mid Term Winter  □ Final

<table>
<thead>
<tr>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Uses informal/formal assessments to understand all students’ progress toward the standards/targets and to revise instruction based on this assessment</td>
</tr>
<tr>
<td>B. Provides clear criteria for successful performance of standards/targets</td>
</tr>
<tr>
<td>C. Provides the class and individual students with feedback to guide and improve their learning</td>
</tr>
</tbody>
</table>

### 4. Academic Language and Student Voice:  □ Autumn  □ Mid Term Winter  □ Final

<table>
<thead>
<tr>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Uses planning, instruction and assessment to support the students’ different levels of academic language proficiency</td>
</tr>
<tr>
<td>B. Identifies language demands of the learning tasks relative to students’ varying language proficiencies</td>
</tr>
<tr>
<td>C. Gives students opportunities to articulate the learning target(s) and monitor their own progress (student voice)</td>
</tr>
</tbody>
</table>

### 5. Reflection (past lesson):  □ Autumn  □ Mid Term Winter  □ Final

<table>
<thead>
<tr>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Identifies what students learned and did not learn relative to the learning targets and classroom trends among students</td>
</tr>
<tr>
<td>B. Identifies successful instructional strategies and missed opportunities for monitoring learning or building understanding</td>
</tr>
<tr>
<td>C. Uses analysis of student work to plan further instruction</td>
</tr>
</tbody>
</table>

### 6. Professional Attributes:  □ Autumn  □ Mid Term Winter  □ Final

<table>
<thead>
<tr>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Collaborates with families</td>
</tr>
<tr>
<td>B. Demonstrates professional conduct informed by legal and ethical responsibilities</td>
</tr>
<tr>
<td>C. Demonstrates professional presence, confidence, and enthusiasm</td>
</tr>
</tbody>
</table>
UW Bothell Education Program Expectations

Observation 1  □ Meets or Exceeds  □ Does Not Meet
Observation 2  □ Meets or Exceeds  □ Does Not Meet
Observation 3  □ Meets or Exceeds  □ Does Not Meet
Observation 4  □ Meets or Exceeds  □ Does Not Meet
Observation 5  □ Meets or Exceeds  □ Does Not Meet
Observation 6  □ Meets or Exceeds  □ Does Not Meet
Observation 7  □ Meets or Exceeds  □ Does Not Meet

Student Teacher: Print and signature

Observer: Print and signature

1. Reflections on progress since last observation:

2. Goals for next observation:

3. Please explain any concerns about the teacher candidate’s progress:

A 13 Secondary 138001
UW Bothell Secondary & Middle Level Certification M.Ed.

September Experience Feedback from Cooperating Teacher

Teacher Candidate Name: ____________________________ Date: ____________________________

Cooperating Teacher: ____________________________ School: ____________________________

Please check the attribute which best represents your teacher candidate:

- Attitude toward teaching
  - enthusiastic
  - interested
  - apathetic

- Takes an active role in classroom
  - helpful, collaborative
  - inadequate
  - inactive

- Professional presence
  - mature, comfortable
  - gaining confidence
  - very nervous

- Attendance and punctuality
  - exceeds expectations
  - arrives promptly, meets expectations
  - needs improvement

- Communication with students
  - helpful & appropriate
  - developing
  - aloof

- Interaction with cooperating teachers, staff, administrators
  - excellent
  - developing
  - needs more effort

Please comment on the following: You may use a separate page to answer 1 and 2.

1. What do you see as the teacher candidate’s major strength(s)?

2. What should be the areas of focus or goals that the teacher candidate should work on during his/her Autumn Quarter field experience?

3. This teacher candidate’s progress
   - Meets expectations
   - Needs improvement

Signature of Cooperating Teacher: ____________________________ Date: ____________________________

Please return this form by September 30 to June Kiyawa, jkiyawa@uw.edu, or print and fax to 425-392-5234.

A fillable version of this document can be found here: www.uwb.edu/secondarycertmed/currentstudentinfo
University of Washington Bothell
Teacher Education Program

Essential Professional Attributes of Candidates and Graduates

Essential Professional Attributes Overview

The education of a teacher requires learning complex knowledge and skills and the development of appropriate professional, behavioral, and social dispositions (attributes) needed to become both an independent and collaborative teacher in any public or independent school in the State of Washington. The University of Washington Bothell has identified the following essential attributes as requirements for admission, satisfactory progress, and certification of applicants and teacher candidates in the teacher certification programs at the University of Washington Bothell. Students enrolled in a graduate program are expected to qualify for teacher certification and the M.Ed. degree.

Essential Attributes and Behaviors
A teacher candidate enrolled in a University of Washington Bothell certification program is expected to:

Academic
1. Demonstrate active engagement and curiosity for learning in university, school and community settings.


Self-Reflection
3. Reflect on and evaluate his/her actions and work and be willing to consider, develop, and implement revisions or solutions.

Professional and Ethical
4. Act in a professional manner that demonstrates integrity, responsibility and tolerance.

5. Treat students and adults of various cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs and disabilities with compassion, dignity and respect.

6. Maintain confidentiality except as required by law to address safety.

7. Use reason to make decisions appropriate for a classroom teacher as well as use good judgment to establish and maintain appropriate boundaries.

Communication
8. Communicate effectively both orally and through writing.
9. Demonstrate sufficient interpersonal, listening, and responding skills to understand and respond appropriately to different perspectives represented in diverse university and school classrooms.

Behavioral

10. Be dependable by being on time, by following through on tasks in a responsible manner, and by taking appropriate initiative to meet expectations.

11. Work flexibly under stress, e.g., work under time constraints, concentrate in distracting situations, make timely subjective judgments, and ensure students’ safety at all times.

12. Have the stamina to work a teacher’s contracted day and perform extended additional duties of a classroom teacher such as parent conferences, open houses and other school related activities.

Time Management

13. Organize time and materials, prioritize tasks, perform and supervise several tasks at once, and adapt to changing situations in order to develop skills in assessing and attending to the needs of all students.

In addition to demonstrating the professional attributes, a teacher candidate at the University of Washington Bothell must satisfactorily complete all required courses at a level deemed appropriate by the program and faculty. A teacher candidate must also meet eligibility requirements for a teaching credential including a negative criminal background history as provided by state law.

The University of Washington Bothell endeavors to select applicants who have the ability to become highly competent teachers. As an accredited teacher education program, the curriculum adheres to the standards and guidelines of a pre-service program outlined in the Washington Administrative Code (WAC). Professional expectations follow the Washington State Code of Conduct. Within these guidelines, the faculty is responsible for curriculum selection and evaluation and for determining who should be recommended for state certification. Admission and retention decisions are based not only on prior satisfactory academic and performance achievement, but also on a range of factors that serve to assess that a candidate for certification can demonstrate the essential professional attributes.

The Teacher Education Program, as part of the University of Washington Bothell, is committed to the principle of equal opportunity. The program does not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, disability, and disabled veteran or Vietnam era veteran status. The essential attributes have been developed in compliance with the Americans with Disabilities Act (ADA, PL 101-336), and when requested, the University will provide reasonable accommodations to otherwise qualified teacher candidates with disabilities.
Candidate’s Statement

I have read the essential professional attributes and understand that they describe a set of expectations for candidates enrolled in teacher education programs at the University of Washington Bothell. I believe I meet these standards with or without reasonable accommodation. I further understand that if my failure to exhibit these behaviors interferes with the learning process, based on the professional judgment of the program faculty, I may jeopardize my standing in the program.

Candidate’s Name (printed) ____________________________________________

Candidate’s Signature ___________________________ Date ____________

Standards adapted and compiled from the University of Washington Seattle, University of Western Michigan, and University of Nevada Reno.
# Evaluation Form for Essential Professional Attributes of Teacher Candidates

**Candidate**

Setting

This form may be used as a candidate's self-assessment or by faculty, staff, and cooperating teachers to assess Essential Professional Attributes. This form will be used at periodic points, or any appropriate time, during the program.

A teacher candidate enrolled in the University of Washington Bothell certification program is expected to:

<table>
<thead>
<tr>
<th>Essential Professional Attribute</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate active engagement and curiosity for learning in university, school and community settings</td>
<td>□ Consistently □ Usually □ Inconsistently □ Not Observed</td>
</tr>
<tr>
<td>2. Demonstrate academic honesty as outlined in University of Washington academic policy, <a href="http://www.uwb.edu/academic/policies/academicconduct/student-guide">http://www.uwb.edu/academic/policies/academicconduct/student-guide</a></td>
<td>□ Consistently □ Usually □ Inconsistently □ Not Observed</td>
</tr>
<tr>
<td>Self Reflection</td>
<td></td>
</tr>
<tr>
<td>3. Reflect on and evaluate actions and work and be willing to consider, develop, and implement revisions or solutions</td>
<td>□ Consistently □ Usually □ Inconsistently □ Not Observed</td>
</tr>
<tr>
<td>Professional and Ethical</td>
<td></td>
</tr>
<tr>
<td>4. Act in a professional manner that demonstrates integrity, responsibility and tolerance</td>
<td>□ Consistently □ Usually □ Inconsistently □ Not Observed</td>
</tr>
<tr>
<td>5. Treat students and adults of various cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, and disabilities with compassion, dignity and respect</td>
<td>□ Consistently □ Usually □ Inconsistently □ Not Observed</td>
</tr>
<tr>
<td>6. Maintain confidentiality except as required by law to address safety</td>
<td>□ Consistently □ Usually □ Inconsistently □ Not Observed</td>
</tr>
<tr>
<td>7. Use reason and make decisions appropriate for a classroom teacher as well as use good judgment to establish and maintain appropriate boundaries</td>
<td>□ Consistently □ Usually □ Inconsistently □ Not Observed</td>
</tr>
</tbody>
</table>
## Evaluation Form for Essential Professional Attributes of Teacher Candidates

### Communication
8. Communicate effectively orally and through writing
   - Consistently  □ Usually  □ Inconsistently  □ Not Observed

9. Demonstrate sufficient interpersonal, listening, and responding skills to understand and respond appropriately to different perspectives represented in diverse university and school classrooms
   - Consistently  □ Usually  □ Inconsistently  □ Not Observed

### Behavioral
10. Be dependable by being on time, by following through on tasks in a responsible manner, and by taking appropriate initiative to meet expectations
   - Consistently  □ Usually  □ Inconsistently  □ Not Observed

11. Work flexibly under stress, e.g., work under time constraints, concentrate in distracting situations, make timely subjective judgments, and ensure students' safety at all times
   - Consistently  □ Usually  □ Inconsistently  □ Not Observed

12. Have the stamina to work a teacher's contracted day and perform extended additional duties of a classroom teacher such as parent conferences, open houses, and other school related activities
   - Consistently  □ Usually  □ Inconsistently  □ Not Observed

### Time Management
13. Organize time and materials, prioritize tasks, perform and supervise several tasks at once, and adapt to changing situations in order to develop skills in assessing and attending to the needs of all students
   - Consistently  □ Usually  □ Inconsistently  □ Not Observed

Please provide evidence or justification for any inconsistent ratings in the Comment Space or on the back.

Candidate’s signature ___________________________ Date ____________

Evaluators’ Names (please print): ____________________________

Evaluators’ signatures _________________________________________