

Pacific Lutheran University

School of Education and Movement Studies



Alternative Routes to Certification Program 2011~2012

Updated September 2011

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Introduction

The information contained in this handbook pertains to the Alternative Routes to Certification (ARC) only. The ARC program is one of several teacher certification programs housed in the Department of Instructional Development and Leadership within the School of Education and Movement Studies at Pacific Lutheran University.

Administration

The following faculty and staff members are available to assist candidates, supervising teachers, principals and district staff regarding the ARC program.

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Each candidate is also assigned and supported by a university supervisor. These staff and faculty members work closely with the intern and school personnel to assist and provide periodic evaluations during the required open-ended internship.

Program Overview

The ARC program is a group of routes designed to meet the needs of individuals who possess a unique set of qualifications for teaching in secondary education. The program also meets the needs of school districts seeking to address shortages of teachers in particular areas.

The Alternative Routes Program is heavily, but not entirely, based in the field. Candidates for certification in this program work with mentors in a school district in an extensive, open-ended internship. They also take courses designed to meet their needs through PLU. The nature of these courses varies depending upon the needs of the candidate and the requirements and expectations of both the district and PLU.

There are four separate Alternative Routes. These include:

Route 1 - PLU is not currently offering Route 1.

Route 2 - Currently employed school district classified staff with baccalaureate degrees from regionally accredited institutions. Route 2 candidates are seeking residency teacher certification in subject matter shortage areas and areas with shortages due to geographic location.

Route 3 - Individuals with baccalaureate degrees from regionally accredited institutions, who are not employed in the district at the time of application. When selecting candidates for certification through route three, districts and approved program providers give priority to individuals who are seeking residency teacher certification in subject matter shortage areas or shortages due to geographic locations.

Route 4 - Individuals with baccalaureate degrees from regionally accredited institutions, who are employed in the district at the time of application, or who hold conditional teaching certificates.

Program Outline

The primary aim of the Alternative Routes program is to educate teachers who are ready to assume a variety of roles in 21st century schools and to address shortage areas in secondary schools. The faculty members work with candidates to develop their understandings and skills.

Summer Term

EDUC 424, Inquiry into Teaching I: Diverse Learners (4)

EDUC 490, Language Acquisition (2)

Fall Term

EDUC 425, Inquiry into Teaching II: Diverse Learners (4)

EDUC 495, Internship (1)

EDUC 320, Issues of Child Abuse & Neglect (1)

January Term

Internship

Spring Term

EDUC 495, Internship (6)

Candidate Responsibilities

Before Classes Begin

In order to facilitate arrangements for the internship placement, Alternative Routes candidates will be asked to complete and submit an Internship Placement Application before classes begin in the summer. Detailed instructions and the application can be accessed on our website.

Summer Responsibilities

Candidates will be asked to complete and submit a Washington State Character and Fitness Supplement and a Liability Insurance Waiver. These forms are available on our website. NOTE: "Yes" answers on the Character and Fitness Supplement (except for Section II, 1 & 2) must be reviewed and cleared by the state's Office of Professional Practices. Please bring these to the attention of the Certification Administrator so that your file may be promptly cleared. Candidates must also obtain fingerprint clearance before they begin the field experience portions of the program. Only fingerprint clearance submitted through the OSPI (Office of the Superintendent of Public Instruction) is acceptable. Please contact one of the regional Educational Service District (ESD) offices to arrange for fingerprinting.

Summer Practicum

Candidates in the Alternative Routes program are required to complete a minimum of 40 hours of practicum work in a school setting. Most districts offer summer school programs in which

candidates can complete this requirement. Summer course assignments are directly linked to this practicum work. Candidates can check with their local school districts to see when summer school starts and ask to serve as a volunteer. In some circumstances, candidates may be hired to teach in a summer school program. This type of employment can also serve as a practicum placement.

Open-Ended Internship

Beginning in the fall, candidates will enter an open ended “internship” in a school. Specific placements may vary depending on the endorsement area/s and employment. A traditional internship will begin on or before the first day of school and continue through a minimum of one semester, although typically internships continue for much longer. Internship placements are arranged, or employment confirmed, by the Field Director according to specific needs of the schools or districts requested.

During the initial days in the school, interns should focus on observing as many different classes as possible. They should take part in school activities and staff meetings. Becoming an active member of the school community is vital to a positive experience.

When the intern, the cooperating/mentor teacher(s), and the university supervisor believe it is appropriate, the candidates will begin to take responsibility for classes from their cooperating/mentor teacher.

When the intern feels ready and prepared, with consultation from the cooperating/mentor teacher(s), the university supervisor will oversee the completion of the Teacher Performance Assessment (TPA). ***The TPA cannot be administered before January 1.***

All interns are assigned a mentor teacher to assist and guide them through the program. It is the role of the mentor teacher to observe the intern formally and informally as well as conduct a minimum of ten hours of consultation each week. After two failed placements a candidate will be asked to exit the program.

Continuous feedback is a necessary component to learning. It is expected that the intern will maintain a folder or notebook of all observations and assessments. Reflection is a critical component of the teaching experience. Throughout your one year internship, it is a strongly advised that you keep a daily journal of your experiences with students. Please reflect and document the following concepts whenever you teach and observe: What is the sequence of the learning segment? (What came before this particular teaching event, what comes after?) What is the objective of this teaching event? How is the objective assessed? What accommodations and/or scaffolding are presented for various subgroups of students? What teaching method/activity worked well? What did not work well? How was the teaching informed by the students’ strengths and challenges?

In addition, each intern will be assigned a university supervisor. The primary roles of the university supervisor are to oversee the completion of the TPA, visit and observe the intern a minimum of five times, and act as a liaison between the School of Education and Movement Studies and the school personnel.

When the intern has successfully completed the TPA, and remained as a full time teacher a

minimum of 6-8 weeks, then they can begin to “phase out” of student teaching. This should be a gradual process as well. If all parties agree, interns are allowed to continue to teach a class until the end of the school year.

Teacher Assessment of Performance and Practice System (TAPPS)

Washington State Standard V (Knowledge and Skills of Teacher Candidates)

In Washington State the authority for policy and oversight of teacher preparation and certification lies with the Professional Educator Standards Board (PESB). It is the board’s responsibility to ensure that teacher certification programs are in compliance with the program approval standards codified in state law (WAC 181-78A-270). The approval standard that specifically addresses the knowledge and skills of preservice teachers is Standard V. It outlines the competencies that all preservice teachers must demonstrate in order to complete their certification. Therefore, in order to attain state certification in Washington State teacher candidates must demonstrate teacher-based and student-based evidence that shows they have had a positive impact on student learning in Standard V and the specific criteria embedded within each of them. These areas include the following:

EFFECTIVE TEACHING

1. Using multiple instructional strategies, including the principles of second language acquisition, to address student academic language ability levels and cultural and linguistic backgrounds;
2. Applying principles of differentiated instruction, including theories of language acquisition, stages of language, and academic language development, in the integration of subject matter across the content areas of reading, mathematical, scientific, and aesthetic reasoning;
3. Using standards-based assessment that is systematically analyzed using multiple formative, summative, and self-assessment strategies to monitor and improve instruction;
4. Implementing classroom/school centered instruction, including sheltered instruction that is connected to communities within the classroom and the school, and includes knowledge and skills for working with other;
5. Planning and/or adapting standards-based curricula that are personalized to the diverse needs of each student;
6. Aligning instruction to the learning standards and outcomes so all students know the learning targets and their progress toward meeting them;
7. Planning and/or adapting curricula that are standards driven so students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology;
8. Preparing students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society;
9. Planning and/or adapting learner centered curricula that engage students in a variety of culturally responsive, developmentally, and age appropriate strategies;
10. Using technology that is effectively integrated to create technologically proficient learners; and

11. Informing, involving, and collaborating with families/neighborhoods, and communities in each student's educational process, including using information about student cultural identity, achievement and performance.

PROFESSIONAL DEVELOPMENT

- Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of his/her teaching through feedback and reflection.

TEACHING AS A PROFESSION

- Participating collaboratively and professionally in school activities and using appropriate and respectful verbal and written communication.
- Demonstrating knowledge of professional, legal, and ethical responsibilities and policies.

Teacher Assessment of Performance and Practice System (TAPPS)

The faculty in PLU's Department of Instructional Development and Leadership have designed the Teacher Assessment of Performance and Practice System (TAPPS) to serve four primary purposes. First, the system is designed to address the knowledge and skill requirements of Washington State's Standard V for all preservice teacher candidates. Second, the system is designed to ensure the alignment of curriculum and instruction with program and course learning outcomes and objectives. It does this by providing aggregate and disaggregate data on candidate learning, growth and performance as part of a continuous feedback loop that informs decisions about the ongoing monitoring and improvement of curriculum and instruction in our preservice programs. Third, the system is designed to help teacher candidates demonstrate and reflect upon both their own learning in relation to the knowledge and skills identified in Standard V and that of their students in P-12 classrooms. And fourth, the system is designed to produce knowledge that may help in answering two important policy-related questions: What makes an effective teacher? And how should teacher preparation programs support the development of effective teachers?

Chalk & Wire and TAPPS

The Teacher Assessment of Performance and Practice System (TAPPS) is housed in a web-based portfolio, assessment and data analysis program run by a Canadian company called Chalk & Wire. All candidates will purchase an account with Chalk & Wire and then receive formal training on how to develop their electronic portfolio or professional growth plan using the Chalk & Wire program. All candidate artifacts (e.g., PGP) produced for TAPPS will be submitted and assessed on Chalk & Wire.

Initial Teaching Event (ITE)

All teacher candidates participate in an "Initial Teaching Event" (ITE). This occurs within the first few classes of each certification program. Candidates are asked to prepare a short 10-minute teaching lesson for their peers, which is then videotaped so that candidates can reflect upon the experience later. While candidates will receive some feedback on their teaching, the primary purpose of the ITE is to provide an opportunity for candidates to assess their own performance both in the short and long-term (e.g., upon conclusion of their program as a way of charting and analyzing their own instructional growth and development).

Professional Growth Plan (PGP)

All teacher candidates in Washington State are required to submit a Professional Growth Plan upon completion of their certification program. The PGP is aligned with Washington State's Standard V.

The PGP has been designed to chart candidate growth in relation to the different components of Standard V in each time block of instruction. Candidates are expected to support their self-assessment through specific Teacher-Based and Student-Based Evidence (TBE & SBE), which is to be attached to each entry or submission of the PGP in their Chalk & Wire portfolio. These artifacts (TBE & SBE) are the products completed through coursework, evidence gathered during fieldwork, and from field-based evaluations (e.g., Teacher Performance Assessment or TPA). Supporting evidence for each entry in the PGP must include the one piece of "common evidence" (e.g., lesson plan) connected to that particular entry and the course in which it is assigned. All pieces of common evidence are thus first introduced as course assignments, which are then later submitted as required evidence for the PGP submissions.

To complete a PGP entry candidates submit a short narrative that describes, analyzes, and reflects on how the evidence they provide demonstrates their competency in meeting the standard. Each entry in the PGP links to a specific component of Standard V.

When completing an entry into their professional growth plans candidates are asked to answer the following three questions:

- Where am I now in relation to the standard?
- How does my evidence support my assertions?
- What are my professional goals for this standard?

Candidates complete a total of four PGP submissions with the final entry serving as the state required portfolio in which they demonstrate their competency in meeting all criteria in Standard V. The common evidence for each entry of the PGP includes the following:

- For PGP entry #1 candidates submit a professional position statement and reflection
- For PGP entry #2 candidates submit a lesson plan and reflection
- For PGP entry #3 candidates submit a unit plan
- For the Portfolio candidates address each criterion within Standard V and submit a student based evidence and reflection

This self-assessment and supporting documentation in each entry of the PGP along with feedback from faculty, supervisors and cooperating teachers in the field will provide the candidate with data to develop and describe the learning goals for their next steps in achieving certification.

The Assessment of Teacher Candidate Dispositions

It is expected that all candidates in PLU's teacher certification programs will conduct themselves in a professional manner at all times. To monitor this expectation, the faculty within the Dept. of Instructional Development and Leadership has adopted a criteria-based framework to assess candidate dispositions. This framework integrates the five specific "abilities" within PLU's Integrative Learning

Objectives (ILOs) with Washington State’s Standard V for preservice teachers. In particular, all candidates are expected to promote equity and diversity, be engaged and empathetic professionals, participate in all aspects of their program in a conscientious and cooperative fashion, express themselves effectively and reflect on their practice in a critical manner. These five characteristics serve as dispositional categories or areas of assessment that are used not only to gauge the quality of course and program participation, but also the commitments and values that candidates enact during their work in the field. The dispositional categories are specifically referred to as the following: *Equity and Diversity Promotion, Engaged & Empathetic Professionalism, Conscientious and Cooperative Participation, Effective Expression, and Critical Reflection.*

Candidates assess their professional dispositions—and are in turn assessed by faculty—at the end of each of the three time blocks of instruction during what is called a “Transitional Performance Review” (see below). This process occurs through a phased or developmental approach in which candidates assess themselves in relation to the first three disposition categories (*Equity and Diversity Promotion, Engaged & Empathetic Professionalism* and *Conscientious and Cooperative Participation*) at the end of the end of time block #1, the first four disposition categories at the end of time time block #2 (*Equity and Diversity Promotion, Engaged & Empathetic Professionalism, Conscientious and Cooperative Participation, and Effective Expression*) and then all five categories at the conclusion of the program (*Equity and Diversity Promotion, Engaged & Empathetic Professionalism, Conscientious and Cooperative Participation, Effective Expression, and Critical Reflection*).

Candidates self-assess their professional dispositions by scoring themselves on the disposition scoring rubric and then writing a 2pg. essay explaining their score. After presenting their essay to faculty during the transitional performance review process, candidates are, in turn, scored on the rubric by faculty. Both sets of scores, the candidate self-assessment and the faculty assessment of candidates, are entered into the Chalk and Wire data management system at the conclusion of each of the three program time blocks of instruction.

Participation in the TPRs is graded as part of the course participation grade for the class to which it is connected. If it is determined during the TPR a candidate is struggling in the program (e.g., low GPA or course grade) a decision could be made concerning the need for additional support, a failure to respond positively to which could in some instances result in a candidate being exited from the program.

Transitional Performance Review

All candidates participate in a Transitional Performance Review (TPR) at the conclusion of each time block of instruction. These reviews are an assessment point for faculty and candidates to determine that the knowledge, skills and disposition requirements for preservice teacher candidates have been met at the end of each time block of program instruction.

Transitional Performance Review #1

- Candidate self-assessment in relation to equity and diversity promotion, engaged and empathetic professionalism, and conscientious and cooperative participation on dispositions rubric in Chalk & Wire;
- 1-2pg. essay explaining and defending rubric score (Due 1 week prior to date);
- 15 min conference between candidate & 2 faculty members to review program performance (e.g., essay, coursework, GPA, PGP Eval, evaluations, etc.) and candidate dispositional self-

assessment; and

- 2 faculty members fill out disposition rubric together in Chalk & Wire at the conclusion of the conference core).

Transitional Performance Review #2

- Candidate self-assessment in relation to equity and diversity promotion, engaged and empathetic professionalism, conscientious and cooperative participation and effective expression on the dispositions rubric in Chalk & Wire;
- 1-2pg. explaining and defending rubric score (Due 1 week prior to date);;
- 15 min conference between candidate & 2 faculty members to review program performance (e.g., coursework, GPA, PGP, evaluations, etc.) and candidate dispositional self-assessment; and
- 2 faculty members fill out disposition rubric together in Chalk & Wire at the conclusion of the conference.

Transitional Performance Review #3

- Candidate self-assessment in relation to equity and diversity promotion, engaged and empathetic professionalism, conscientious and cooperative participation, effective expression and critical reflection on the dispositions rubric in Chalk & Wire;
- 1-2pg. essay explaining and defending rubric score (Due 1 week prior to date); and
- Portfolio

Alternative Routes Internship Tasks

These tasks are designed to assist you in your growth as an educator and a reflective practitioner. They should be completed and given to your university supervisor *before you take full responsibility for all classroom duties (unless you are in your own classroom, in that situation they need to be completed by January 1.)*

These tasks were also designed to prepare you for the Teacher Performance Assessment (TPA). The TPA is a rigorous, site based assessment that requires thoughtful planning, careful analysis, and deep reflection. It is your final assessment in the Alternative Routes to Certification teacher preparation program. Careful completion of these tasks will help prepare you for this assessment.

First Task: Students, Teacher and Classroom

The first task is designed to familiarize you with your students, your host teacher, and the classroom routines, challenges, and expectations.

Part One: Your students

If you are in an elementary classroom: Interview each of your students in the early months of school. Get to know their likes, dislikes, abilities, areas of improvements. You will need to make specific notes on the following factors:

- Academic levels
- Language level

- If they are on an Individualized Educational Plan (IEP)
- Learning needs
- Learning strengths
- Academic subgroup
- Social interests
- Emotional strengths
- Diversity factors
- Lived/cultural experiences
- Social subgroup
- Academic language level
- Academic language proficiency
- Academic language strengths
- Academic language needs
- Academic language subgroup

If you are in a secondary setting, early in the first semester, pick the class where you would like to complete the Teacher Performance Assessment (TPA). Interview those students' likes, dislikes, abilities, and areas of improvement. You will also need to document the above factors. *(Note: the focus on one class does not exclude your understanding or need to become acquainted with your other classes/students.)*

Part Two: Teacher and Classroom

- A. Interview your teacher and spend time observing his/her style, management techniques, planning, lesson implementation, and interactions with the students. Take thorough notes throughout your experience on what works in the classroom. *These notes – when connected with deliberate and intentional changes in your teaching practice – might be used as a part of the evidence base demonstrating your development as a reflective practitioner and of your commitment to ongoing professional growth.*
- B. Specifically document **two** lessons taught by your cooperating/mentor teacher. Your documentation should include the following elements:
 - The lesson objective
 - Introduction and openers
 - Transitions between activities
 - Accommodations for struggling students
 - Scaffolding of information for students
 - Differentiation per needs of the students (accelerated as well as struggling)
 - The lesson sequence (what came before and after this lesson)
 - Specific feedback to students (does this prompt student voice/further learning?)

- Opportunities for students to develop their own understanding
- Student engagement
- Academic language taught
- How are ELL students addressed?
- Assessments (type and purpose)
- What worked
- What did not work
- What modifications were made

Then discuss and document the following questions with your cooperating teacher:

- How did you approach this lesson?
- What student factors contributed to this lesson?
- What was the prior knowledge of these students?
- Did you notice a pattern of learning? (or struggling?)
- How do you address your struggling students?
- How do you address your accelerated students?
- What worked?
- What didn't work from your perspective?
- What modifications should I make if I taught this lesson?

Second Task: Lesson Sequence and Teaching

The second task is designed to help you create a “lesson sequence.” A teacher teaches an objective through a teaching event (lesson), but it is not taught in isolation. Many factors contribute to the course, approach, and pieces of that teaching event including the lesson that came before, and then preparation for the lesson that comes after. In this second task you will create, document, and teach **three** lessons in a “lesson sequence” (meaning the three lessons must be related to one another.) Include the following elements in *each lesson*:

- The “Big Idea” (This is the bigger unit or area in which your specific objective/s land.)
- Previous lesson’s objective
- Previous lesson’s activities
- Previous academic language addressed
- Prior knowledge
- Today’s objective
- Today’s academic language
- Contributing classroom factors (subject, grade level, length of class, etc.)
- Contributing student factors (strengths, areas of improvement, subgroups, ELL students, IEP’s, etc.)

- Lesson activities- why did you choose these specific activities?
- Assessments (type and purpose)
- Assessment modification per student needs
- Assessment results
- What patterns of learning (or not learning) are presented?
- Specific feedback/questions to students
- Opportunities for students to develop their own understanding of objective
- Opportunity for students to practice new academic language
- Accommodations
- Scaffolding of ideas/information
- Modifications and adjustments in teaching
- Intervening points for student improvement
- What worked
- What needs improvement
- Next objective
- Next teaching event
- Collect student work
- Collect student assessments
- What educational research contributed to the lesson

(Note: You will be required to videotape your entire teaching of this lesson sequence for Task Four.)

Third Task: Assessments

The third task addresses assessments. Assessments are the monitoring method of student achievement. They are presented in a multitude of forms, but they are directly linked to clear objectives. Therefore, a good teaching objective is easily assessed, and a good assessment accurately measures student learning and achievement of that objective. Assessments can be formal, informal, summative, or formative. If used correctly, a good assessment will inform and guide further teaching, modifications, and the next objective. In this task you will critically examine a full week of assessments, their validity, and create next steps based on their findings.

Step One: Discuss with your host teacher the necessity to observe and document assessments for one week.

Step Two: Document every assessment (formal and informal) that you observe and/or implement in that week including its type, purpose, time, number of students, and effectiveness.

Step Three: Write the specific objective that corresponds with each assessment used.

Step Four: Collect the data produced from each formal assessment.

Step Five: Take notes on the data produced from each informal assessment.

Step Six: Analyze the assessment data for the week by answering these questions:

- Was there a clear connection between the assessments and their objectives?

- What information did the assessments produce?
- What learning patterns (or lack of learning patterns) did the assessments generate?
- Did the assessments prove student learning?
- What assessment adaptations were made for specific subgroups of students? (If none were present, how would you create these next time?)
- What modifications and adjustments to teaching were made based on the assessment results?
- How did the assessment results craft subsequent objectives and next steps?

Fourth Task: Videotaping

The purpose of this task is to provide you with multiple opportunities to observe your teaching, document your interaction with students, and assist you in becoming a reflective practitioner. For the Teacher Performance Assessment (TPA), you will submit two videotaped sessions that correspond with a teaching sequence. Therefore, becoming comfortable with the mechanics of this process is imperative.

We suggest you videotape whenever you are teaching, review those tapes to make adjustments in sound and clarity, and reflect on what you are seeing. We also suggest you practice editing techniques, learn how to apply subtitles when necessary, find a mechanism to condense high resolution sequences, and work to find the optimal spot for the placement of the camera.

You will be required to videotape your lesson sequence from Task Two. Once the taping is complete, review the footage and answer the following questions:

- Was the videotaping result clear and understandable?
- What interactions did you observe between you and your students?
- Did you ask leading questions that allowed students to discover their own learning?
- Did you observe students engaged in opportunities to develop their own understanding?
- Was the class upbeat and positive? What did you see that confirms this?
- Was the classroom experience well-paced?
- How effective were your transitions?
- Specifically look for your subgroups of students, were they engaged? Challenged?
- What worked? What didn't work?
- What would you do to change the lesson now that you have observed it?

Alternative Routes to Certification Completion Protocol

For ARC candidates completing their program of study, the following steps need to be taken:

1. No candidate may complete their program until the end of the public school's first semester.
2. The process is initiated by the candidate's supervisor based on completion of the assigned handbook tasks, passage of the Teacher Performance Assessment (TPA), mid-term and final evaluations.
3. When the university supervisor has indicated that the candidate is ready to complete the program, the university supervisor must submit the following to the program coordinator of the AR Program:
 - a. A confirmation of the completed internship tasks (1-4) with copies of the assignments.
 - b. Complete copy of the TPA
 - c. Mid-Term and Final Evaluations
4. Once these have been submitted to the program coordinator, the program coordinator will confirm the completion of:
 - a. PLU's PGP Entry #4
 - b. Submission of the WA State Professional Growth Plan (PGP)
 - c. Review of transcripts to ensure that all AR course work has been completed.
 - d. Confirmation of all course work completed for endorsement

NOTE: For additional requirements relating to the SPED endorsement, please refer to the Special Education Handbook.
5. After this review of the candidate's file, and confirmation of completion, a completed file will be sent to the SOEMS certification officer for a final check. At this time, the certification officer will communicate directly with the program administrator and candidate.
6. To complete the certification process the candidate will need to complete an Institutional Application for a Teacher's Certificate (Form 4401) and pay the \$35 fee in the university's business office. Turn in the completed form and fee receipt at the IDL office.
7. Your fingerprint clearance must be current in the State of Washington database at the time your certificate (or temporary permit) is issued.
8. If needed, at this time the certification officer can issue a temporary certificate if all of the above requirements have been met.

The Job Search

Many districts begin looking for job applicants in early spring. Interns should be making as many contacts as possible during this time to make themselves known to the districts. It is acceptable to tell the districts that placement files, and the actual certificate, are pending. During the spring semester, students in the ARC program have the opportunity to learn about PLU placement services at seminars conducted by university personnel and representatives from local school districts.

Appendix A
State of Washington Certification Requirements
Pacific Lutheran University

- **Minimum age of 18**
- **Degree**
 - Bachelor’s Degree from a regionally accredited university
 - **or**
 - Bachelor’s Degree from a foreign university for which a transcript has been evaluated for United States equivalency by one of the evaluation services organizations accepted by Washington State (fee to be paid by candidate)
- **Official transcripts** for any coursework required for program completion including transcript showing degree
- **Completion of a state-approved teacher preparation program**, which includes content, methodology, and field experience from a regionally accredited college or university
- **Institutional Application for Teacher’s Certificate** (completed, signed and dated)
 - **Fee paid** for Residency Certification (\$35 for the residency certification fee and as of October 1, 2011, an additional \$33 transaction fee for a total of \$68)
- **Character and Fitness Supplement** (completed, both affidavits signed and dated)
 - “Yes” answers (if any) submitted to OPP and cleared before certification requested
- **Fingerprint clearance** current in OSPI database (clearance expires 2 years after submission)
 - Or a current Washington State Educator Certificate
- **WEST-B** : Passing scores - Washington Educator Skills Test-Basic.
- **WEST-E** : Passing score(s) in each endorsement area - Washington Educator Skills Tests—Endorsements (required for P–12 educator endorsements) (*for those pursuing a world language, passing scores on the oral and written sections of the ACTFL are also required*)
- **TPA** (Teacher Performance Assessment)
- **PGP** (draft of the WA State Professional Growth Plan)

Appendix B
2011 PGP & Common Evidence Timeline for Preservice Certification Programs

T1	T2	T3
<p>PGP Entry #1 – <u>Teaching as a Profession</u> – <i>Demonstrating knowledge of professional, legal, and ethical responsibilities and policies & Professional Development</i></p> <ul style="list-style-type: none"> • Evidence provided for each criterion in Chalk & Wire (Professional Position Statement) • Reflection on overall standard(max. 500 words) <ul style="list-style-type: none"> ○ Where am I now? ○ How does my evidence support my assertions? ○ What are my professional goals for this standard? • Required in the following courses: <ul style="list-style-type: none"> ○ UG: EDUC 390 ○ AR: EDUC 424 ○ MA Cert: EDUC 544 <p>PGP Entry #2 – <u>Effective Teaching</u> – <i>Aligning instruction to the learning standards and outcomes so all students know the learning targets and their progress toward meeting them & Professional Development</i></p> <ul style="list-style-type: none"> • Evidence provided for each criterion in Chalk & Wire (ITE Lesson Plan & reflection) • Reflection on overall standard (max. 500 words) <ul style="list-style-type: none"> ○ Where am I now? ○ How does my evidence support my assertions? ○ What are my professional goals for this standard? • Required in the following courses¹: <ul style="list-style-type: none"> ○ UG: EDUC 424 (Hub 2) ○ AR: EDUC 490 ○ MA Cert: EDUC 556 & SPED 577 	<p>PGP Entry #3 – <u>Effective Teaching</u> – <i>Choose 5 of the 11 criteria & Professional Development</i></p> <ul style="list-style-type: none"> • Evidence provided for each criterion in Chalk & Wire (Unit Plan) • Reflection on overall standard (max. 1000 words) <ul style="list-style-type: none"> ○ Where am I now? ○ How does my evidence support my assertions? ○ What are my professional goals for this standard? • Required in the following courses: <ul style="list-style-type: none"> ○ UG – EDUC 410/412/4xx ○ AR – EDUC 425 ○ MA Cert – EDUC 561 & 565 	<p>Portfolio required based on Standard V (<u>Effective Teaching, Professional Development, Teaching as a Profession</u>)</p> <ul style="list-style-type: none"> • Evidence provided for each criterion in Chalk & Wire (must include Student Based Evidence) • Reflection on each standard (3 total – max. 2500 words for <u>Effective Teaching</u> and 1000 for <u>Professional Development</u> and <u>Teaching as a Profession</u>) <ul style="list-style-type: none"> ○ Where am I now? ○ How does my evidence support my assertions? ○ What are my professional goals for this standard? • Presented as part of final TPR • Required in the following courses: <ul style="list-style-type: none"> ○ UG – EDUC 450 ○ AR – EDUC 495 ○ MA Cert – EDUC 563B

¹Each piece of common evidence should be weighted as a percentage of the course grade and will be assessed by course faculty.

Appendix C
Dept. of Instructional Development & Leadership
Professional Growth Plan Scoring Rubric

1	2	3	4
<p>Criterion partially met or not met at all. Uneven presentation, limited evidence, partial demonstration of credible and convincing teacher and student-based evidence. Description, analysis, and reflection do not provide a clear view of evidence. Data and research play minimal role in decision making.</p>	<p>Approaching Criteria Presentation lacks strong description, analysis, and reflection. Some (more than 1) elements of credible and convincing teacher and student-based evidence are lacking or missing. The connection to the specific context of the classroom is present, but not compelling. Data and research may be present, but are superficial.</p>	<p>Criterion Met Clear presentation, appropriate description, analysis and reflection present in the demonstration of credible and convincing teacher and student-based evidence. The connection to the specific context of the classroom is clear and compelling. Data and research are referenced.</p>	<p>Exceeds Criteria Clear presentation, consistently thorough description, analysis, and reflection of teacher and student-based evidence, next steps are clear and thoughtfully presented. The connection to the specific context of the classroom is clear and compelling with a strong link to relevant data and research.</p>

Appendix D
Dept. of Instructional Development & Leadership
Teacher Candidate Dispositions

1. Equity & Diversity Promotion

Candidates will cultivate respect for the diverse cultures, identities, and abilities students bring with them to school. They are further expected to recognize and capitalize on the ways in which ethnic and cultural traditions, economic conditions, and physical and developmental abilities profoundly shape different assumptions and behaviors about education. As part of their expressed commitment to equity, candidates will identify issues and challenges facing students, their families, their colleagues and the larger community and seek constructive strategies for addressing them in the context of their responsibilities as educators.

Indicators of equity and diversity promotion

Candidates will:

- Cultivate respect for diverse cultures, identities and abilities;
- Recognize and capitalize on the ways in which ethnicity, class and ability shape different assumptions and behaviors about education; and
- Identify issues and challenges facing students and their families, peers and the larger community and seek constructive strategies for addressing them in their program and school placement.

2. Engaged & Empathetic Professionalism

Candidates will articulate and assess their own values with an awareness of the communities and traditions that have helped shape them. They will recognize how others have arrived at values different from their own, and consider their views and values charitably and with an appreciation for the context in which they emerged. In addition to caring for themselves and for others, candidates will approach moral, spiritual, and intellectual development as a life-long process of making informed choices in one's personal and professional commitments. Candidates will abide by the Washington State Code of Professional Conduct (Chapter 181-87 WAC) at all times.

Indicators of engaged and empathetic professionalism

Candidates will:

- Articulate and assess their own values and consider the views and values of others charitably;
- Approach moral, spiritual and intellectual development as a life-long process; and
- Make informed choices in their professional commitments.

3. Conscientious and Cooperative Participation

Candidates will be punctual, communicative, patient and thoughtful in their relationships with colleagues, students and their families. Candidates are expected to practice active listening and to work creatively to identify and clarify issues of concern. They will acknowledge and respond to conflicting ideas and principles, identify common interests where possible, and develop and promote effective strategies and interpersonal relationships for implementing cooperative actions in their program courses and school placements.

Indicators of conscientious and cooperative participation

Candidates will:

- Treat others with respect;
- Be punctual, attentive and actively listen; and
- Collaborate with others despite interpersonal differences.

4. Effective Expression

Candidates will communicate clearly, purposefully and professionally. They will express themselves in honest and respectful ways, address others directly (as opposed to talking behind their backs) and be mindful that nonverbal behaviors are subject to varied interpretations. Candidates will also adapt messages to various audiences using appropriate media, convention and styles. Because dress and attire are forms of expression, candidates are expected to wear professional attire in their school placements.

Indicators of effective expression

Candidates will:

- Communicate clearly, effectively and professionally;
- Use appropriate and respectful verbal and written communication;
- Contextualize communications to various audiences using appropriate media, convention and styles; and
- Wear appropriate professional attire.

5. Critical Reflection

Critical reflection involves both an internal dialogue about one's learning and emerging instructional practice as well as public dialogue with colleagues, students, parents and community members about the quality of teaching and learning in schools. Candidates are expected to analyze issues from multiple perspectives and understand and explain divergent viewpoints on complex educational issues. Candidates will not only evaluate the assumptions behind and consequences of their decisions, but also assess possible solutions to problems they encounter in their program, school and classrooms by carefully considering the support available for proposed solutions.

Indicators of critical reflection

Candidates will:

- Critically reflect on their learning and instructional practice by evaluating the assumptions behind and consequences of decisions;
- Explain divergent viewpoints on complex educational issues; and
- Assess possible solutions to problems in their program, school and classrooms and carefully consider the support available for proposed solutions.

Appendix E

Disposition Scoring Rubric for Teacher Candidate Self-Assessment

Rubric Scoring directions: Score yourself according to the indicators that most closely approximate your beliefs about yourself. If you score indicators in more than one column on a dispositional category, use either the column with the most scores or the one that most closely approximates performance as the final score for that category.

Dispositions ↓	1	2	3	4
Equity & Diversity Promotion	<p>Candidate <u>rarely or never:</u></p> <p>Cultivates respect for diverse cultures, identities and abilities;</p> <p>Recognizes and capitalizes on the ways in which ethnicity, class and ability shape different assumptions and behaviors about education;</p> <p>Identifies issues and challenges facing students and their families, peers and the larger community and seeks constructive strategies for addressing them in his/her program and school placement.</p>	<p>Candidate <u>sometimes:</u></p> <p>Cultivates respect for diverse cultures, identities and abilities;</p> <p>Recognizes and capitalizes on the ways in which ethnicity, class and ability shape different assumptions and behaviors about education;</p> <p>Identifies issues and challenges facing students and their families, peers and the larger community and seeks constructive strategies for addressing them in his/her program and school placement.</p>	<p>Candidate <u>consistently:</u></p> <p>Cultivates respect for diverse cultures, identities and abilities;</p> <p>Recognizes and capitalizes on the ways in which ethnicity, class and ability shape different assumptions and behaviors about education;</p> <p>Identifies issues and challenges facing students and their families, peers and the larger community and seeks constructive strategies for addressing them in his/her program and school placement.</p>	<p>Candidate <u>exemplifies</u> how one:</p> <p>Cultivates respect for diverse cultures, identities and abilities;</p> <p>Recognizes and capitalizes on the ways in which ethnicity, class and ability shape different assumptions and behaviors about education;</p> <p>Identifies issues and challenges facing students and their families, peers and the larger community and seeks constructive strategies for addressing them in his/her program and school placement.</p>
Engaged & Empathetic Professionalism	<p>Candidate <u>rarely or never:</u></p> <p>Articulates and assesses his/her own values and considers the views and values of others</p>	<p>Candidate <u>sometimes:</u></p> <p>Articulates and assesses his/her own values and considers the views and values of others charitably; and</p>	<p>Candidate <u>consistently:</u></p> <p>Articulates and assesses his/her own values and considers the views and values of others charitably; and</p>	<p>Candidate <u>exemplifies</u> how one:</p> <p>Articulates and assesses his/her own values and considers the views and values of others</p>

	<p>charitably; and</p> <p>Approaches moral, spiritual and intellectual development as a life-long process; and</p> <p>Makes informed choices in their professional commitments.</p>	<p>Approaches moral, spiritual and intellectual development as a life-long process; and</p> <p>Makes informed choices in their professional commitments.</p>	<p>Approaches moral, spiritual and intellectual development as a life-long process; and</p> <p>Makes informed choices in their professional commitments.</p>	<p>charitably;</p> <p>Approaches moral, spiritual and intellectual development as a life-long process; and</p> <p>Makes informed choices in their professional commitments.</p>
Conscientious & Cooperative Participation	<p>Candidate <u>rarely or never:</u></p> <p>Treats others with respect;</p> <p>Is punctual, attentive and actively listens; and</p> <p>Collaborates with others despite interpersonal differences.</p>	<p>Candidate <u>sometimes:</u></p> <p>Treats others with respect;</p> <p>Is punctual, attentive and actively listens; and</p> <p>Collaborates with others despite interpersonal differences.</p>	<p>Candidate <u>consistently:</u></p> <p>Treats others with respect;</p> <p>Is punctual, attentive and actively listens; and</p> <p>Collaborates with others despite interpersonal differences.</p>	<p>Candidate <u>exemplifies</u> how one:</p> <p>Treats others with respect;</p> <p>Is punctual, attentive and actively listens; and</p> <p>Collaborates with others despite interpersonal differences.</p>
Effective Expression	<p>Candidate <u>rarely or never:</u></p> <p>Communicates clearly, effectively and professionally;</p> <p>Uses appropriate and respectful verbal and written communication and contextualizes communications to various audiences using appropriate</p>	<p>Candidate <u>sometimes:</u></p> <p>Communicates clearly, effectively and professionally;</p> <p>Uses appropriate and respectful verbal and written communication and contextualizes communications to various audiences using appropriate media, convention and styles; and</p>	<p>Candidate <u>consistently:</u></p> <p>Communicates clearly, effectively and professionally;</p> <p>Uses appropriate and respectful verbal and written communication and contextualizes communications to various audiences using appropriate media, convention and</p>	<p>Candidate <u>exemplifies</u> how one:</p> <p>Communicates clearly, effectively and professionally;</p> <p>Uses appropriate and respectful verbal and written communication and contextualizes communications to various audiences using appropriate media, convention and</p>

	media, convention and styles; and Wears appropriate professional attire.	Wears appropriate professional attire.	styles; and Wears appropriate professional attire.	styles; and Wears appropriate professional attire.
Critical Reflection	<p>Candidate <u>rarely or never:</u></p> <p>Critically reflects on his/her learning and instructional practice by evaluating the assumptions behind and consequences of decisions;</p> <p>Explains divergent viewpoints on complex educational issues; and</p> <p>Assesses possible solutions to problems in his/her program, school and classroom and carefully considers the support available for proposed solutions.</p>	<p>Candidate <u>sometimes:</u></p> <p>Critically reflects on his/her learning and instructional practice by evaluating the assumptions behind and consequences of decisions;</p> <p>Explains divergent viewpoints on complex educational issues; and</p> <p>Assesses possible solutions to problems in his/her program, school and classroom and carefully considers the support available for proposed solutions.</p>	<p>Candidate <u>consistently:</u></p> <p>Critically reflects on his/her learning and instructional practice by evaluating the assumptions behind and consequences of decisions;</p> <p>Explains divergent viewpoints on complex educational issues; and</p> <p>Assesses possible solutions to problems in his/her program, school and classroom and carefully considers the support available for proposed solutions.</p>	<p>Candidate <u>exemplifies</u> how one:</p> <p>Critically reflects on his/her learning and instructional practice by evaluating the assumptions behind and consequences of decisions;</p> <p>Explains divergent viewpoints on complex educational issues; and</p> <p>Assesses possible solutions to problems in his/her program, school and classroom and carefully considers the support available for proposed solutions.</p>

Appendix F
Professional Growth Plan & Transitional Performance Review Schedule
Masters of Arts in Education with Certification Program

TIME BLOCK						
1		2		3		
ITE	Summer Term	TPR #1	Fall Term	TPR 2	Spring Term	TPR #3
Candidate plans and leads 10 min instructional event, then reflects on performance in PGP Entries.	Candidate develops knowledge and understanding of course content; completes PGP entries per course requirements.	Candidate self-assessment of professional dispositions and essay explaining the score. Review of candidate performance to date using coursework, PGP and disposition rubric as evidence.	Candidate develops knowledge and understanding of course content; completes PGP entries per course requirements.	Candidate self-assessment of professional dispositions and essay explaining the score. Review of candidate performance to date using coursework, PGP and disposition rubric as evidence.	Candidate develops knowledge and understanding of course content; completes PGP entries per course requirements.	Final Portfolio entry demonstrating attainment of Standard V competencies. Completion of PowerPoint and presentation to faculty. Chalk and Wire entries translated into final PGP.
Summer term	PGP Entry 1 developed in EDUC 424.	Presentation of self-assessment to faculty.	PGP entry 3 developed in EDUC 425.	Presentation of self-assessment to faculty.	Student teaching.	Portfolio presentation to faculty as part of final TPR.
	PGP Entry 2 developed in EDUC 490.	End of Summer term			Final Portfolio developed in EDUC 495.	

Appendix G TAAPS Glossary of Relevant Terms²

Analyze/Analysis:	Analysis means to “break apart” and examine the pieces, trends/patterns, etc. It must include an interpretation of the artifact submitted and conclusions based on the evidence. It shows assessors the thought processes the teacher candidate used to arrive at the conclusions made about a teaching situation. Analysis is called for when a prompt asks <u>how</u> , <u>why</u> , or <u>in what way(s)</u> . Teacher candidates use artifacts from student work to explain and illustrate their practice in relation to Standard V and also to explain and provide a context for the student work.
Candidate:	Teacher candidate enrolled in preservice certification program at Pacific Lutheran University.
Candidate self-assessment	Conducted by candidates analyzing their knowledge assessment: skills and dispositions in professional settings.
Chalk & Wire:	Electronic-portfolio, assessment and data management and analysis program used in the Teacher Assessment of Performance and Practice System.
Common Evidence:	Refers to the Professional Position Statement, the Unit Plan, and Lesson Plan that candidates complete as course assignments and then submit as evidence on their Professional Growth Plans.
Content:	The subject matter within an academic discipline or field of study.
Context:	The surrounding conditions.
Criteria:	The subcomponents of Standard V that candidates must submit and analyze evidence to demonstrate competency.
Dispositions:	The social presentation, verbal and non-verbal communication, and actions of teacher candidates that reflect their values, commitments and tendency to act in a certain manner under given circumstances. PLU teacher candidates are assessed on the following five dispositional categories: <i>Equity and Diversity Promotion, Engaged & Empathetic Professionalism, Conscientious and Cooperative Participation, Effective Expression, and Critical Reflection.</i>
Evidence:	Items from a teacher candidate’s practice used to demonstrate positive

² Some of the definitions featured in the TAAPS glossary come directly from the Washington State Professional Educator Standards Board (2009). Washington ProTeach Glossary.

impact on student learning. Evidence includes candidate coursework, field experience work, P-12 student work and student voice artifacts.

Explain:	To provide details that are accurate and precise or include clear and logical ordering of the elements or features of the event, person, concept, or strategy described including the features or elements that would allow an outsider to “see” whatever is provided as evidence.
Field-Based Experiences:	Teacher candidate experiences beyond the PLU campus that could include P-12 classrooms, non-profit organizations and/or other relevant neighborhood and community settings.
Field Evaluation:	Measurement or assessment of teacher candidate’s performance in their school placement.
Portfolio:	The collection of teacher and student artifacts, analysis, and reflections that the candidate utilizes to verify that she or he has met criteria in Standard V.
Positive Impact on Student Learning:	According to WAC 181-78A-010, this phrase refers to the “means that a teacher through instruction and assessment has been able to document students’ increased knowledge and/or demonstration of a skill(s) related to the state goals and/or essential academic learning requirements.”
Reflection:	Retrospective consideration of one’s practice, tells what you would infer from your analysis of a lesson or learning activity and what you will do either next time or differently as a result of this information.
Standard V:	Washington State teacher education approval standard specific to the assessment of the knowledge, skills and dispositions of teacher candidates.
Student:	Students enrolled in a Washington State P-12 classroom.
Student-Based Evidence:	Work that comes directly from students and shows student voice (reflection/understanding). This work is used by the candidate to support and enhance evidence presented in the written commentary (e.g., excerpts from student reflections, exit slips, writing, and surveys).
Student Voice:	Feedback from the P-12 student on his or her learning. This includes both the student’s analysis of the content as well as reflection on and articulation of the learning process. Voice may also be accompanied by student work, but student voice is the meta-cognitive process describing or demonstrating in developmentally appropriate ways connections to the student’s own learning experiences. Student voice is not the student’s

work itself.

Student Work: Artifacts of P-12 student performance. Includes (but not limited to) items such as completed projects, assessments, assignments, or presentations.

Teacher-Based Evidence: Items from a teacher's practice used to foster learning of the students and to support and enhance the evidence provided by the candidate within the written commentary. (e.g., teacher lessons, activities, assessments).