

Pacific Lutheran University

School of Education and Movement Studies



University Supervisor & Cooperating Teacher Handbook

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Introduction

Thank you for agreeing to supervise and mentor our pre-service teacher certification candidates! There are currently three pre-service teacher certification programs housed in the Department of Instructional Development and Leadership. These are the Undergraduate, Alternative Routes (Alt Routes) and Master of Arts w/Residency Certification (MAE Cert) programs. The information contained in this handbook pertains to the supervision and field-based mentoring of candidates within these three programs. To find additional information, or related policies and procedures of the School of Education and Movement Studies, refer to www.plu.edu/education.

Administration

The following faculty and staff members are available to assist candidates, university supervisors, cooperating teachers, principals and district staff regarding our three pre-service teacher certification programs.

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Program Overviews

In the pages that follow summary information about each of PLU's three pre-service programs is presented beginning with the undergraduate program followed by the Alt Routes and MAE Certification programs. If you are supervising or mentoring a student teacher in your classroom you may want to first identify what program she or he is in and then read the related section for more context about the candidate's course of study and student teaching experience.

The Undergraduate Teaching Certification Program (UG)

Candidates begin the undergraduate pre-service preparation program during the fall semester of their junior year and finish with the successful completion of their student teaching experience. They may pursue either an elementary or secondary education course of study. For most candidates the length of their student teaching placement is 15 weeks with a minimum of 6 weeks "full-time" teaching. However, for candidates completing a dual endorsement (Elem/Sped) the length of the student teaching placement is 18 weeks with 9 weeks in each placement. In each placement these candidates should be teaching "full-time" for a minimum of 4 weeks. The scope and sequence for both the elementary and secondary curricular tracks are presented below.

Elementary Education (total 51-54 semester hours):

Semester I:

EDUC 390: Inquiry into Learning I
EDUC 392: Inquiry into Learning II
EDUC 320: Issues of Child Abuse & Neglect
EDUC 394: Technology & Teaching

Semester III:

EDUC 410: Science/Health
EDUC 412: Social Studies K-8
EDUC 425: Inquiry into Teaching II

Semester II:

EDUC 406: Math in K-8
EDUC 408: Literacy in K-8
EDUC 424: Inquiry into Teaching I
SPED 424: Learners with Special Needs

Semester IV:

EDUC 430: Student Teaching
EDUC 450: Seminar

Secondary Education (total 43-45 semester hours):

Semester I:

EDUC 390: Inquiry into Learning I
EDUC 392: Inquiry into Learning II
EDUC 320: Issues of Child Abuse & Neglect
EDUC 394: Technology and Teaching

Semester II:

ESPY 368: Educational Psychology
EDUC 424: Inquiry into Teaching I
SPED 424: Learners with Special Needs

Semester III:

EDUC 425: Inquiry into Teaching II
EDUX 44X: Subject Area Methods

Semester IV:

EDUC 468: Student Teaching
EDUC 450: Seminar

While the majority of candidates will carry out their student teaching experience in the spring of their senior year, there are always some who, for any number of reasons (e.g., illness, incomplete requirements, etc.) will not do so until the following fall semester.

Fall student teachers should begin their student teaching according to the district start date. They should contact the school, their cooperating teacher, and the principal prior to that date and, if possible, arrange to participate in beginning activities. Fall student teachers should adhere to the calendar of their assigned schools, observing school – not University- holidays and breaks. Candidates pursuing a dual endorsement (Elem/Sped) beginning in the fall will continue their student teaching experience through J-Term.

Spring student teachers begin their student teaching on the first day of their assigned school's spring semester, typically the first week of February. They should contact the school, their cooperating teacher, and the principal prior to that date and, if possible, visit the classroom and observe in January before the semester actually begins. Spring student teachers should adhere to the calendar of their assigned schools, observing school – not PLU- holidays and breaks. The length of the teaching day should be the same as for any certificated teacher in the assigned school and particularly aligned with the day of the cooperating teacher. Candidates pursuing a dual endorsement (Elem/Sped) beginning in spring will typically continue their student teaching experience through the end of the K-12 school year.

The candidate's transition into teaching should be planned and gradual. While the rate of assumption of responsibility will necessarily vary somewhat, depending upon the readiness of the candidate and the comfort of the cooperating teacher, the suggested sequence below might be used as a general "rule of thumb." The idea is that the candidate has appropriate time to move smoothly from dependence to independence as a teacher. Full-time student teaching is for a minimum of 6 weeks.

<p><u>Phase I: Introduction</u> Candidate observes and works with small groups of students in group work and tutoring</p>	<p><u>Phase II: Emerging Competence</u> Limited teaching responsibilities in 1 or more classes/academic areas - including introducing lessons, leading a discussion etc.</p>	<p><u>Phase III: Developing Competence</u> Full responsibility in 1 or more classes/academic areas with more limited responsibilities in others</p>	<p><u>Phase IV: Demonstrating Competence</u> Candidates will assume full responsibility for a group of students' learning experience (full teaching load)</p>	<p><u>Phase V: Transition</u> Begin to phase out of teaching responsibilities to allow mentor teacher a smooth transition back into the class</p>
<p>Length of time depends upon readiness of candidate (typically 1-2 weeks)</p>	<p>Length of time depends upon readiness of candidate (typically 1-2 weeks)</p>	<p>Length of time depends upon readiness of candidate (typically 2-3 weeks)</p>	<p>Suggested time: minimum of 6 weeks</p>	<p>Student teaching typically is completed in one semester, but may be extended</p>

Alternative Routes to Certification Program (ARC)

The Alternative Routes to Certification (ARC) program constitutes a number of special pathways designed to meet the needs of individuals who possess a unique set of qualifications and want to focus on secondary education. The ARC program is heavily, but not entirely, based in the field. Candidates for certification in these routes, many of whom are career changers, are assigned mentors in a school district (see Mentor Teacher Expectations and Responsibilities) who will guide their learning and progress. It is an 18-credit program; the curricular scope and sequence is presented below.

Summer Session

- EDUC 424: Inquiry into Teaching I: Diverse Learners
- EDUC 490: Acquisition and Development of Language

Fall Semester

- EDUC 425: Inquiry into Teaching II: Diverse Learners
- EDUC 495: Internship
- EDUC 320: Issues of Child Abuse and Neglect

Spring Semester

- EDUC 495: Internship

Beginning in the fall, candidates will enter an “open ended internship” in a school. A typical internship will begin in early fall and continue for the equivalent of one full school semester. However, candidates will need to fulfill strenuous program and state requirements which typically necessitate further time in the classroom. Therefore, candidates should expect to complete in late, not early, spring, or even at the end of the academic school year.

During the initial days in the school, candidates should focus on observing as many different classes as possible. They should take part in school activities and staff meetings. They are expected to be at the school full time, every day of the week. Their schedule should mirror the hours of their cooperating/mentor teacher.

When the candidate, his or her cooperating/mentor teacher, and university supervisor believe it is appropriate, the candidate will begin to take responsibility of classes from the cooperating/mentor teacher. This “phase in” period is a gradual process that is paced according to the candidate’s skills, comfort, and progress. When the candidate has achieved a “full load” of classes, he or she will have assumed all responsibilities of the classroom including, but not limited to: teaching lessons, planning, grading, parent and staff communication, etc.

All candidates within the ARC program select a mentor teacher to assist and guide them through the program. It is the role of the mentor teacher to observe the candidate formally and informally as well as conduct a minimum of ten hours of consultation each week. Continuous feedback is a necessary component to learning. It is expected that the candidate will maintain a folder or notebook of all observations and assessments.

During a candidate’s full time teaching experience, he or she will need to complete the Teacher Performance Assessment (TPA). The TPA is a stringent, comprehensive written and videotaped assessment of teacher skills required by the State of Washington. Candidates will be assisted in this process by their university supervisor, but should also consider attending optional TPA classes (provided by the university) to support the completion of this assessment.

When the candidate has successfully completed the TPA, and has remained as a full time teacher for a minimum of 6 weeks, then he or she can begin to “phase out” of the internship. This should be a gradual process as well. If all parties agree, candidates are allowed to continue to teach a class until the end of the school year.

Master of Arts in Education with Residency Certification Program (MAE Cert)

For this program, candidates begin their studies in mid-June and typically finish all program requirements, including a year-long internship, the following June. Course work leads to a Master of Arts in Education and a Washington State Residency Teaching Certificate. Additionally, candidates choose one of two endorsement tracks: secondary content (e.g., Mathematics, Social Studies, English Language Arts, etc.) or elementary/special education/reading. The program curricular scope and sequence is as follows:

Summer Session

EDUC 544: Sociocultural Foundations of Education

EPSY 566: Advanced Cognition, Development & Learning

EPSY 583: Current Issues in Exceptionality
EDUC 520: Issues in Child Abuse & Neglect
EDUC 510: Teaching Reading and Language Arts
SPED 577 (Elementary): The Inclusive Classroom
EDUC 556: (Secondary): Critical Issues in Secondary Teaching

Fall Semester (Elementary candidates)

EDUC 565: Elementary Reading, Language Arts, and Social Studies Methods
EDUC 566: Elementary Math and Science
EDUC 562: Schools and Society
SPED 520: Teaching Elementary Students with Special Needs
EDUC 563A: Technology Tools

Fall Semester (Secondary candidates)

EDUC 561: General Secondary Methods
EDUC 562: Schools and Society
EDUC 563A: Technology Tools
MATH 446 (Math endorsement candidates only): Secondary Math Methods

J-Term (Elementary)

EDUC 528: Reading and Writing Across the K-8 Curriculum
EDUC 564: The Arts, Mind & Body

J-Term (Secondary)

EDUC 529: Reading and Writing Across the Secondary Curriculum
SPED 577: The Inclusive Classroom

Spring Semester

EDUC 568: Internship in Teaching
EDUC 563B: Integrating Seminar: Internship

Summer Session

EDUC 598: The Culminating Seminar

Optional Summer

EDUC 599: Thesis

An important component of the MAE Cert program is the completion of a year-long “internship” in a public school. Successful internships require dedicated cooperating teachers and building principals who are committed to providing a quality experience for pre-service teachers. At the beginning of the year, it is important that the candidate, cooperating teacher, university supervisor, and the school administrator meet and discuss details of the year ahead, such as dates for student teaching, assessments, and program requirements. Once this is clear to all parties, the entire year can, and should be, a great success.

The target start date for full-time student teaching is the first day of the second public school semester. The minimum general education requirement is eight weeks of full-time student teaching. The minimum length for distinct dual endorsements (e.g., Elementary/Sped, Elementary/Middle Level Math or Social Studies, Secondary Spanish and English/Language Arts) is twelve weeks, six weeks of full-time student teaching for each.

During a candidate’s full time teaching experience, he or she will need to complete the Teacher Performance Assessment (TPA). The TPA is a stringent, comprehensive written and videotaped assessment of teacher skills required by the State of Washington. Candidates will be assisted in this process by their university supervisor, but should also consider attending optional TPA classes (provided by the university) to support the completion of this assessment.

Student teaching ends officially on the last day of the PLU spring semester, however, candidates are encouraged to retain one class from the end of their solo student teaching to the last day of the public school’s academic year.

University Supervisor Expectations and Responsibilities

The university supervisor serves as liaison between the building administrators, cooperating and mentor teachers and the School of Education and Movement Studies. It is the responsibility of the university supervisor to inform the school district personnel about the requirements of the PLU programs. The more proactive supervisors are in facilitating the flow of information between and among all three parties, the more likely minor problems, should they arise, remain minor. In the Alternative Routes and MAE Cert programs, supervisors are expected to maintain a minimum of at least one communication per month with candidates beginning in September when they enter the schools and continuing throughout the remainder of their placement. This communication can be in the form of a phone call, email, or visitation and should be well documented.

During the student teaching experience, the university supervisor will observe the candidate’s teaching, provide feedback on his or her progress, answer questions, suggest resources, and support the TPA process with explanation and advice. At the midterm and semester's end, the university supervisor will meet with the candidate and cooperating/mentor teacher to assess the candidate's progress. All visits, conversations, observations, and feedback should be documented thoroughly.

Below are the primary responsibilities of the university supervisor organized by program:

Supervising in UG Teacher Certification Program

- A minimum of 1 visit and 5 observations. This includes at least 1 visit within the first two weeks of the placement and then a minimum of 5 observations during student teaching. The first visit should include the distribution of paperwork and setting up a timeline for completion.

- Later visits should be organized around the “Collaborative Conversation” protocol and address a candidate’s strengths, weaknesses, and areas for improvement.
- Supervisors should review the cooperating teacher mid-term evaluation with the cooperating teacher and candidate, and then promptly bring any concerns to the attention of the program coordinator.
- Supervisors should complete a final “Student Teacher/Candidate Field Evaluation Form” towards the end of the full-time student teaching experience, which should be turned into the PLU Certification Administrator at the conclusion of the candidate’s full-time teaching.
- Candidates must complete the TPA during their full time student teaching. Although this assessment is the responsibility of the candidate, supervisors should act as guides and information sources regarding this process.
- At the conclusion of the student teaching experience, return the completed Observation Log and “Check Off” form, along with the final “Student Teacher/Candidate Field Evaluation Form” to the PLU Certification Administrator.

Supervising in the ARC Program

- A minimum of 2 visits and 5 observations. This includes 2 pre-student teaching visits/observations in the fall and a minimum of 5 observations during student teaching.
- The first visit/observation should occur during the first two weeks of the placement and should include the distribution of paperwork and setting up a timeline for completion.
- Supervisors should review the cooperating teacher mid-term evaluation with the cooperating teacher and candidate, and then promptly bring any concerns to the attention of the program coordinator.
- Supervisors should complete a final “Student Teacher/Candidate Field Evaluation Form” towards the end of the full-time student teaching experience, which should be turned into the PLU Certification Administrator at the conclusion of the candidate’s full-time teaching.
- Candidates must complete the TPA during their full time student teaching. Although this assessment is the responsibility of the candidate, supervisors should act as guides and information sources regarding this process.
- At the conclusion of the student teaching experience, supervisors should return the completed Observation Log and “Check Off” form, along with the final “Student Teacher/Candidate Field Evaluation Form” to the PLU Certification Administrator.

Supervising in the MAE Cert Program

- A minimum of 2 visits and 5 observations. This includes 2 pre-student teaching visits during the fall practicum and a minimum of 5 observations during student teaching.
- The first visit should occur during the first two weeks of the placement and should include the distribution of paperwork and setting up a timeline for completion.
- The supervisor will collect and return the mid-term practicum evaluation form to the PLU Certification Administrator no later than December.
- Supervisors should review the cooperating teacher mid-term evaluation with the cooperating

teacher and candidate, and then promptly bring any concerns to the attention of the program coordinator.

- Supervisors should complete a final “Student Teacher/Candidate Field Evaluation Form” towards the end of the full-time student teaching experience, which should be turned into the PLU Certification Administrator at the conclusion of the candidate’s full-time teaching.
- Candidates must complete the TPA during their full time student teaching. Although this assessment is the responsibility of the candidate, supervisors should act as guides and information sources regarding this process.
- At the conclusion of the student teaching experience, supervisors should return the completed Observation Log and “Check Off” form, along with the final “Student Teacher/Candidate Field Evaluation Form” to the PLU Certification Administrator.

Cooperating Teacher Expectations and Responsibilities

The cooperating teacher is the primary guide of the student teaching experience. The day-to-day contact with the candidate provides the best opportunity for the cooperating teacher to systematically guide the professional growth of the student teacher. For this reason, cooperating teachers are selected on the basis of experience and demonstrated excellence in the classroom.

The cooperating teacher has several major responsibilities with regard to the student teacher’s professional education and preparation within the school environment. First, the cooperating teacher is a model and example. Second, he or she is a senior colleague, a supportive mentor for the student teacher. Third, the cooperating teacher is an evaluator of the personal and professional growth of the student teacher. Fourth, the cooperating teacher is an interpreter of the culture and of the school community for the student teacher.

Below are the primary responsibilities of the cooperating teacher during the first semester and/or practicum as well as during the student teaching experience:

- Acquaint the candidate with building and district policies and introduce the candidate to building faculty, staff, and students.
- Acquaint the candidate with classroom organization and explain its underlying philosophical rationale and please provide space (closet and desk) for the candidate.
- Provide teaching materials (textbooks, for example) and copies of the state, local curriculum guides, policies, and procedures.
- Acquaint the candidate with reports, parent reporting, parent-teacher conferences, and records that are the responsibility of the classroom teacher. Please invite the candidate to participate in parent-teacher conferences whenever possible.
- Create a semester plan with the candidate to gradually assume responsibility for teaching and the orderly return of the class to the teacher at the close of the semester.
- Review lesson and unit plans before they are taught, offering constructive feedback when necessary and encourage careful preparation and planning of lessons.
- Observe and provide feedback to the student teacher whenever he or she teaches.
- Work cooperatively with the university supervisor and principal for the improvement of the candidate’s performance and promptly report to the university supervisor positive aspects of

the candidate's performance as well as the concerns, problems or issues that need to be addressed by the team (e.g., mentor, candidate, and university supervisor).

- Complete the *Demographic Form (Cooperating/Mentor Teacher Information for Field Experience/Student Teaching)* and give it to the university supervisor.
- Provide the candidate with regular feedback and reactions concerning the quality of performance and keep the candidate informed regarding her/his progress and discuss written evaluations with the candidate on a regular basis. For cooperating teachers mentoring candidates in the MAE Cert program, please fill out a mid-term practicum evaluation during the fall. This form will be given to you by the supervisor.
- Complete the *Student Teacher/Candidate Field Evaluation Form* at both the mid-point and conclusion of the student teaching experience. Please review the evaluations with both the candidate and the supervisor promptly after completing, and then give the completed evaluations to the supervisor.
- If a candidate gives you the "Recommendation Form for Teaching," please complete it and return it with your letter to the attention of "Placement Services", PLU School of Education/Movement Studies, Tacoma, WA 98447, so that it may be included in her/his "Placement File." Letters that are not requested by the candidate cannot be included in a placement file. In the unlikely event you would feel unable to write a positive recommendation letter, please advise the candidate and suggest that he or she request a recommendation from someone else.

Clock Hours for Cooperating Teachers

The State of Washington, in accordance with the terms of WAC 181-85-033(3), provides for the awarding of continuing education credit hours (clock hours) to teachers who serve as supervisors of student teachers. Such teachers will receive the equivalent of ten clock hour credits, and up to twenty during a calendar year period.

This means that a cooperating/mentor teacher will receive ten clock hour credits for a single semester assignment, and twenty for a two-semester assignment.

These clock hours will be awarded using Washington State form 1128-1 Continuing Education Credit Hours (Clock Hours), Supervisor of Training. The university supervisor will complete Form 1128-1, signing as the PLU representative, and distribute the completed form to our Cooperating/Mentor teachers. Cooperating/Mentor teachers should either keep the completed clock hours form in their records, or turn in to their school district, whichever is appropriate. *The completed clock hours form should not be returned to PLU.* The clock hours form can also be completed by school personnel (for example, the building principal.)

Intern Substitute Certificates

PLU's policy regarding the approval of Intern Substitute Certificates is that candidates must have successfully completed and passed their student teaching experience and the TPA, then they must seek and receive approval by both their mentor/cooperating teacher/s and university supervisor. Upon approval, candidates can substitute in their student teaching classroom only. Generally, Intern Substitute Certificates will expire at the end of

the PLU student teaching term.

Teacher and Principal Stipends

Per agreement with each school district, Pacific Lutheran University will provide a cooperating teacher stipend of \$150 for each full-time assignment as follows:

We will pay a stipend of \$150 for each separate placement (secondary health and PE with a single cooperating teacher is considered to be a single placement.) If cooperating teachers share responsibilities within a single placement, the stipend will be shared equally.

The stipend for cooperating principals will be \$50 for up to four candidates, or for each increment of four placed under a given principal.

Cooperating teachers and principals will receive Check Request Forms in the mail near the end of each student teaching term. Forms should be completed, signed and returned as directed; be sure to include either a social security number or PLU identification number.

Alternative Routes Mentor Teacher Payment

For Alternative Routes candidates receiving Washington state conditional loan scholarships, the State of Washington pays a stipend of \$500 for each candidate placed with a trained mentor teacher or teachers. If more than one trained mentor is supervising a candidate, the state will share the stipend equally between or amongst the mentors. The conditional loan and mentor teacher stipend are contingent upon state funding which is determined on an annual basis.

The mentor teachers for these candidates will receive a mentor services invoice request, mailed from PLU, around mid-March. Mentors will complete the form and return it to PLU. Completed forms will be forwarded as a group to the PESB, who disburse payments, generally around late June to early July.

For Alternative Routes mentors of candidates not supported by state funding, PLU will distribute check request forms for the \$500 stipend at the end of the Spring semester, usually around mid-April.

A mentor teacher must have taken mentor training to receive the stipend. Any school, district, state, or national mentor training is acceptable to fulfill this requirement. If the mentor has not taken a mentor training, PLU will offer a mentor training course upon request.

Mentor Teacher (ARC Candidates Only) Expectations and Responsibilities Washington State requires that all ARC candidates work closely with a trained mentor during their internship experience. Mentor training is a state requirement for participation in the Alternative Routes Program.

Mentoring can be defined as a sustained relationship between a novice and an expert. This relationship is one of – if not the – most powerful factors in helping interns learn to teach competently. For this reason, mentor teachers are selected on the basis of experience and demonstrated excellence in the classroom. In many instances mentors are also cooperating or host teachers for candidates. In other cases, mentors will work closely with cooperating teachers.

The mentor teacher has several major responsibilities with regard to the candidate's professional

education and preparation within the school environment. First, the mentor teacher is a model and example. Second, he or she is a senior colleague who guides, supports and coaches the candidate. Third, the mentor teacher provides feedback that can be used by an evaluator of the personal and professional growth of the candidate. Fourth, the mentor teacher is an interpreter of the culture and of the school community for the candidate.

Below we offer general guidelines for the mentor teacher. Please note, these are only guidelines.

General Responsibilities include:

- Serve as mentor, model, and guide for the candidate, in cooperation with the university supervisor.
- Demonstrate a high level of professional conduct and expect the candidate to maintain ethical standards.
- Engage in long-term planning with the candidate so that the semester goals are clear.
- Review and initial long-term and daily lesson plans of candidate before they are taught, making suggestions as necessary.
- Establish acceptable internship standards of performance; make expectations clear.
- Give specific oral and written feedback of observations of internship performance; discuss your observations and serve as mentor. Help the person to recognize strengths and overcome weaknesses.
- Guide the candidate in evaluating him/herself as experiences are attempted. Assist the candidate in his/her ongoing process of assessment/evaluation, creating a body of evidence documenting student learning and linking it to instruction. It is advisable to encourage the candidate to attempt new techniques and to use new ideas and materials.
- Help the candidate to feel accepted and respected, keeping in mind that over-protection on the part of the cooperating teacher may show a lack of real acceptance.
- Challenge the candidate with professional responsibilities, under careful supervision, as rapidly as he/she is capable of accepting them.
- When student-teacher conferences are held, invite the candidate to participate whenever possible.
- Work cooperatively with the University supervisor and the principal for the improvement of the candidate's performance. Inform the University supervisor of developing problems before a crisis develops.
- Report to the university supervisor positive aspects of the candidate's performance along with concerns, problems, or issues that need to be drawn to the attention of the team (mentor teacher, principal, and University supervisor). The university supervisor assigned to the candidate should always be contacted about problems, concerns, etc. with candidates.
- Encourage and invite the candidate to participate in the life and activities of the faculty, school, community, and professional associations.

Alternative Routes Mentor Teacher Activities/Guidelines

Below we offer guidelines for the role of the mentor teacher in the Alternative Routes program. Please note, these are only guidelines and that individual circumstances will dictate the ways mentors work with candidates.

As a mentor your primary responsibility is to the candidate. That means you must be able to work directly with the candidate from 10 to 15 hours/week. This can be done during prep periods, before/after school, and includes your observation times.

Before Candidate Arrives

- If you are mentor and cooperating teacher, when possible, prepare your students for the candidate, encouraging their cooperation and support so that the candidate can practice in a friendly environment. You may also want to send a note home to the students' parents introducing your candidate and the process you are about to begin. If you are not the cooperating teacher, work closely with her or him to assist in preparing students. If you are a mentor but not a cooperating teacher, you may want to work with the cooperating teacher to ensure that his/her students are prepared for the candidate's arrival.
- When possible inform colleagues of the arrival of the candidate and be on the look out for additional opportunities (e.g., workshops, chances to observe innovative practices, chances to assist with various event, etc.) for the candidate.
- Review the PLU program handbook so you are aware of the candidate's responsibilities and expectations.

When Candidate Arrives

Confer with the candidate to discuss expectations, schedules, arrival and departure times, etc. You might want to consider using the following guide in your initial conversation with the candidate.

1. Getting acquainted:

- What experiences have you had with teachers and students? What did you learn?
- Why do you want to be a teacher? What endorsements are you seeking?
- Have you become acquainted with the physical layout of the school? What are your first impressions of our school?
- What would you say are your teaching strengths? What teaching responsibilities are you concerned about?
- Are there some ways for you to receive feedback? What kind of support from me would you find helpful?

2. Focusing on the shared work:

- Talk about the students that the candidate will be teaching. If they are not your students talk to the candidate about ways of getting to know the students.
- Review the internship handbook.
- Identify things with the candidate that he or she will need to know (e.g., who is on staff, structure of the school, district and school policies, school/classroom rules, expectations,

etc.). These are things that the candidate will need to know during their internship. Begin to plan for way the candidate can get the knowledge he or she needs.

- Setting the stage:
 - Tell your candidate a little about yourself and why you agreed to be a mentor teacher.
 - Describe your experience and your own students.
 - Summarize your own teaching strengths and talk about your own professional goals.
 - Plan with the candidate how to work collaboratively. Discuss how communications between the two of you should be made (e.g., email, home phones, etc.). If appropriate plan times/places to meet.

During the Teaching Process

Phase I: Introduction (Depends upon the readiness of the candidate but typically it is three to four weeks) (Again, note that these are guidelines; your timing will depend on the circumstances of your situation.)

- Provide an orientation to the school, your program, and the role of a teacher at your school.
- Introduce the candidate to the staff.
- Acquaint the candidate with the reports and records that are the responsibility of the classroom teacher.
- Discuss the instructional program and identify long-range and immediate goals, including student-learning objectives. Provide and discuss the local curriculum guides, policies and procedures, as well as the EALR's and GLE's for your subject area if applicable.
- Acquaint the candidate with the testing program of the school and district.
- Make expectations and policies concerning pupil discipline clear to the candidate.
- Acquaint the candidate with the procedures for obtaining expendable materials and supplies.
- Provide the candidate with class lists and seating charts.
- Facilitate the gathering of information needed for the initial tasks assigned to your candidate
- If possible, allow the candidate to observe your teaching; discuss it with him/her afterwards.
- Assist the candidate in understanding the importance, especially for the novice teacher, of planning for instruction, for student learning, and for assessment. Help the candidate to understand how assessment guides instruction. Often candidates need assistance "unpacking" the complexities in teaching and learning. It might be helpful to highlight specific actions you took to promote student learning.
- If you are also cooperating teacher, determine future teaching duties and units/seasons to be taught. Ensure unit planning begins.

- Assist the candidate in determining appropriate levels of initial involvement. For some candidates this will mean a more gradual phasing in with tutoring, working with small groups, etc. Others who are more experienced may be ready to assume more responsibility.

Phase II: Emerging competence: Limited teaching responsibilities in 1 or more classes/academic areas-including introducing lessons, leading a discussion, etc. (Depends upon the readiness of the candidate; typically three to four weeks)

- If the candidate is phasing into full time responsibility continue to encourage reflection on what he or she is observing in the school and in the classroom. Continue to push the conversations through questions related to student learning, growth and development.
- Work with the candidate (and the cooperating teacher, if appropriate), to determine his or her involvement over the coming weeks (mirror teaching, team teaching, introducing lessons, working with small groups of students, etc.) Discuss when he/she will take charge, lesson planning, etc.
- Plan for the candidate (and the cooperating teacher, if appropriate) to take full responsibility in one or more classes, with more limited responsibilities in the other during weeks 4-6. This early teaching may follow your lesson plans while the candidate is developing his or her own.
- Hold candidate responsible for planning and documenting those plans. It is critical that the candidate understand the importance of having lesson plans prior to teaching. It may be helpful to consider the following points:
 - Ask how and why questions of the candidate to provoke his or her thinking about the reasons behind instructional decisions.
 - Remind candidate that all instruction needs to be focused on accomplishing learning objectives. If the objectives are not clear or not framed in terms of student learning, ask him or her to consider the purpose behind the plans.
 - Encourage the candidate to think about materials, transitions between activities, beginning and endings, etc.
 - Remind the candidate of the value of activities in which students are engaged in active learning, discovery, and inquiry as compared to passively receiving information delivered by a teacher or text.
- If you are also the cooperating teacher, observe candidate teaching at least one full lesson per day and provide written and oral feedback. If you are not the cooperating teacher, discuss with the teacher this daily observation. Feedback suggestions:
 - Complete a log of what you observed.
 - Provide feedback on specific parts of the lesson only.
 - During certain observations observe students rather than the candidate and provide feedback on what the students were doing.
 - Allow candidate to ask you to observe something specific.

- Focus on questioning techniques, ways in which candidate responds to student questions, and ways candidate assesses student learning, classroom management style, amount of time candidate spends with individual students, etc.
- Allow and encourage the candidate, under your guidance, to practice teaching, management, and strategy styles that may differ from yours or the cooperating teacher.
- Communicate the progress of the candidate to the university supervisor.

Phase III: Developing Competence: Full responsibility in one or more classes/academic areas with more limited responsibilities in others. (Depends upon the readiness of the candidate—typically three to four weeks)

- Your candidate will now have full responsibility in one or more areas, with more limited responsibilities in the others, while continuing to receive mentoring.
- Continue to review unit and lesson plans prior to implementation. Reinforce the necessity of planning as it provides beginning teachers with the opportunity to develop the “habits of mind” of fine teachers.
- Assist the candidate in his/her ongoing process of assessment/evaluation, creating a body of evidence documenting student learning and linking it to instruction. At times ask the candidate how assessment data can, does, or might influence teaching.
- Actively observe your candidate teaching and provide feedback. Often effective feedback comes in the form of “learning focused conversations” in which you and the candidate together consider the ways his or her teaching influences student learning. These kinds of conversations allow feedback to be more reflective and constructive rather than evaluative and critical.
- Continue to communicate the progress of the candidate to the university supervisor.
- Involve your candidate in non-teaching duties and responsibilities before, during, and after school. For example, encourage the candidate to attend any professional meetings going on at your school (open house, parent/teacher conferences, IEP meetings, and departmental meetings).
- Complete a mid-program candidate review that documents areas of accomplishments, important next steps, areas where growth is needed and candidate goals and plans for accomplishing these.
- If you are the cooperating teacher gradually leave the room more often as the semester progresses and as competence is shown. If you are not the cooperating teacher encourage the teacher to do the same.
- Assist the candidate in arranging for a videotape to be made of an entire class period. (See instructions in student tasks.) Your candidate’s analysis of the lesson should provide a springboard for discussion.

Phase IV: Demonstrating Competence: Candidates should plan to assume full responsibility for a group of students' learning (assume a full teaching load). Suggested time: minimum of six (6) to eight (8) weeks.

- Your candidate will have primary teaching responsibility for an extended period of time (approximately six to eight weeks); continue monitoring. Co-teaching, where the cooperating teacher and candidate share responsibilities, may also be used during this time as appropriate.
- Talk regularly to discuss both plans and problems encountered in teaching and related duties.
- Assist your candidate in his/her ongoing process of assessment/evaluation, creating a body of evidence documenting student learning and linking it to instruction.

Phase V: Transition. Your candidate will begin to phase out of teaching responsibilities to allow you a smooth transition back into your class(es).

- Your candidate will begin to phase out of teaching responsibilities to allow the teacher a smooth transition back.
- Perhaps share ideas for interviewing for jobs or building a portfolio.
- The student may also ask you to a letter of recommendation for his/her placement file.

University Supervisor Paperwork Instructions

When you are given your supervisory assignment/s, you will also receive an envelope with paperwork stored inside. You will need to distribute this paperwork to the individuals working with your assigned candidate. Then you will collect all relevant paperwork and corresponding documentation, place it in the original envelope with the candidate's name on it, and return it to Barbara Fresh (Certification Administrator) at the School of Education & Movement Studies at PLU. **Please turn in all paperwork at the same time, at the end of the term, after everything is completed.**

If your candidate has two placements, we will provide you with two sets of the appropriate forms in the same envelope. Below is a list of the paperwork that you should expect to find in that envelope and directions for distribution and collection:

- **University Supervisor Completion Check Off List**
 - Supervisors complete and return with final paperwork at end of term
- **Introductory Letter and Handbooks**
 - You have been given one copy of the handbook for yourself, plus copies for the cooperating/mentor teacher and principal (2 for double placement), along with copies of the Introductory Letter.
 - Please fill in the candidate's name and your name on the Introductory Letter, and distribute it along with the teacher/principal copies of the handbook during your first visit to the school.
- **Demographic Form**
 - Distribute to, and collect from, cooperating/mentor teacher/s during your first visit to the school.
 - Turn in with final paperwork at the end of the term.

- **Evaluations: Practicum Evaluation for MAE Cert only; Midterm and Final for All Programs**
 - Distribute to cooperating teachers and principals (practicum evaluation for MAE Cert cooperating teachers only; principals are requested to complete only the final)
 - Review with cooperating/mentor teacher and candidate, advising PLU program coordinators of “red flags.” *NOTE: This review and reporting is crucial at the midterm point, providing our best opportunity for intervention and correction.*
 - Collect midterm and final evaluations, if possible, and turn in with final paperwork at the end of the term. Or the cooperating/mentor teacher/s and principal can mail them in to the School of Education.
 - Complete a final evaluation yourself, and turn in at the end of the term.
- **Observation Log**
 - Please complete as you go, and turn in with final paperwork at the end of the term.
- **Student Teaching Assignment Tracking (Undergrad Only, if applicable.)**
 - Complete the Assignment Tracking form as you progress; turn in with final paperwork at the end of the term.
 - For dual placements, there will *not* be a separate tracking form for each placement.
- **Collaborative Conversation Form (Undergrad Only)**
 - Complete one for each observation and turn in with the final paperwork at the end of the term.
 - Candidate should receive a copy of this form at or shortly after the observation.
- **Recommendation Letter and Permission Form**
 - If requested by candidate, this should be given to the School of Education for the candidate’s Placement File.
- **OSPI Form 1128-1 Continuing Education Credit Hours (Clock Hours)**
 - Supervisors complete and sign as PLU representative and give this to the cooperating/mentor teacher. *Do not return this for to PLU.*
- **TPA Authenticity Sign Off Form**
 - Candidate sign and date, supervisor sign and date then return the form to the PLU Certification Administrator.

TPA Completion Dates: It is the responsibility of the candidate to complete and submit their TPA materials (documentation and videotape) to the Evaluation Company through the online mechanism Chalk and Wire. Supervisors should monitor the candidate’s progress and document on the Supervisor Completion Check Off List when the documentation and videotaping are completed.

Additional Supervisor Guidance:

Please provide the following completed items to the Certification Administrator at the end of the term:

- Checklist
- Observation Log
- TPA Authenticity Sign Off Form
- Demographic Form
- Mid-Term and Final Evaluations Forms
- Practicum Evaluation for MAE Cert
- UG Assignment Tracking (if applicable)
- Letter of Recommendation (actually goes to Karen Ponsness for Placement File, but I will forward if I receive it)

Please Do NOT provide the following items to the Certification Administrator. Instead, please review these items, note completion on check list, and return to the candidate.

- Observation Forms
- UG Collaborative Conversation Forms

Regarding the Clock Hours Form:

- Please complete the form and sign as PLU's representative.
- Advise cooperating teachers NOT to send those in to me (unless they haven't been signed)
- Each district has its own process regarding clock hours. PLU has nothing to do with this process other than signing off on the form.

Supervisor Completion Check Off
 Undergraduate
 Placement # _____

Term/Year _____

 CANDIDATE NAME:

 SCHOOL

 DISTRICT

 START DATE

 END DATE

 GRADE/LEVEL

 SUBJECT

 CO-OP TEACHER

 CO-OP TEACHER 2

 PRINCIPAL

Demographic Form <input type="checkbox"/>	EVALUATIONS Mid-Term <input type="checkbox"/> Final <input type="checkbox"/>
Demographic Form <input type="checkbox"/>	EVALUATIONS Mid-Term <input type="checkbox"/> Final <input type="checkbox"/>
Principal's Final Evaluation (optional) <input type="checkbox"/>	

TPA AUTHENTICITY SIGN-OFF FORM (COPY)

Observation Sheets

Observation Log

 ASSESSMENT TOOL DATE

 VIDEO DATE

 SUPERVISOR NAME

 SUPERVISOR SIGNATURE

SUPERVISOR'S FINAL EVALUATION
 SUPERVISOR'S RECOMMENDATION LETTER

 SIGN OFF DATE

COMMENTS:

Supervisor Completion Check Off
 MAE with Certification
 Placement # _____

Fall/Spring _____

 CANDIDATE NAME:

 SCHOOL

 DISTRICT

 START DATE

 END DATE

 GRADE/LEVEL

 SUBJECT

 CO-OP TEACHER

 CO-OP TEACHER 2 (if applicable)

 PRINCIPAL

Demographic Form <input type="checkbox"/>	Practicum Evaluation(Fall) <input type="checkbox"/> Mid-Term Evaluation (Spring) <input type="checkbox"/> Final Evaluation (Spring) <input type="checkbox"/>
Demographic Form <input type="checkbox"/>	Practicum Evaluation(Fall) <input type="checkbox"/> Mid-Term Evaluation (Spring) <input type="checkbox"/> Final Evaluation (Spring) <input type="checkbox"/>
Principal's Final Evaluation (optional) <input type="checkbox"/>	

Observation Sheets

Observation Log

TPA AUTHENTICITY SIGN-OFF FORM (COPY)

 ASSESSMENT TOOL
 DATE

 VIDEO DATE

 SUPERVISOR NAME

 SUPERVISOR SIGNATURE

SUPERVISOR'S FINAL EVALUATION
 SUPERVISOR'S RECOMMENDATION LETTER

 SIGN OFF DATE

COMMENTS:

Supervisor Completion Check Off
 Alternate Routes
 Placement # _____

Term/Year _____

 CANDIDATE NAME:

 SCHOOL

 DISTRICT

 START DATE

 END DATE

 GRADE/LEVEL

 SUBJECT

 MENTOR TEACHER

Demographic Form <input type="checkbox"/>	EVALUATIONS Mid-Term <input type="checkbox"/> Final <input type="checkbox"/>	
Demographic Form <input type="checkbox"/>	EVALUATIONS Mid-Term <input type="checkbox"/> Final <input type="checkbox"/>	
Principal's Final Evaluation (optional) <input type="checkbox"/>		

 CO-OP TEACHER (IF APPLICABLE)

 PRINCIPAL

TASKS LEADING TO TPA

Task #1 Completed <input type="checkbox"/>	Task #2 Completed <input type="checkbox"/>
Task #3 Completed <input type="checkbox"/>	Task #4 Completed <input type="checkbox"/>

TPA AUTHENTICITY SIGN-OFF FORM (COPY)

 ASSESSMENT TOOL DATE

 VIDEO DATE

Observation Sheets

Observation Log

 SUPERVISOR NAME

 SUPERVISOR SIGNATURE

SUPERVISOR'S FINAL EVALUATION
 SUPERVISOR'S RECOMMENDATION LETTER

 SIGN OFF DATE

COMMENTS:



**PACIFIC
LUTHERAN
UNIVERSITY**

**Department of Instructional
Development & Leadership** 253-535-7272 PHONE
Tacoma, WA 98447-0003 253-535-7184 FAX
educ@plu.edu EMAIL
www.plu.edu/education

*Educating for Lives of
Thoughtful Inquiry, Service,
Leadership and Care*

Re: Undergraduate Teacher Education Program

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Name of Student Teacher

University Supervisor

Dear Cooperating Teachers and Principals,

Thank you for agreeing to host a Pacific Lutheran University Student Teacher in your classroom. We greatly appreciate your time and dedication to the continued improvement of the teaching profession. This letter will serve as confirmation of this placement.

Most candidates will be in their assigned schools when the Spring term begins or soon thereafter. Some candidates, who have more than one placement, may be starting an additional placement in your classroom later in the term. Other candidates, who are also student teaching in Namibia in January and February, will also be starting later in the term. Occasionally, our candidates will need to be on campus during the school day, but will be giving you advance notice of these dates and times.

Our University Supervisor will be asking you to complete several documents during the internship:

- Cooperating Teacher Information Form collecting demographic data that we need for accreditation reporting (teachers only).
- Mid-Term and Final Student Teaching Evaluations – to be completed during the Student Teaching term. If the building principal has observed our candidate, we also request that s/he complete a final evaluation.

Please hand the completed forms back to our University Supervisor, who will provide feedback and communication with the university.

This letter will be accompanied by a Supervisor/Teacher handbook. Complete handbooks with full appendices can also be reviewed on our website: <http://www.plu.edu/education>.

Please contact the School of Education and Movement Studies office at (253) 535-7272 if you have any questions. Thank you again for your continuing support of PLU student teachers.

Sincerely,

Frank Kline, Dean



Re: Master of Arts in Education in Education Program

Empty rectangular box for student and supervisor information.

Name of Student Teacher/Candidate

University Supervisor

Dear Mentor and Cooperating Teachers, and Principals,

Thank you for agreeing to host a Pacific Lutheran University MAE Candidate in your classroom. We greatly appreciate your time and dedication to the continued improvement of the teaching profession. This letter will serve as confirmation of this placement.

Our student teaching candidate will be in your school from September through the middle of May, although some may continue through the end of the school year. Occasionally, s/he will need to be gone for a day or so for on-campus events, but will be giving you advance notice of these dates.

From September through December, candidates will generally be in their schools Monday through Thursday mornings until 12:30PM, and all day Friday. Expect them for half-days in January since they have afternoon classes on the PLU campus. The Fall term should be treated as practicum field experience with candidates gradually phasing into student teaching responsibilities, so that he or she will be ready for full-time teaching beginning in late January. The candidate should be teaching full-time for eight weeks, after which he or she will gradually phase out of teaching, but will remain at your school until at least the end of the PLU term (third week of May).

Our University Supervisor will be asking you to complete several documents during the Candidateship:

- Mentor Teacher Information Form collecting demographic data that we need for accreditation reporting (teachers only).
Field Experience Mid-Term Evaluation - to be completed towards the end of October/beginning of November (teachers only).
Mid-Term and Final Student Teaching Evaluations - to be completed during the Student Teaching term. If the building principal has observed our candidate, we also request that s/he complete a final evaluation.

Please hand these completed forms back to our University Supervisor, who will provide feedback and communication with the university.

This letter will be accompanied by a Supervisor/Teacher handbook. Complete handbooks with full appendices can also be reviewed on our website: http://www.plu.edu/education.

Note regarding the Intern Substitute Certificate:

PLU's policy regarding the approval of Intern Sub Certificates is that candidates must have successfully completed their Teacher Performance Assessment, and be approved by both their mentor/cooperating teachers and university supervisors. Intern Substitute Certificates will expire at the end of the PLU student teaching term, unless the candidate will be continuing in the classroom through the close of the school year.

Please contact the School of Education and Movement Studies office at (253) 535-7272 if you have any questions. Thank you again for your continuing support of PLU student teachers.

Sincerely,

Handwritten signature of Frank Kline

Frank Kline, Dean



**PACIFIC
LUTHERAN
UNIVERSITY**

**Department of Instructional
Development & Leadership** 253-535-7272 PHONE
Tacoma, WA 98447-0003 253-535-7184 FAX
educ@plu.edu EMAIL
www.plu.edu/education

*Educating for Lives of
Thoughtful Inquiry, Service,
Leadership and Care*

Re: Alternative Routes to Certification Program

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Name of Student Teacher/Intern

University Supervisor

Dear Mentor and Cooperating Teachers, and Principals,

Thank you for agreeing to host a Pacific Lutheran University Alternative Route Candidate in your classroom. We greatly appreciate your time and dedication to the continued improvement of the teaching profession. This letter will serve as confirmation of this placement.

Most Alternative Routes Candidates will be in their assigned schools when the Fall term begins or soon thereafter. A few may begin later in the term. The candidateship is "open exit" meaning that the internship will last until the candidate achieves competency (as determined by the university supervisor and university faculty with feedback from the Mentor/Cooperating Teacher(s), but will last a minimum of a full semester at your school. Occasionally, our candidate will need to be gone for a day or so for on- campus events, but will be giving you advance notice of these dates.

A candidate's transition into teaching should be planned and gradual. While the rate of assumption of responsibility will necessarily vary somewhat, depending upon the readiness of the intern and the comfort of the mentor teacher,

Our University Supervisor will be asking you to complete several documents during the candidateship:

- Mentor Teacher Information Form collecting demographic data that we need for accreditation reporting (teachers only).
- Mid-Term and Final Student Teaching Evaluations – to be completed during the Student Teaching term. If the building principal has observed our candidate, we also request that s/he complete a final evaluation.

Please hand all completed forms back to our University Supervisor, who will provide feedback and communication with the university.

This letter will be accompanied by a Supervisor/Teacher handbook. Complete handbooks with full appendices can also be reviewed on our website: <http://www.plu.edu/education>.

Please contact the School of Education and Movement Studies office at (253) 535-7272 if you have any questions. Thank you again for your continuing support of PLU student teachers.

Sincerely,

Frank Kline, Dean

DEMOGRAPHIC FORM
Mentor/Cooperating Teacher Information

Pacific Lutheran University
 School of Education and Movement Studies

1. PLU Candidate-First Name		2. PLU Candidate Last Name		3. Teacher Education Program <input type="checkbox"/> Bachelor <input type="checkbox"/> Master with Certification <input type="checkbox"/> Alternative Routes	
4. Semester <input type="checkbox"/> Fall <input type="checkbox"/> J-Term <input type="checkbox"/> Spring <input type="checkbox"/> Summer		5. Year		6. School	
7. School District		8. Grades Taught by Co-op Teacher (check all appropriate) <input type="checkbox"/> K-4 <input type="checkbox"/> 5-8 <input type="checkbox"/> 9-12		9. Subjects Taught <input type="checkbox"/> Social Studies <input type="checkbox"/> Math <input type="checkbox"/> World Languages <input type="checkbox"/> Music <input type="checkbox"/> Special Education <input type="checkbox"/> Language Arts <input type="checkbox"/> Science <input type="checkbox"/> Art <input type="checkbox"/> Health/Fitness <input type="checkbox"/> Elementary Education <input type="checkbox"/> Other	
10. Co-op Teacher First Name		11. Co-op Teacher Last Name		12. Co-op Teacher Email	
13. Co-op Teacher Phone Number		14. Co-op Teacher Years of Teaching <input type="checkbox"/> 0-3 <input type="checkbox"/> 4-6 <input type="checkbox"/> 7-9 <input type="checkbox"/> 10-14 <input type="checkbox"/> 15-20+		15. Co-op Teacher Years of Teaching in This District <input type="checkbox"/> 0-3 <input type="checkbox"/> 4-6 <input type="checkbox"/> 7-9 <input type="checkbox"/> 10-14 <input type="checkbox"/> 15-20+	
16. Co-op Teacher Years of Teaching in This School <input type="checkbox"/> 0-3 <input type="checkbox"/> 4-6 <input type="checkbox"/> 7-9 <input type="checkbox"/> 10-14 <input type="checkbox"/> 15-20+		17. Co-op Teacher Highest Degree Earned <input type="checkbox"/> Bachelor's Degree <input type="checkbox"/> Master's Degree <input type="checkbox"/> Doctoral Degree		18. Co-op Teacher Ethnicity <input type="checkbox"/> Caucasian <input type="checkbox"/> Hispanic <input type="checkbox"/> Native American/ Alaska Native <input type="checkbox"/> Other <input type="checkbox"/> Black <input type="checkbox"/> Asian/Pacific Islander <input type="checkbox"/> Multi-Racial <input type="checkbox"/> Unknown	
19. Co-op Teacher Endorsements		<input type="checkbox"/> Elementary Education		<input type="checkbox"/> Bilingual	
<input type="checkbox"/> Music		<input type="checkbox"/> Biology		<input type="checkbox"/> Art	
<input type="checkbox"/> Chemistry		<input type="checkbox"/> Earth Science		<input type="checkbox"/> Physics	
<input type="checkbox"/> Early Childhood		<input type="checkbox"/> Early Childhood Special Education		<input type="checkbox"/> English as a 2 nd Language	
<input type="checkbox"/> Health/Fitness		<input type="checkbox"/> History		<input type="checkbox"/> World Languages	
<input type="checkbox"/> Library Media		<input type="checkbox"/> Mathematics		<input type="checkbox"/> Reading	
<input type="checkbox"/> Social Studies		<input type="checkbox"/> Special Education		<input type="checkbox"/> Science	
<input type="checkbox"/> Other					
Please estimate the <i>percentage</i> of students in your classroom in each of the following categories:					
20. Ethnic Background is African American: _____		21. Ethnic Background is Native American: _____		22. Ethnic Background is Pacific Islander/Asian: _____	
23. Ethnic Background is Caucasian: _____		24. Ethnic Background is Hispanic: _____			
Please estimate the <i>percentage</i> of special education students in your classroom identified as having:					
25. Learning Disabilities: _____		26. Hearing Impairments: _____		27. Mental Retardation: _____	
28. Visual Impairments: _____		29. Emotional or Behavioral Disabilities: _____		22. Multiple Handicaps: _____	

**MAE WITH CERTIFICATION
PRACTICUM (Fall Term) Field Experience Evaluation Form**

Pacific Lutheran University
School of Education/Movement Studies
Tacoma, WA 98447

<p>1) _____ Cooperating Teacher Last Name</p> <p>3) _____ School</p> <p>5) _____ Candidate Last Name</p> <p>7) _____ Grades Taught</p>	<p>2) _____ Cooperating Teacher First Name</p> <p>4) _____ District</p> <p>6) _____ Candidate First Name</p> <p>8) _____ Today's Date</p>
<p>9) Attends regularly; communicated clearly about schedule, changes and absences. (check one)</p>	<p>Not Applicable <input type="checkbox"/> Needs Improvement <input type="checkbox"/></p> <p>Developing <input type="checkbox"/> Competent <input type="checkbox"/></p>
<p>10) Interacts with school personnel in a professional and courteous fashion. (check one)</p>	<p>Not Applicable <input type="checkbox"/> Needs Improvement <input type="checkbox"/></p> <p>Developing <input type="checkbox"/> Competent <input type="checkbox"/></p>
<p>11) Behaves and communicates in an ethical and professional manner with students, families and colleagues. (check one)</p>	<p>Not Applicable <input type="checkbox"/> Needs Improvement <input type="checkbox"/></p> <p>Developing <input type="checkbox"/> Competent <input type="checkbox"/></p>
<p>12) Demonstrates mastery of basic skills (e.g., grammar, spelling, handwriting, oral communication skills are adequate). (check one)</p>	<p>Not Applicable <input type="checkbox"/> Needs Improvement <input type="checkbox"/></p> <p>Developing <input type="checkbox"/> Competent <input type="checkbox"/></p>
<p>13) Assumes responsibility for arranging times to work with students on practicum assignments. (check one)</p>	<p>Not Applicable <input type="checkbox"/> Needs Improvement <input type="checkbox"/></p> <p>Developing <input type="checkbox"/> Competent <input type="checkbox"/></p>
<p>14) Follows through on responsibilities. (check one)</p>	<p>Not Applicable <input type="checkbox"/> Needs Improvement <input type="checkbox"/></p> <p>Developing <input type="checkbox"/> Competent <input type="checkbox"/></p>
<p>15) Critiques own performance reflectively. (check one)</p>	<p>Not Applicable <input type="checkbox"/> Needs Improvement <input type="checkbox"/></p> <p>Developing <input type="checkbox"/> Competent <input type="checkbox"/></p>
<p>16) Demonstrates adaptivity, able to respond to ambiguity and conflict appropriately. (check one)</p>	<p>Not Applicable <input type="checkbox"/> Needs Improvement <input type="checkbox"/></p> <p>Developing <input type="checkbox"/> Competent <input type="checkbox"/></p>
<p>17) Maintains a positive attitude toward own learning; demonstrates a willingness to grow professionally. (check one)</p>	<p>Not Applicable <input type="checkbox"/> Needs Improvement <input type="checkbox"/></p> <p>Developing <input type="checkbox"/> Competent <input type="checkbox"/></p>
<p>18) Exhibits a strong work ethic as it pertains to the complexity of teaching. (check one)</p>	<p>Not Applicable <input type="checkbox"/> Needs Improvement <input type="checkbox"/></p> <p>Developing <input type="checkbox"/> Competent <input type="checkbox"/></p>

19) On the basis of my interaction with this candidate this semester, I believe he / she brings the following strengths into teaching (Add pages if needed):

20) On the basis of my interactions with this candidate, I would like to suggest the following professional development goals for him / her to work toward during next semester's practicum experience (Add pages if needed):

PLU USE ONLY – DISTRIBUTION

Data Entry

Student Teacher/Intern Field Evaluation Form

Pacific Lutheran University

School of Education/Movement Studies
Tacoma, WA 98447

- UNDERGRADUATE
- ALTERNATIVE ROUTES
- MAE WITH CERTIFICATION

Evaluator (Print Name)

POSITION (check one)

- Mentor Teacher (Alt Rts Only)
- Cooperating Teacher
- Principal / Designate
- University Supervisor

MID-TERM EVALUATION

FINAL EVALUATION

Please note this evaluation may be shared with the candidate.

1) Student's Name:

4) Evaluation Date:

2) Subject:

5) School:

3) District:

PLEASE ASSESS ACCORDING TO THE FOLLOWING KEY:

Not Acceptable (1): performs far below what is expected of a novice teacher

Emerging (2): performs at a level that requires coaching and mentoring

Competent (3): performs at a level expected of a novice teacher

Exceptional (4): performs above a level expected of a novice teacher

Unable to Evaluate (X)

GENERAL PROFESSIONAL CHARACTERISTICS

6) Classroom management and discipline

Demonstrates leadership within the physical and human environment of the classroom in a way that promotes student self-discipline and learning.

Not Acceptable (1)

Emerging (2)

Competent (3)

Exceptional (4)

Unable to Evaluate (X)

7) Understands school culture

Demonstrates an understanding of the school policy in relationship to student behavior.

Not Acceptable (1)

Emerging (2)

Competent (3)

Exceptional (4)

Unable to Evaluate (X)

8) Interest in teaching pupils

Demonstrates an attitude of care and a commitment to the growth and development of all students.

Not Acceptable (1)

Emerging (2)

Competent (3)

Exceptional (4)

Unable to Evaluate (X)

9) Professionalism

Demonstrates respect for students, colleagues and the profession through attention to one's manner, dress, speech, attendance and promptness.

Not Acceptable (1)

Emerging (2)

Competent (3)

Exceptional (4)

Unable to Evaluate (X)

10) Personal preparation and scholarship

Demonstrates an understanding of and ability to use theories and research to improve learning for all students.

Not Acceptable (1)

Emerging (2)

Competent (3)

Exceptional (4)

Unable to Evaluate (X)

STANDARD 5.1 KNOWLEDGE OF SUBJECT MATTER AND CURRICULUM GOALS		
11) 5.1.A. Content driven. All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
12) 5.1.B. Aligned with curriculum standards and outcomes All students know the learning targets and their progress towards meeting them.	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
13) 5.1.C. Integrated across content areas All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning.	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
STANDARD 5.2 Knowledge of Teaching		
14) 5.2.A. Informed by standards-based assessment. All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies.	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
15) 5.2.B. Intentionally planned. All students benefit from standards-based planning that is personalized.	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
16) 5.2.C. Influenced by multiple instructional strategies. All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds.	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
17) 5.2.D. Informed by technology. All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners.	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
STANDARD 5.3 Knowledge of Learners and their Development in Social Contexts		
18) 5.3.A. Learner centered. All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
19) 5.3.B. Classroom/school centered. Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others.	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
20) 5.3.C. Family/neighborhood centered. Student learning is informed by collaboration with families and neighborhoods.	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
21) 5.3.D. Contextual community centered. All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected and diverse society.	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Competent (3)	<input type="checkbox"/> Emerging (2) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)

STANDARD 5.4 Understanding of Teaching as a Profession	
<p>22) 5.4.A. Informed by professional responsibilities and policies 5.5 D. Valuing All students benefit from a collegial and professional school setting. Candidate abides by the WA State Code of Professional Conduct. Candidate articulates and critically assesses his / her own values with an awareness of the communities and traditions that have helped shaped them. The candidate also recognizes how others have arrived at values different from his / her own and considers their views charitably. The candidate has developed a habit of caring for 1) oneself, 2) for others and 3) for the environment.</p>	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Emerging (2) <input type="checkbox"/> Competent (3) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
<p>23) 5.4.B. Enhanced by a reflective, collaborative, professional growth-centered practice 5.5.A. Critical reflection Candidate A. Critically reflects own practice, B. analyzes issues from multiple perspectives to solve problems, C. Evaluates assumptions and consequences while assessing support and defending judgments, D. Assesses how educational environments may be modified to be more caring, just and equitable.</p>	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Emerging (2) <input type="checkbox"/> Competent (3) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
<p>24) 5.4.B. Enhanced by a reflective, collaborative, professional growth-centered practice 5.5.C. Interaction with others All students benefit from the professional growth of their teachers. Candidate participates in collaborative learning communities and the development of collegial relationships. Candidate also A. demonstrates attentive behavior, B. completes work on time, C. listens actively, D. is punctual at the university and/or school placement.</p>	<input type="checkbox"/> Not Acceptable (1) <input type="checkbox"/> Emerging (2) <input type="checkbox"/> Competent (3) <input type="checkbox"/> Exceptional (4) <input type="checkbox"/> Unable to Evaluate (X)
<p>25) 5.4.C. Informed by legal and ethical responsibilities 5.5.B Expression All students benefit from a safe and respectful learning environment. Candidate A. uses appropriate and respectful verbal and written communication, respects the diverse linguistic traditions and practices that students bring with them to school, and contextualizes communications to various audiences using appropriate media, convention and styles.</p>	<input type="checkbox"/> Rarely or Never (1) <input type="checkbox"/> Sometimes (2) <input type="checkbox"/> Consistently (3) <input type="checkbox"/> Exemplifies (4) <input type="checkbox"/> Unable to Evaluate (X)
<p>26) 5.4.C. Informed by legal and ethical responsibilities 5.5.E. Multiple frameworks All students benefit from a safe and respectful learning environment. Candidate cultivates respect for diverse cultures, practices and traditions, and recognizes how cultures shape different assumptions and behaviors about teaching, learning and schooling. The candidate also identifies issues and problems facing students and their families, peers and the larger community and seeks constructive strategies for addressing them.</p>	<input type="checkbox"/> Rarely or Never (1) <input type="checkbox"/> Sometimes (2) <input type="checkbox"/> Consistently (3) <input type="checkbox"/> Exemplifies (4) <input type="checkbox"/> Unable to Evaluate (X)

27) COMMENTS (Please include strengths, areas of professional growth, competencies):

Evaluator Signature _____

PLU USE ONLY

Data Entry Completed Date:

Student Teacher/Intern Observation Log
Pacific Lutheran University
School of Education and Movement Studies

STUDENT'S NAME: _____

PROGRAM: _____ TERM: _____

SCHOOL: _____ PHONE: _____

TEACHER(S): _____

ENDORSEMENT(S): _____

SUPERVISOR: _____

	DATES	HOURS/MINUTES	COMMENTS (Optional)
1.	_____	_____/_____	_____ _____ _____
2.	_____	_____/_____	_____ _____ _____
3.	_____	_____/_____	_____ _____ _____
4.	_____	_____/_____	_____ _____ _____
5.	_____	_____/_____	_____ _____ _____
6.	_____	_____/_____	_____ _____ _____
7.	_____	_____/_____	_____ _____ _____
8.	_____	_____/_____	_____ _____ _____
9.	_____	_____/_____	_____ _____ _____
10.	_____	_____/_____	_____ _____ _____

TOTAL TIME _____/_____

SCHOOL OF EDUCATION AND MOVEMENT STUDIES
Instructional Development and Leadership
Student Teaching Experience
ASSIGNMENT TRACKING SHEET

Student Name: _____ Supervisor: _____

Student Phone: _____ Student Email: _____

TASKS (Student must meet or exceed the "demonstrating competence" level on all tasks.)	Date Due	Completed at Competence
TASK 1: District/School/Classroom Profile	Week of	
TASK 2: Building Classroom Community	Week of	
TASK 3: Analysis of Student Work (Recommend you complete two different occasions: 1 during Phase III and another in the same content area in Phase IV)	Part 1 Part 2	
TASK 4: Analysis and Discussion of Videotaped Lessons. Written analysis due to supervisor	View in groups on Analysis:	
TASK 5: Professional Growth Plan (hard copy and attached in DE)	Due	N/A for supervisor
Portfolio Presentation		
DE Hub IV		N/A for supervisor

School: _____ School Phone: _____ Grade: _____

Teacher: _____ Principal: _____

NOTE: For dual placements, the transition to the SPED (or other) placement will occur between 9 and 10 weeks after the start of the first placement

Collaborative Conversation (Undergraduate Only)

Areas of Focus: These reflect PLU's four core areas

- Safe and effective learning environment
- Alignment of standards, targets and assessment
- High expectations for learning
- Professional Growth
- Student differences
- Assessment that guides instruction
- Effective planning
- Family Interactions
- Accommodations for students
- Effective and engaging instruction

COLLABORATIVE CONVERSATION

Student Name:

Mentor Teacher/Supervisor:

Date:

What is Working:

Current Focus/Challenges/Concerns:

PLU Student's Next Steps:

Mentor/Supervisor Next Steps:



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
 Certification
 Old Capitol Building, PO BOX 47200
 OLYMPIA, WA 98504-7200 (360) 725-6400
 TTY (360) 664-3631
 Web Site: <http://www.k12.wa.us/certification/> E-Mail: cert@k12.wa.us

CONTINUING EDUCATION CREDIT HOURS (CLOCK HOURS) SUPERVISOR OF TRAINING

Use this form to verify continuing education credit hours earned through WAC 181-85-033 (3).

WAC 181-85-033(3)

(3) (a) Notwithstanding any provisions of this chapter to the contrary, individuals officially designated as a supervisor by a college/university, school district, educational service district, an approved private school, a state agency providing educational services to students or the superintendent of public instruction, a person holding a valid educational certificate pursuant to RCW 28A.410.010 shall receive the equivalent of ten continuing education credit hours for service as a supervisor. The person may not receive more than the equivalent of twenty continuing education credit hours during a calendar year period.

(b) The term "supervisor" shall mean individuals officially designated as a supervisor by a college/university, school district, educational service district, an approved private school, a state agency providing educational services to students, or the office of superintendent of public instruction for supervising the training of teacher interns, administrative interns, educational staff associate interns, and paraprofessionals.

SECTION I

TO BE COMPLETED BY APPLICANT				
1. NAME	LAST	FIRST	MIDDLE	MAIDEN/FORMER NAME
2. ADDRESS				3. DATE OF BIRTH
CITY/STATE/ZIP				4. SOCIAL SECURITY NUMBER (optional)
5. TELEPHONE: BUSINESS ()				6. E-MAIL
HOME ()				
8. PERIOD DURING WHICH CLOCK HOURS WERE EARNED: _____ TO _____				
<input type="checkbox"/> "Supervisor" (per WAC 181-85-033(3)) for _____ continuing education credits (not more than 2 x 10 or 20 per year)				
I, _____, certify (or declare) under penalty of perjury under the laws of the State of Washington that the foregoing is true and correct. The intentional misrepresentation of a material fact in this form subjects the holder to revocation of his/her certificate pursuant to chapter 181-85 WAC.				
_____				_____
Original Signature of Participant				Date

SECTION II

TO BE COMPLETED BY INSTITUTION/EMPLOYER		
This statement MUST be prepared by the college/school district/approved private school/agency authorized to verify continuing education credit hours per WAC 181-85-033, as claimed by the applicant in Section I item #8 above. When signed by the authorized institution/employer, this form serves as verification that the person listed in Section I completed the requirement or provided documentation for the clock hours as claimed. Stamped signatures MUST be initialed by the individual using the stamp. <u>Please give this form, with Section II completed, directly to the applicant.</u>		
NAME OF INSTITUTION/EMPLOYER	DATE	
ADDRESS	CITY/STATE/ZIP	TELEPHONE
NAME (PRINTED)	SIGNATURE AND TITLE (Employer/Designee)	E-MAIL

RECOMMENDATION FORM FOR TEACHING
(To Accompany Your Letter of Recommendation)

Candidate's Name: _____ Emphasis: _____

How long have you known this candidate? From: _____ To: _____
In what capacity? (Include teacher assignments, subjects taught, other activities) _____

Where? _____
School District City, State

Your title at the time?
Have you observed this applicant in the performance of his/her duties? _____ Yes _____ No
How frequently? _____

	Not Acceptable	Needs Attention	Emerging	Competent	Excellent
1. Instructional Methodology					
2. Testing Evaluation					
3. Working with Diverse Populations					
4. Classroom Management and Discipline					
5. Working with School, Home and Community					
6. Professional Preparation and Scholarship					
7. Effort toward Improvement					
8. Interest in Teaching Pupils					
9. Knowledge of Subject Matter					
10. Professionalism					
11. Ability to Teach					

Comments in Addition to Letter of Recommendation (if any):

Signature _____ Date: _____

Name of Reference _____ Position/Title: _____

Organization _____

Return completed form to:

Pacific Lutheran University
School of Education & Movement Studies
Attn: Placement Files
Tacoma, WA 98447-0003



Pacific Lutheran University
School of Education & Movement Studies
Instructional Development and Leadership
Tacoma, WA 98447-0003
(253) 535-7272

PERMISSION TO USE INFORMATION CONTAINED IN EDUCATION RECORDS

I understand that Federal regulations require written consent from a student before disclosing the education records of that student to third parties. Therefore, I hereby give my written consent to:

(Authorized Name)

This person may use information contained in my education record, as well as the conclusions and observations regarding my performance while attending Pacific Lutheran University, to complete the letter of recommendation for my education placement file.

To the PLU Teacher Candidate:

This form should be given to PLU faculty or staff members (including your university supervisor) from whom you are requesting a recommendation. It serves as written documentation that you have given your permission to disclose your educational information, including conclusions and observations regarding your performance while attending Pacific Lutheran University. Please sign and date, and give a copy of this completed form to PLU faculty or staff members who will be writing recommendations for you.

Print Name

Signature

Date

WA TPA Authenticity Sign-Off Form

Submit this form with your completed WA TPA assessment

This WA TPA assessment has been submitted as part of a pilot of the assessment instrument. This attestation is acknowledgement that the ultimate responsibility for compiling the documentation (including writing the commentaries) lies with the credential candidate. However, credential candidates are encouraged to seek assistance, input and feedback from their university supervisors, cooperating/master teachers, university instructors, or other credential candidates during the completion of the assessment.

Attestation by Credential Candidate

- I have primary responsibility for teaching the students/class during the learning segment profiled in this assessment;
- The video clip(s) submitted show me teaching the students/class profiled in the evidence submitted;
- The student work included in the documentation is that of my students who are profiled in the learning segment documented in this assessment;
- I am sole author of the teacher commentaries and other written responses to prompts and other requests for information in this assessment;
- Appropriate citations have been made for all materials in the assessment whose sources are from published text, the Internet, or other educators.

Teacher Candidate's Signature

Teacher Candidate's Name (printed)

Date

Teacher Candidate ID #

Attestation by University Supervisor

To the best of my knowledge, the statements above are accurate.

University Supervisor's Signature

University Supervisor's Name (printed)

Date

As of September 2011, all teacher candidates must pass a rigorous Washington State Assessment of teaching skills called the TPA.

Below is a description of this assessment for your information.

Teacher Performance Assessment (TPA)

Throughout your coursework at PLU, and during your field based experience, you will need to keep careful records of specific concepts to assist you in the cumulative assessment called the Teacher Performance Assessment (TPA). The TPA is a rigorous, site based assessment that requires thoughtful planning, careful analysis, and deep reflection. It is our goal to assist you in the preparation for this assessment in your coursework, through optional workshops, and with the help of your university supervisor.

Conceptual overview

In this assessment, you will describe, analyze, and evaluate the teaching of a 3-5 lesson unit of literacy instruction that will be referred to as a “learning segment”. The 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 WA TPA assessment is clearly focused on candidate impact on student learning (WAC 181-78A-010 (8-9)). To complete the assessment, you will describe your plans and what you actually did to impact student learning (the “what”), provide a rationale for your plans and an analysis of the effects of your teaching on your students’ learning (the “so what”), and analyze and reflect on the resulting student learning to plan next steps in instruction or improvements in your teaching practice (the “now what”).

Submit teaching artifacts and commentaries

You will submit artifacts and commentaries, which make up the evidence in your responses. Artifacts are evidence of your teaching practice and can include lesson plans, copies of instructional and assessment materials, one or two video clips of your teaching, and student work samples. You will also write commentaries describing your plans and practice, explaining the rationale behind them, and analyzing and reflecting on what you learned about your teaching practice and your students’ learning. In a commentary, you respond to questions that prompt you to provide evidence of what you know and understand about your teaching practice. The commentaries will guide the assessors in interpreting the artifacts you submit. They also are evidence of your ability to communicate about and reflect on your teaching practice. Note that your writing ability will not be scored directly, but it is important that the writing is clear and focused on key elements of your description, explanations, or reflections.

Evaluation Criteria and Scoring

Your assessment evidence will be judged on five dimensions of teaching: planning, instruction, assessment, reflection, and academic language. The evidence for the planning, instruction, and assessment dimensions will come from assigned tasks. Evidence for the reflection dimension comes primarily from your daily reflections but may come from the Instruction and Assessment tasks. Evidence for the academic language dimension will come from across the tasks. To identify the teaching competencies assessed, carefully examine the rubrics provided to you in the directions.