

Pacific Lutheran University
School of Education & Movement Studies
Undergraduate Teacher Certification Program Handbook



**School of Education
& Movement Studies**

Fall 2011- Spring 2013
Revised August 2011

Table of Contents

Introduction	3
Administration	3
Program Overview & Outline	3
Program Features	5
Student Teaching	7
The PLU Teacher Assessment of Performance and Practice System	8
Washington State Standard V	8
Teacher Assessment of Performance and Practice System (TAPPS)	9
Chalk & Wire and TAPPS	10
Initial Teaching Event (ITE)	10
Professional Growth Plan (PGP)	10
The Assessment of Teacher Candidate Dispositions	11
Transitional Performance Review	12
Advising and Planning in the Department of Instructional Development & Leadership	13
Teacher Performance Assessment (TPA)	14
Appendix A: Endorsements & Placement Requirements	16
Appendix B: State of Washington Certification Requirements	17
Appendix C: 2011 PGP & Common Evidence Timeline	18
Appendix D: Professional Growth Plan Scoring Rubric	19
Appendix E: Teacher Candidate Dispositions	20
Appendix F: Disposition Scoring Rubric for Teacher Candidate Self-Assessment	22
Appendix G: PGP & Transitional Performance Review Schedule	25
Appendix H: TAPPS Glossary	26

Introduction

The information contained in this handbook pertains to the 2011-2013 Undergraduate Teacher Certification Program only. The Undergraduate program is one of several certification programs housed in the Department of Instructional Development and Leadership (IDL) within the School of Education and Movement Studies at Pacific Lutheran University.

Administration

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Program Overview & Outline

Welcome to the Undergraduate Teacher Certification Program in the Department of Instructional Development and Leadership! We are delighted that you have joined our program and we look forward to working with you through the next two years. In the following pages, we provide an overview of the program, information to help guide your progress, and additional resources for your reference.

The primary aim of the program is to educate teacher candidates who are ready to address the urgent needs of students in 21st century schools. The faculty members work with candidates to develop their understandings and skills as guided by the program's five core values: *care*, *competence*, *difference*, *leadership*, and *service*. A strong emphasis in the program is placed on developing the knowledge and skills necessary for the integration of curriculum across grade levels. The program is distinguished by early and active involvement in the schools and by membership in a cohort group of peers. This means candidates enter the program in the same term and progress through courses and practica together, which promotes the sharing of insights and experiences.

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, which typically occurs during the spring of their senior year. 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, the length of the student teaching placement may extend up to 18 weeks. 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 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 III:

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

Semester IV:

EDUC 430: Student Teaching
EDUC 450: Seminar

*All candidates must **take** the WEST-E by July after Hub II and **pass** the WEST-E by the November test date during Hub III to be provided with a placement for student teaching.*

*If you are pursuing endorsements that require more than one placement (see Appendix A), **all** necessary WEST-E exams must be **taken** by July after Hub II and **passed** by the November test date during Hub III to be provided with a placement for student teaching.*

*If you are pursuing a World Language endorsement, you will need to have **passed** both sections of the ACTFL by November during Hub III.*

If you are pursuing Elementary Education with Early Childhood Education/Early Childhood Special Education, you must take the Elementary Education WEST-E by June after Hub II, the Early Childhood Education or Early Childhood Special Education WEST-E by July after Hub II, and the third WEST-E (Early Childhood Education or Early Childhood Special Education, whichever one you need after July) by September after Hub II. You will need to have all three WEST-E exams passed by the November test date during Hub III to be provided with a placement for student teaching.

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

*All candidates must **take** the WEST-E by July after Hub II and **pass** the WEST-E by the November test date during Hub III to be provided with a placement for student teaching.*

If you are pursuing endorsements that require more than one placement (see Appendix A),

*all necessary WEST-E exams must be **taken** by July after Hub II and **passed** by the November test date during Hub III to be provided with a placement for student teaching.*

*If you are pursuing a World Language endorsement, you will need to have **passed** both sections of the ACTFL by November during Hub III.*

Program Features

Hub I-Hub IV

All students—regardless of their academic emphasis or content endorsement(s)—take a number of courses together. These are referred to as the “Hubs” such that Semester I (EDUC 390/392) may also be referred to as “Hub I,” Semester II (EDUC 424 & SPED 424) as “Hub II” and so on. There are many skills and a great deal of knowledge needed by all teachers, regardless of the content or grade level being taught. These skills/knowledge are addressed in the “Hubs.”

IDL faculty have adopted the Hub structure because efforts to understand why so many children do not succeed in schools suggest that one problem is the lack of “articulation” among different levels of school and different disciplines within a particular grade level. In other words, there is often little connection between what is taught and learned in a particular grade and what is taught and learned in other grades or between what is taught in one area (such as mathematics) and what is taught in another area (such as science or language arts.) This reality typically leads to very fragmented experiences for learners. In the “Hub,” teacher candidates work with others who are preparing to teach different levels/subjects. They learn about issues/concerns facing teachers and students at different points in their education and begin to learn how to work together to create meaningful, coherent experiences for all learners.

Team Teaching in the Hubs

Many courses in the Undergraduate Teacher Certification Program are designed and taught by teams of faculty.

- PLU faculty have been chosen for their expertise in particular areas (e.g. the teaching of reading, mathematics/science instruction, special education, educational foundations, educational psychology, etc.) Team teaching provides us with a structure that allows faculty with expertise in a specific area to work with all teacher candidates—not just a small group who happen to be enrolled in a professor’s class or section.
- Research on “best practices” in P-12 schools suggests that teacher collaboration is a feature that tends to occur in “learning-focused environments.” Team teaching allows IDL faculty to collaborate as they support candidate learning and enables them to demonstrate how collaboration can occur.
- Team teaching allows IDL faculty to learn from one another.

Special Education & Reading Instruction in the Hubs

All candidates—regardless of their academic emphasis or content area endorsement(s)—learn a great deal about special education and the teaching of reading in the “Hub.”

- Teachers today are teaching a wider range of learners than ever before. These learners come with wide range of needs/strengths. Research suggests that knowledge/skills gained through the study of special education strategies and through an intense focus on strategies for teaching reading will assist teachers in meeting the needs of all learners.
- State law as outlined in the Washington Administrative Code requires all certified teachers to have a reasonably in-depth knowledge of strategies for working with learners with a variety of special needs and it requires all teachers—regardless of endorsement area—to be teachers of reading.
- The intensive focus on reading and special education that is offered in the Hubs makes PLU graduates more “marketable” than graduates of many other institutions.

Curricular themes addressed in the Hubs

Creating a classroom community that supports learning; understanding and assessing learning; and planning and teaching for powerful learning. These concepts support the five dimensions of teaching identified in the TPA: planning, instruction, assessment, reflection, and academic language.

The National Board for Professional Teaching Standards was created in the mid-1980s to recognize accomplished teachers and to offer a national certification to those demonstrating a high level of performance in their particular teaching area. The standards used by the NBPTS are organized around five core propositions. The concepts for PLU’s Hubs were chosen because they align with the NBPTS core propositions and because they allow pre-service teachers to demonstrate their growth and development.

School Placements

Prior to student teaching, all candidates are required to spend approximately *40 hours for Hub I*, and *80 hours per semester for Hub II and Hub III* working in a school setting. A number of assignments can only be completed in a classroom setting.

- Learning theory suggests that activities requiring that learners use and apply knowledge in meaningful, real settings are important if learners are to really understand, retain, and use what they are learning. Work in the field provides candidates with rich opportunities to use and apply knowledge.
- Education faculty are committed to assessing candidates in ways that will provide them and the students with useful knowledge about progress. This knowledge, in turn, can help faculty and candidates address difficulties and weaknesses as they become apparent. Faculty have discovered that assessing candidates’ work in courses and in the field provides useful insights into candidate development.
- PLU’s emphasis on extensive field work throughout teacher education programs is often cited as one of the reasons PLU teachers are generally recognized as “the

best” or “among the best prepared” in the state.

Arranging School Placements

All placements are arranged by PLU’s Field Director because:

- School of Education and Movement Studies faculty and staff have worked to establish productive relationships with several partner schools. In general, these schools serve diverse groups of learners. Often they are in communities where issues like poverty, mobility, etc are affecting the lives (and learning) of students. These schools (and their principals and teachers) understand our program and its requirements and gladly work with our candidates. Faculty are committed to ensuring that practicum and student teaching work provides candidates with excellent opportunities to learn and work to place students in schools and with teachers where this is likely to occur.
- PLU and other education schools in the area have contracts with districts that specify that one individual from PLU (i.e., Field Director) will work with district representatives to place students in classrooms. This is important because there are so many teacher education programs in this area. Schools, principals, and teachers would be overwhelmed (and learners would suffer) if individual candidates or teachers tried to make arrangements for their practicum and student teaching placements.

We have discovered that at least one “long term” placement has great value for teacher candidates. These arrangements give students a variety of experiences. They also offer candidates the opportunity to really get to know a school, a group of teachers, and a group of learners. They can see how students change, observe changes in rhythms of the year, and move into some substantive teaching even before their student teaching experience.

Student Teaching

All candidates must complete a successful student teaching experience. This involves demonstrating competency on a set of tasks, demonstrating competence on the Teacher Performance Assessment, passing the WEST-E exams in appropriate endorsement areas, and completing a Professional Growth Plan—and the subsequent presentation of it—that demonstrates that they meet all standards for residency certification in Washington.

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 Monday before the first day of PLU’s spring semester. 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, where the candidate assumes full responsibility of the teaching load is for a minimum of 6 weeks.

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

The PLU Teacher Assessment of Performance and Practice System

The standards noted below are the currently accepted policies by the state of Washington. They are subject to change.

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. 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 a 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 student based evidence and a 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.

Advising and Planning in the Department of Instructional Development & Leadership

PLU undergraduates who pursue teacher certification must meet two sets of requirements. One set is from PLU. There are a number of requirements for earning degrees (such as completion of the General Education Requirements) that must be attended to. The second set is from the state of Washington. IDL faculty and staff must also ensure that you meet requirements for certification and endorsement as specified by the state of Washington.

Advising and planning are the keys to meeting these various sets of requirements. It is very, very important that you work closely with the IDL Certification Administrator, with the Assistant Director of Admission and Advising, and with advisors in other departments, if appropriate, to be certain that you meet all requirements of the university and the state of Washington. At a minimum, they will assist you with the following:

- **Academic Program Contracts:** Before or during your first semester in the program, you and your advisor should create an Academic Program Contract. This contract will identify the courses that you need to take to meet all requirements and will be used to plan your program. It will be used by the Registrar, Associate Dean, Assistant Director of Admission and Advising, and the Certification Administrator to determine if you have met all requirements for your degree/certificate/endorsement.
- **Fingerprint Clearance:** Washington State law (WAC 181-78A-125 and RCW 28A.410.010) requires that all candidates must have current fingerprint and character clearance based on a background record check through the Washington State Patrol (WSP) and the Federal Bureau of Investigation (FBI) at all times during the field experience, including all school-based practicum, student teaching and internship experiences. Please make arrangements with one of the regional Educational Service District (ESD) offices to submit your fingerprints for clearance. You must allow sufficient time for your prints to clear and appear in the OSPI database. You will not be permitted to participate in school-based field experience without proper clearance. Please note that fingerprint clearance from other sources (for example, military or another state) will not be accepted.
- **Character and Fitness Form:** Every person seeking a teaching certificate in Washington must complete a “Character and Fitness Supplement.” These can be obtained from the Certification Administrator. Please note that if a candidate submits a form containing any “positive” answers, the state requires the University to forward the candidate’s documents to the Office of Professional Practices for a review.
- **Student Teaching Application:** Early in the semester before you student teach, you will be asked to complete a “student teaching application.” These are used by the Field Director who works with school districts to place PLU students in appropriate classrooms.

- **Application for a Washington State Teacher Certificate (Residency):** As you near the end of your program, you will be asked to complete an application for a Washington state teaching certificate. These forms can be obtained from the Certification Administrator.

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

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 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.

Appendix A
Endorsement & Placement Requirements

Endorsement(s)	Track	Placement
<u>Elementary Education</u>	Elementary	<u>K-8</u>
<u>Elementary Education with Reading</u>	Elementary	<u>K-8</u>
<u>Elementary Education with Special Education</u>	Elementary	<u>K-8 and second SPED placement</u>
<u>Elementary Education with Early Childhood Education/Early Childhood Special Education, English Language Learners, Special Education, World Language, or any Secondary Content Area endorsement</u>	Elementary	<u>K-8 and a second endorsement specific placement</u>
<u>Secondary Content Area(s)</u>	Secondary	<u>5-12</u> (Note: if pursuing more than one endorsement, you may be required to complete more than one placement. Contact the Field Director for additional details)
<u>Secondary Content Area(s) with Special Education</u>	Secondary	<u>5-12 and second SPED placement</u>

Appendix B
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 Emerging Professional Growth Plan)

Appendix C

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 D
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 E
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 view 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 and 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 F

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>

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

	<p>various audiences using appropriate media, convention and styles; and</p> <p>Wears appropriate professional attire.</p>	<p>media, convention and styles; and</p> <p>Wears appropriate professional attire.</p>	<p>using appropriate media, convention and styles; and</p> <p>Wears appropriate professional attire.</p>	<p>using appropriate media, convention and styles; and</p> <p>Wears appropriate professional attire.</p>
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 G
Professional Growth Plan and Transitional Performance Review Schedule

Undergraduate Teacher Certification Program						
TIME BLOCK 1			TIME BLOCK 2			TIME BLOCK 3
ITE	HUB 1 & 2	TPR #1	HUB 3	TPR 2	HUB 4	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 PGP entry demonstrating attainment of Standard V competencies. Completion of PowerPoint and presentation to faculty. Chalk and Wire entries translated into final PGP.
Hub 1	PGP Entry 1 developed in EDUC 390	Presentation of self-assessment to faculty.	PGP Entry 3 developed in EDUC 410, 412, 4xx.	Presentation of self-assessment to faculty.	Student teaching.	Portfolio presentation to faculty as part of final TPR.
	PGP Entry 2 developed in EDUC 424	End of Hub 2		End of Hub 3	Portfolio developed in EDUC 450	End of Hub 4

Appendix H 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</i> , <i>Engaged & Empathetic Professionalism</i> , <i>Conscientious and Cooperative Participation</i> , <i>Effective Expression</i> , and <i>Critical Reflection</i> .
Evidence:	Items from a teacher candidate’s practice used to demonstrate positive impact on student learning. Evidence includes candidate coursework, field

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

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).