

# Pacific Lutheran University

## School of Education and Movement Studies



# Master of Arts in Education with Certification Program

2011~2012

Updated September 2011

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## **Introduction**

The information contained in this handbook pertains to the Master of Arts in Education with Certification Program (MAE Cert) only. The MAE Cert program is one of several certification programs housed in the School of Education and Movement Studies at Pacific Lutheran University.

## **Administration**

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

Frank Kline, Dean: [klinefm@plu.edu](mailto:klinefm@plu.edu)

Mike Hillis, Post-Baccalaureate Teaching Programs Coordinator: [hillis@plu.edu](mailto:hillis@plu.edu)

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Kathlyn Mickel, Field Director: [mickelkm@plu.edu](mailto:mickelkm@plu.edu)

Bree Van Horn, Assistant Director of Admission & Advising: [vanhorba@plu.edu](mailto:vanhorba@plu.edu)

The Department of Instructional Development & Leadership (IDL): 253.535.7272

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

## **Program Overview**

Welcome to the Master of Arts in Education with Certification Program. We are delighted that you have joined our program and we look forward to working with you through the year. For this program, candidates begin their studies in mid-June and typically finish all program requirements, including a year-long internship, the following June. The program has been designed for qualified candidates who possess a baccalaureate degree from a regionally accredited college or university and seek a career of service as teachers. 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 or elementary. Candidates may pursue up to two endorsements while in the program provided that they meet the requirements.

The primary aim of the program is to educate teachers 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 skills necessary for the integration of curriculum across grade levels. The program is distinguished by active and early 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.

### *Internship*

An important program component is the completion of a year-long "internship" in a public school. For the internship experience, candidates are placed at sites selected by the University

Field Director according to the specific candidate endorsement needs and the availability of local schools and districts.

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.

### **Program Outline**

It is important to note that a team teaching, modular approach is implemented in this program. Consequently, course numbers and titles are only guides to the content of each term, and particular topics (e.g., inquiry) will span across the curriculum.

An electronic portfolio software program (Chalk & Wire) will be required. A one year membership is \$49.75.

### **Elementary**

#### **Summer Term**

EDUC 510, Teaching Reading and Language Arts (3)  
EDUC 520, Issues in Child Abuse Neglect (1)  
EDUC 544, Sociocultural Foundation of Education (2)  
EPSY 566, Advanced Cognition, Development, and Learning (2)  
EPSY 583, Current Issues in Exceptionality (2)  
SPED 577, The Inclusive Classroom (2)

#### **Fall Term**

Internship  
EDUC 562, Schools and Society (2)  
EDUC 563A, Integrating Seminar: Application of Technology Tools for Teachers (2)  
EDUC 565, Elementary Reading, Language Arts, Social Studies (2)  
EDUC 566, Elementary Math and Science (2)  
SPED 520, Teaching Students with Special Needs in Elementary Programs (2)

#### **January Term**

Internship  
EDUC 528, Reading and Writing Across the K-8 Curriculum (2)  
EDUC 564, The Arts, Mind, and Body (2)

#### **Spring Term**

EDUC 563B, Integrating Seminar: Internship (2)  
EDUC 568, Internship in Teaching (6)

**Summer Term**

EDUC 590, Culminating Seminar (4)

**Optional Summer**

EDUC 599, Thesis (4)

**Secondary****Summer Term**

EDUC 510, Teaching Reading and Language Arts (3)

EDUC 520, Issues in Child Abuse Neglect (1)

EDUC 544, Sociocultural Foundation of Education (2)

EDUC 556, Critical Issues in Secondary Teaching (2)

EPSY 566, Advanced Cognition, Development, and Learning (2)

EPSY 583, Current Issues in Exceptionality (2)

**Fall Term**

Internship

EDUC 561, Instructional Methodologies for Secondary Teachers (4)

*(If pursuing a Mathematics or Middle Level Mathematics endorsement, register for EDUC 561 but attend MATH 446, Mathematics in the Secondary School)*

EDUC 562, Schools and Society (2)

EDUC 563A, Integrating Seminar: Application of Technology Tools for Teachers (2)

**January Term**

Internship

EDUC 529, Reading and Writing Across the Secondary Curriculum (2)

SPED 577, The Inclusive Classroom (2)

**Spring Term**

EDUC 563B, Integrating Seminar: Internship (2)

EDUC 568, Internship in Teaching (6)

**Summer Term**

EDUC 590, Culminating Seminar (4)

**Optional Summer**

EDUC 599, Thesis (4)

**Spring Semester Information**

- The minimum general education requirement is eight weeks of full-time student teaching. The minimum length for distinct dual endorsements is twelve weeks, six weeks of full-time student teaching for each. Sometimes candidates need a few extra weeks to successfully complete the rigorous student teaching evaluation known as the “Washington State Teacher Performance Assessment.”
- Throughout the spring semester, follow your school’s rules for when to arrive and how long to

stay on campus. Follow your school's spring break too, not PLU's.

- Even after completing the minimum eight or twelve week requirement, maintain teaching responsibilities for a minimum of one hour (elementary) or one class period (secondary) until the end of the term.
- During the spring semester, everyone enrolls in EDUC 563B, "Integrating Seminar: Internship."

### **Summer Information**

#### **EDUC 598 - The Culminating Seminar**

The four-credit EDUC 598, "Culminating Seminar" will begin one week after the completion of student teaching. There will be a total of eight sessions. Class sessions will be from 8:30a-2:00p. This is the final program requirement and it's impossible to replicate interactive seminar sessions so perfect attendance is critical. **It's very important that everyone block these two weeks out on your calendars right now and plan around them.** The aim of the seminar is synthesis. Reading, writing, and discussion will revolve around making "MAE/Cert coursework-PLU-internship experience" connections. More specifically, we will revisit foundational questions from the beginning of the program; review key concepts from individual courses; and reflect together on, and compare and contrast internship experiences.

#### **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. And fourth, the system is designed to produce knowledge that may help in answering two important policy-related questions: What makes an effective teacher? And how should teacher preparation programs support the development of effective teachers?

### **Chalk & Wire and TAPPS**

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

### **Initial Teaching Event (ITE)**

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

### **Professional Growth Plan (PGP)**

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

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

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

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

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

Candidates complete a total of four PGP submissions with the final entry serving as 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.

## **Candidate Responsibilities**

### *Before Classes Begin*

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

### *Summer Responsibilities*

Candidates will be asked to complete and submit a Washington State Character and Fitness Supplement and a Liability Insurance Waiver. These forms are available on our website.

NOTE: “Yes” answers on the Character and Fitness Supplement (except for Section II, 1 & 2) must be reviewed and cleared by the state’s Office of Professional Practices. Please bring these to the attention of the Certification Administrator so that your file may be promptly cleared.

Candidates must also obtain fingerprint clearance before they begin the field experience portions of the program. Only fingerprint clearance submitted through the OSPI (Office of the Superintendent of Public Instruction) is acceptable. Please contact one of the regional Educational Service District (ESD) offices to arrange for fingerprinting.

### *Fall Semester Responsibilities*

During the initial semester in the schools, the candidate’s first priority is to observe teachers and classrooms within the school and make notes of these observations for use on other assignments within the program. This is not to say, however, that the candidates must sit silently. It is crucial that the candidates take an **active role** in all things going on in the classroom and school.

Attending meetings with the cooperating teachers is expected, as are many of the other activities such as hallway monitoring, one-on-one tutoring, helping facilitate small groups, and attending extra-curricular activities and events, staff and department meetings, etc.

Candidates need to be encouraged to become active participants in conversations with other faculty and staff members in the staff room. A key component is to become visible. The more the candidates are seen in the hallway, in the lunchroom with the students, or participating in school extracurricular activities, the better the actual teaching experience will proceed.

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

It is the candidate’s responsibility to observe as many teachers, in as many curriculum and grade areas, as they can during this first semester. It is important that the candidates understand that the observation time will provide data for their PLU coursework, as well as provide excellent ideas for future teaching. Candidates should not limit their observations to just their grade level or

curriculum area. Many things can be learned from a physical education class that can be applied toward a mathematics or English class. The same holds true with different grade levels.

The 8-12 week intensive student teaching internship experience will begin in earnest on the first day of the K-12 second semester.

While at the school site, candidates must remember that they are working in a professional environment. Unforeseen absences or tardiness reflect poorly on the candidate's professional and personal commitment and could result in termination from the program. Prompt and regular attendance at the placement site is essential. Candidates should plan on being at the school at the same time as their cooperating teachers in the morning and stay through at least 12:00pm. When candidates must be absent, they should notify the **cooperating teacher and the university supervisor** at least one day in advance. **It is also important to note that candidates will follow the school district's schedule for holidays, including spring break, and NOT the university's schedule.**

Manner of dress and timeliness are extremely important. Candidates are expected to dress professionally and consistent with that of the teachers at the school. The MAE Cert program is a professional degree program and candidates must *not* view this as a free opportunity to complete homework, attend to personal business, or to view this time as a break from their course work.

#### *Spring Semester Responsibilities*

Immediately upon starting the K-12 second semester, it is expected that candidates will be at the school full-time. At this point they will begin to take complete responsibility of teaching, classroom management, curriculum, etc. *for a minimum of eight weeks.* Their level of responsibility will mirror that of a professional teacher including preparing for all classes, grading, communication with parents and staff, as well as being involved in activities of the school.

It is understood that candidates will be in the school building during the contractual work hours – typically a minimum of 30 minutes before and after the school day. Also, the candidates' attendance is required at a weekly seminar on in which there will be opportunities to receive feedback from university supervisors. Cooperating teachers should be providing both formal and informal evaluations. Towards the end of the full time student teaching experience, the university supervisor will administer the Washington State Teacher Performance Assessment (TPA)—a state required cumulative assessment designed to discern the skills, strengths, and knowledge of emerging educators.

Following the completion of full-time teaching responsibilities, students will gradually return the class responsibilities to their cooperating teachers. Even after completing the minimum eight or twelve week requirement, maintain teaching responsibilities for a minimum of one hour (elementary) or one class period (secondary) until the end of the term. Any request to modify these requirements must be submitted in writing to the Program Coordinator.

### *Full-time Teaching Responsibilities*

Full-time student teaching is understood to be whatever class schedule is considered full-time for teachers in that school building (i.e., a block schedule or a traditional five period day).

During the spring semester, candidates are expected to complete, and retain for examination, a written lesson plan **for every lesson** they teach during the semester. These plans should be made available to the cooperating teacher **no less than two days in advance** of the lesson. A failure to produce these lessons in the appropriate time may result in a discontinuance of full-time teaching. All lesson plans should be approved by the cooperating teacher and should be brought to conferences with the university supervisor. The lessons should include a variety of teaching models, instructional strategies, and learning activities. Candidates will be expected to explain how they have adapted instruction to student differences.

### *Evaluation of Internship/Student Teaching Responsibilities*

Formal, written evaluations of the practicum (fall semester) and full time student teaching (spring semester) will be completed by each teacher at the conclusion of the fall semester, as well as the midterm and conclusion of the spring semester (Evaluation forms will be provided to the cooperating teachers by the university supervisors). Cooperating teachers and university supervisors also conduct a final evaluation at the conclusion of the spring semester. Principals are welcome to participate in the final evaluation process as well.

Further evaluation procedures of the candidate's internship include formal and informal observations by the cooperating teacher and university supervisor. It is expected that the cooperating teacher/s will meet with the candidate each week to discuss their progress through the student teaching phase of the program.

If any difficulties arise, it is critical that the candidates and cooperating teachers notify the university supervisor immediately. If, in collaboration with the university supervisor, cooperating teacher/s, and candidate, a solution cannot be agreed upon, please contact the Program Coordinator. The earlier the university representatives are notified of these difficulties, the easier it will be for the supervisor to provide appropriate assistance.

Should a candidate not meet the expected level of performance in his/her internship, especially after support and assistance has been provided by the supervisor and/or cooperating teacher, the internship may be discontinued. When this occurs, the Field Director will work to secure another internship site. After two failed placements, however, a candidate will be asked to exit the program.

### **MAE Cert Completion Protocol**

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

1. The completion process is initiated by the candidate's supervisor *and* the program coordinator based on completion of the assigned program requirements (units, lesson plans, etc.), passage of the Teacher Performance Assessment (TPA), mid-term and final evaluations, the PLU/WA State Professional Growth Plan (PGP Entry #4) and the

completed Culminating Seminar.

2. After this review of the candidate's file, and confirmation of completion, a completed file will be given to the IDL Certification Administrator for a final check. At this time, the certification officer will communicate directly with the program coordinator and candidate.

3. To complete the certification process, the candidate will need to complete an Institutional Application for a Teacher's Certificate (Form 4401) and pay the \$35 fee in the university's business office. Turn in the completed form and fee receipt at the IDL office.

4. The candidate's fingerprint clearance must be current in the State of Washington database at the time their certificate (or temporary permit) is issued.

5. If needed, at this time the certification officer can issue a temporary certificate if all of the above requirements have been met.

### *The Intern Substitute Certificate*

The Intern Substitute Cert is a limited State of Washington teaching certificate, which allows the candidate to work as a substitute in his/her internship classroom, under the following circumstances:

- Candidates must have successfully completed the Teacher Performance Assessment (TPA) before we will approve an Intern Substitute Certificate.
- According to the state, the Intern Substitute Certificate qualifies a candidate to work as a sub in the intern classroom only, and only for the duration of the internship. For most candidates, this will mean the certificate will be valid through the end of PLU's Spring term.
- The request for a candidate to obtain an Intern Substitute Certificate will come from the internship school district, and requires signatures from both the school district and the university.
- Please note that not all school districts support the Intern Substitute Certificate.
- Other certificates which permit substituting outside of the internship classroom (for example, an Emergency Substitute Certificate) are handled by the school district, and will not involve the university.

Detailed instructions and the application forms can be accessed on our website.

### *The Job Search & Placement File*

Many districts begin looking for job applicants in early spring. Candidates should be making as many contacts as possible during this time to make themselves known to the districts. It is acceptable to tell the districts that the degree, Residency Certification, and the Placement File are pending. During the spring semester, detailed information about setting up a Placement File will be presented to the candidates, who will also have the opportunity to learn more about the employment search from university personnel and representatives from local school districts.

Complete Placement File instructions and appropriate forms are available on our website.

**Appendix A**  
**State of Washington Certification Requirements**  
**Pacific Lutheran University**

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

## Appendix B

### 2011 PGP & Common Evidence Timeline for Preservice Certification Programs

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

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

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

1	2	3	4
<p><b>Criterion partially met or not met at all.</b>            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><b>Approaching Criteria</b>            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><b>Criterion Met</b>            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><b>Exceeds Criteria</b>            Clear presentation, consistently thorough description, analysis, and reflection of teacher and student-based evidence, next steps are clear and thoughtfully presented. The connection to the specific context of the classroom is clear and compelling with a strong link to relevant data and research.</p>

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

**1. Equity & Diversity Promotion**

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

Indicators of equity and diversity promotion

Candidates will:

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

**2. Engaged & Empathetic Professionalism**

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

Indicators of engaged and empathetic professionalism

Candidates will:

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

**3. Conscientious and Cooperative Participation**

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

Indicators of conscientious and cooperative participation

Candidates will:

- Treat others with respect;

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

#### **4. Effective Expression**

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

##### Indicators of effective expression

Candidates will:

- Communicate clearly, effectively and professionally;
- Use appropriate and respectful verbal and written communication 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 E

### Disposition Scoring Rubric for Teacher Candidate Self-Assessment

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

Dispositions ↓	1	2	3	4
<b>Equity &amp; Diversity Promotion</b>	<p>Candidate <b><u>rarely or never:</u></b></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 <b><u>sometimes:</u></b></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 <b><u>consistently:</u></b></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 <b><u>exemplifies</u></b> 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>
<b>Engaged &amp; Empathetic Professionalism</b>	<p>Candidate <b><u>rarely or never:</u></b></p> <p>Articulates and assesses his/her own values and considers the views and values of others</p>	<p>Candidate <b><u>sometimes:</u></b></p> <p>Articulates and assesses his/her own values and considers the views and values of others</p>	<p>Candidate <b><u>consistently:</u></b></p> <p>Articulates and assesses his/her own values and considers the views and values of others</p>	<p>Candidate <b><u>exemplifies</u></b> 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.	charitably; and  Approaches moral, spiritual and intellectual development as a life-long process; and  Makes informed choices in their professional commitments.	charitably; and  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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<b>Conscientious &amp; Cooperative Participation</b>	Candidate <b><u>rarely or never:</u></b>  Treats others with respect;  Is punctual, attentive and actively listens; and  Collaborates with others despite interpersonal differences.	Candidate <b><u>sometimes:</u></b>  Treats others with respect;  Is punctual, attentive and actively listens; and  Collaborates with others despite interpersonal differences.	Candidate <b><u>consistently:</u></b>  Treats others with respect;  Is punctual, attentive and actively listens; and  Collaborates with others despite interpersonal differences.	Candidate <b><u>exemplifies</u></b> how one:  Treats others with respect;  Is punctual, attentive and actively listens; and  Collaborates with others despite interpersonal differences.
<b>Effective Expression</b>	Candidate <b><u>rarely or never:</u></b>  Communicates clearly, effectively and professionally;  Uses appropriate and respectful verbal and written communication and contextualizes	Candidate <b><u>sometimes:</u></b>  Communicates clearly, effectively and professionally;  Uses appropriate and respectful verbal and written communication and contextualizes communications to various audiences	Candidate <b><u>consistently:</u></b>  Communicates clearly, effectively and professionally;  Uses appropriate and respectful verbal and written communication and contextualizes communications to	Candidate <b><u>exemplifies</u></b> how one:  Communicates clearly, effectively and professionally;  Uses appropriate and respectful verbal and written communication and contextualizes communications to

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

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

<b>TIME BLOCK</b>						
<b>1</b>		<b>2</b>		<b>3</b>		
<b>ITE</b>	<b>Summer Term</b>	<b>TPR #1</b>	<b>Fall Term</b>	<b>TPR 2</b>	<b>Spring Term</b>	<b>TPR #3</b>
Candidate plans and leads 10 min instructional event, then reflects on performance in PGP Entries.	Candidate develops knowledge and understanding of course content; completes PGP entries per course requirements.	Candidate self-assessment of professional dispositions and essay explaining the score.  Review of candidate performance to date using coursework, PGP and disposition rubric as evidence.	Candidate develops knowledge and understanding of course content; completes PGP entries per course requirements.	Candidate self-assessment of professional dispositions and essay explaining the score.  Review of candidate performance to date using coursework, PGP and disposition rubric as evidence.	Candidate develops knowledge and understanding of course content; completes PGP entries per course requirements.	Final Portfolio entry demonstrating attainment of Standard V competencies. Completion of PowerPoint and presentation to faculty. Chalk and Wire entries translated into final PGP.
Summer term	PGP Entry 1 developed in EDUC 544.	Presentation of self-assessment to faculty.	PGP entry 3 developed in EDUC 561 and EDUC 565.	Presentation of self-assessment to faculty.	Student teaching.	Portfolio presentation to faculty as part of final TPR.
	PGP Entry 2 developed in EDUC 556 & SPED 577.				Final Portfolio developed in EDUC 563B.	

## Appendix G TAAPS Glossary of Relevant Terms<sup>2</sup>

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

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

Evidence:	Items from a teacher candidate’s practice used to demonstrate positive impact on student learning. Evidence includes candidate coursework, field experience work, P-12 student work and student voice artifacts.
Explain:	To provide details that are accurate and precise or include clear and logical ordering of the elements or features of the event, person, concept, or strategy described including the features or elements that would allow an outsider to “see” whatever is provided as evidence.
Field-Based Experiences:	Teacher candidate experiences beyond the PLU campus that could include P-12 classrooms, non-profit organizations and/or other relevant neighborhood and community settings.
Field Evaluation:	Measurement or assessment of teacher candidate’s performance in their school placement.
Portfolio:	The collection of teacher and student artifacts, analysis, and reflections that the candidate utilizes to verify that she or he has met criteria in Standard V.
Positive Impact on Student Learning:	According to WAC 181-78A-010, this phrase refers to the “means that a teacher through instruction and assessment has been able to document students’ increased knowledge and/or demonstration of a skill(s) related to the state goals and/or essential academic learning requirements.”
Reflection:	Retrospective consideration of one’s practice, tells what you would infer from your analysis of a lesson or learning activity and what you will do either next time or differently as a result of this information.
Standard V:	Washington State teacher education approval standard specific to the assessment of the knowledge, skills and dispositions of teacher candidates.
Student:	Students enrolled in a Washington State P-12 classroom.
Student-Based Evidence:	Work that comes directly from students and shows student voice (reflection/understanding). This work is used by the candidate to support and enhance evidence presented in the written commentary (e.g., excerpts from student reflections, exit slips, writing, and surveys).
Student Voice:	Feedback from the P-12 student on his or her learning. This includes both the student’s analysis of the content as well as reflection on and articulation of the learning process. Voice may also be accompanied by student work, but student voice is the meta-cognitive process describing or

demonstrating in developmentally appropriate ways connections to the student's own learning experiences. Student voice is not the student's work itself.

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

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