

School of Education and Kinesiology
2019-2020

Master of Arts in Education
University Supervisor &
Cooperating Teacher Handbook

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Introduction

Thank you for agreeing to supervise and mentor our pre-service teacher certification candidates! The information contained in this handbook pertains to the supervision and field-based mentoring of candidates within the Master of Arts in Education Certification program. To find additional information, or related policies and procedures of the School of Education and Kinesiology, refer to www.plu.edu/education.

Administration

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

Dr. Jan Weiss, *Associate Dean and Education Program Coordinator:*
weissjm@plu.edu

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Megan Anderson, *Coordinator of Field Placement:* megan.anderson@plu.edu

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branchrc@plu.edu

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Master of Arts in Education Certification Program (MAE)

MAE candidates begin their studies in mid-June and typically finish all program requirements, including a year-long internship, the following June. Course work leads to a Master of Arts in Education and a Washington State Residency Teaching Certificate. The program curricular scope and sequence is depicted on the following page.

An important component of the MAE Cert program is the completion of a year-long “internship” in a public school. Successful internships require dedicated cooperating teachers and building principals who are committed to providing a quality experience for pre-service teachers. At the beginning of the year, it is important that the candidate, cooperating teacher, and university supervisor, meet and discuss the 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.

Candidates will begin in their placements in the fall according to the district start date. The target start date for full-time student teaching is the first day of the spring semester at Pacific Lutheran University (February 6th, 2020). The minimum general education requirement is eight weeks of full-responsibility student teaching. Student teaching ends officially on the last day of the PLU spring semester (May 15th, 2020) . Please note these are **minimum** requirements; all candidates are expected to be in schools until May 15th, 2020.

During a candidate’s full time teaching experience, he or she will need to complete the Teacher Performance Assessment (edTPA). The edTPA is a comprehensive written and videotaped performance assessment of teacher skills required for certification by the State of Washington.

PLU MAE PROGRAM OVERVIEW

6-6-2018

Prospective students are encouraged to attend an information session, then meet with an Advisor to discuss the program and begin any additional coursework they may need for their intended endorsement

Endorsement Review for additional Coursework

Apply for Program:
Online Application, Passing WEST B (or SAT/ACT), Passing WEST E/ NES, 2 Letters of Recommendation, Application Essay, BA Degree.

Accepted to Program

Turn In Liability Insurance Waiver and Memorandum of Understanding, make deposit

Added to Sakai and Register for courses

Fingerprints and Pre-Residency Clearance Due

Summer
EDUC 510: Teaching Reading/Language Arts
EDUC 520: Issues of Child Abuse / Neglect
EDUC 544: Sociocultural Foundations of Education
EPSY 566: Adv. Cognition, Development, Learning
EPSY 583: Current Issues in Exceptionality
(Sec.) EDUC 556: Critical Issues Secondary Teaching
(Elem.) SPED 577: The Inclusive Classroom

Fall
EDUC 562: Schools and Society
EDUC 563A: Application Tech Tools for Teachers
(Sec.) EDUC 561: Instr. Method Secondary Teachers
(Elem.) SPED 520: Teaching Elem w/ Special Needs
(Elem.) EDUC 565: Elem Reading, Lang Arts, Social Studies
(Elem.) EDUC 566" Elem Math & Science
Practicum: Tuesday, Wednesday, and Thursdays all day
Teaching Rounds several Mondays

J-Term
(Sec.) EDUC 529: Reading/Writing Secondary Curriculum
(Sec.) EDUC 577: The Inclusive Classroom
(Elem.) EDUC 528: Reading/Writing K-8 Curriculum
(Elem.) EDUC 564: The Arts, Mind & Body
Practicum Continues

Spring
EDUC 563B: Integrating Seminar: Internship
EDUC 568: Internship in Teaching: Fulltime in placement for the entire semester.

Summer (first 2 weeks in June)
EDUC 590: Culminating Seminar

File Audit

Recommend for Certification

Degree Posts

Pass all EDUC, SPED, and EPSY with a B- or better and a cumulative GPA of 2.5

Complete edTPA

Internship Overview

Fall & J-Term: Observation, Initial Teaching, Active Participation

- Candidates will begin on or before the first day of school at the internship site and continue through January 31, 2020.
- In general candidates will spend all day Tuesday through Thursday at the site.
- Candidates are expected to arrive at the same time as the cooperating teacher.
- Candidates will implement course based assignments, respond to cooperating teacher requests, demonstrate initiative for full inclusion into the school community, and begin teaching lessons.
- The University Supervisor will schedule a minimum of two visits which includes a meet and greet and at least one formal observation.
- Dispositional assessments will be completed by the supervisor and cooperating teacher. Feedback should be shared with candidates during a meeting with the cooperating teacher and supervisor in order to support the candidate strengths and areas for improvement.

Spring: Full Responsibility Teaching

- Candidates will begin full-time in the field on February 6, 2020 and will remain in their placement full-time for the entire PLU spring semester (until May 15, 2020).
- Over the course of the spring semester, candidates will complete a minimum of 8 weeks of full responsibility teaching. A plan for phasing into and out of full-responsibility teaching should be formulated with the candidate, cooperating teacher, and supervisor prior to beginning full-time.
- Schedules for dual endorsement candidates will be set on an individual basis.
- Beginning on February 6th, candidates will gradually assume more responsibility until they take complete responsibility of teaching, classroom management, curriculum, etc. This includes preparing for all classes, grading, communication with parents and staff, as well as being involved in activities of the school.
- Candidates will write lesson plans for every lesson and provide them to the cooperating teacher at least two days in advance. Candidates must use the PLU lesson plan template for all formal observations; a simplified lesson plan may be used for day to day planning purposes.
- University supervisors will schedule a minimum of 5 observations.

- Candidates will complete the edTPA.
- Candidates, supervisors, and cooperating teachers will work together to formulate a post edTPA plan using the post edTPA planning document.
- Mid-Term and final assessments will be completed by the supervisor and cooperating teacher. Feedback should be shared with candidates during a meeting with the cooperating teacher and supervisor in order to help the candidate understand strengths and areas for improvement.

Candidate Expectations & Responsibilities

The year-long internship experience provides teacher candidates an opportunity to apply the knowledge, pedagogical skills, and values acquired throughout the program. Candidates will begin with observation and move to increasing responsibility including a minimum of 8 weeks of full-time full responsibility teaching during the Spring Semester.

Candidates are expected to adhere to the Washington State Code of Professional Conduct and the following professional obligations:

- Follow the cooperating teacher's lead for arriving at and leaving the school.
- Provide supervisor with a classroom schedule that shows the daily routine and expected responsibilities.
- Participate in out-of-class responsibilities required of teachers (e.g. lunch duty, open house, faculty meetings, in-service workdays, parent-teacher conferences).
- Dress professionally and appropriately and follow school policies for casual dress days.
- Interact with students, faculty members, and school personnel in an ethical and professional manner.
- Be well prepared for all teaching sessions. Written lesson plans are required for each and every lesson taught and often need to be submitted 48 hours in advance.
- Discuss lesson plans with the cooperating teacher prior to their implementation.
- Have a written plan (using PLU's lesson plan template) available for each supervisor visit.
- Contact the cooperating teacher, school, and university supervisor if an emergency or illness necessitates lateness or absence. Provide lesson plans during full responsibility or any planned teaching activity.
- Attend all scheduled required teaching seminars and other coursework.
- Follow the school district's schedule for holidays including spring break, NOT the university schedule.

University Supervisor Expectations & Responsibilities

The University Supervisor serves as liaison between the building administrators, cooperating and mentor teachers and the School of Education and Kinesiology. It is the responsibility of the University Supervisor to inform the school district personnel about the requirements of the PLU programs. The more proactive supervisors are in facilitating the flow of information between and among all three parties, the most likely minor problems, should they arise, remain minor. Supervisors are expected to maintain a minimum of at least two visits in the fall and five visits in the spring. Other communication, such as phone calls, emails, and meetings are encouraged.

During site visits, the university supervisor will observe the candidate's teaching, provide feedback on his or her progress, and support the edTPA. At the midterm and semester's end, the university supervisor will meet with the candidate and cooperating/mentor teacher to assess the candidate's progress. All visits, conversations, observations, and feedback should be documented thoroughly.

Below are the primary responsibilities of the university supervisor:

- **Minimum of seven visits** over the year with
 - Two visits fall semester including one formal observation.
 - The first visit should occur during the first two weeks of the placement.
 - Later visits should be organized around the candidate's strengths, weaknesses, and areas for improvement.
- Promptly bring any concerns to the attention of the Associate Dean and Coordinator of Field Placement using the Student of Concern form.
- Support the candidate through the edTPA process.
- Submit all assessments according to the forms timeline on page 10.
- Review all assessments with the cooperating teacher and candidate.
- Complete and sign section II of OSPI Form 1128-1 Continuing Education Credit Hours (Clock Hours) as PLU representative and give from to the cooperating teacher.
- If requested, complete a letter of recommendation for the candidate.

Cooperating Teacher Expectations & Responsibilities

The cooperating teacher is the primary guide of the student teaching experience. The day-to-day contact with the candidate provides the best opportunity for the cooperating teacher to systematically guide the professional growth of the

student teacher. For this reason, cooperating teachers are selected on the basis of experience and demonstrated excellence in the classroom.

The cooperating teacher has several major responsibilities with regard to the student teacher's professional education and preparation within the school environment. Below are some of the responsibilities of a Cooperating Teacher who is working with a pre-service teacher candidate from PLU.

Cooperating Teacher Responsibilities:

- Acquaint the candidate with building faculty, staff, students, and district policies including parent reporting, parent-teacher conferences, and records that are the responsibility of the classroom teacher. (Please invite the candidate to participate in parent-teacher conferences whenever possible.)
- Acquaint the candidate with classroom organization and explain its underlying philosophical rationale and please provide space (closet and desk) for the candidate. Provide teaching materials (textbooks, for example) and copies of the state, district curriculum guides, policies, and procedures.
- Create a semester plan with the candidate to gradually assume responsibility for teaching and the orderly return of the class to the teacher at the close of the semester.
- Review lesson and unit plans before they are taught, offering constructive feedback when necessary and encouraging careful preparation and planning of lessons.
- Observe and provide feedback to the student teacher whenever he or she teaches regarding quality of performance, keep the candidate informed of their progress.
- Work cooperatively with the university supervisor and principal for the improvement of the candidate's performance and promptly report to the university supervisor positive aspects of the candidate's performance as well as the concerns, problems or issues that need to be addressed by the team (e.g., mentor, candidate, and university supervisor).
- Complete and return all paperwork according to the paperwork timeline.
- If a candidate asks you to complete a recommendation, please provide one. In the unlikely event you would feel unable to write a positive recommendation letter, please advise the candidate and suggest that he or she request a recommendation from someone else.

Assessment Forms - Overview & Instructions

Supervisors and Cooperating teachers will complete the dispositional, mid-term, and final assessments according to the paperwork timelines. Responses should be discussed with candidates in order to highlight and improve their instruction and professionalism. All forms should be completed electronically and can be accessed on the following website:

<https://www.plu.edu/education/home/university-field-supervisors/>. Examples of the forms are available in this handbook on pages 11-14.

SPED and ELL endorsement candidates will also need a SPED or ELL observation form completed prior to the end of their student teaching experience in SPED or ELL.

Clock Hours for Cooperating Teachers

Cooperating teachers are eligible to receive 15 clock hour credits for a single semester assignment and 30 for a yearlong assignment.

These clock hours will be awarded using Washington State form 1128-1 Continuing Education Credit Hours (Clock Hours), Supervisor of Training. The University Supervisor will complete Form 1128-1, signing as the PLU representative, and distribute the completed form to the cooperating teacher. Cooperating teachers should either keep the completed clock hours form in their records, or turn in to their school district, whichever is appropriate. *The completed clock hours form should not be returned to PLU.*

Intern Substitute Certificates

All requests for Intern Substitute Certificates must be initiated through the Coordinator of Field Placement. Once the coordinator receives the request she will seek approval from all parties (cooperating teacher, principal, supervisor, associate dean, and faculty) prior to approving the request. PLU's policy regarding the approval of Intern Substitute Certificates is that candidates must have successfully completed their student teaching experience and submitted the edTPA. Upon approval, candidates can substitute in their student teaching classroom only.

Cooperating Teacher Stipends

Per agreement with each school district, Pacific Lutheran University will provide a cooperating teacher stipend of no less than \$200 for each full-time student teaching assignment. Cooperating teachers will receive a Check Request Form in the mail near the end of the student teaching term. Forms should be completed, signed and returned as directed. Please follow timelines as PLU's budget year finishes on May 31st which is before the end of a district's school year.

MAE Assessment Forms Timeline:

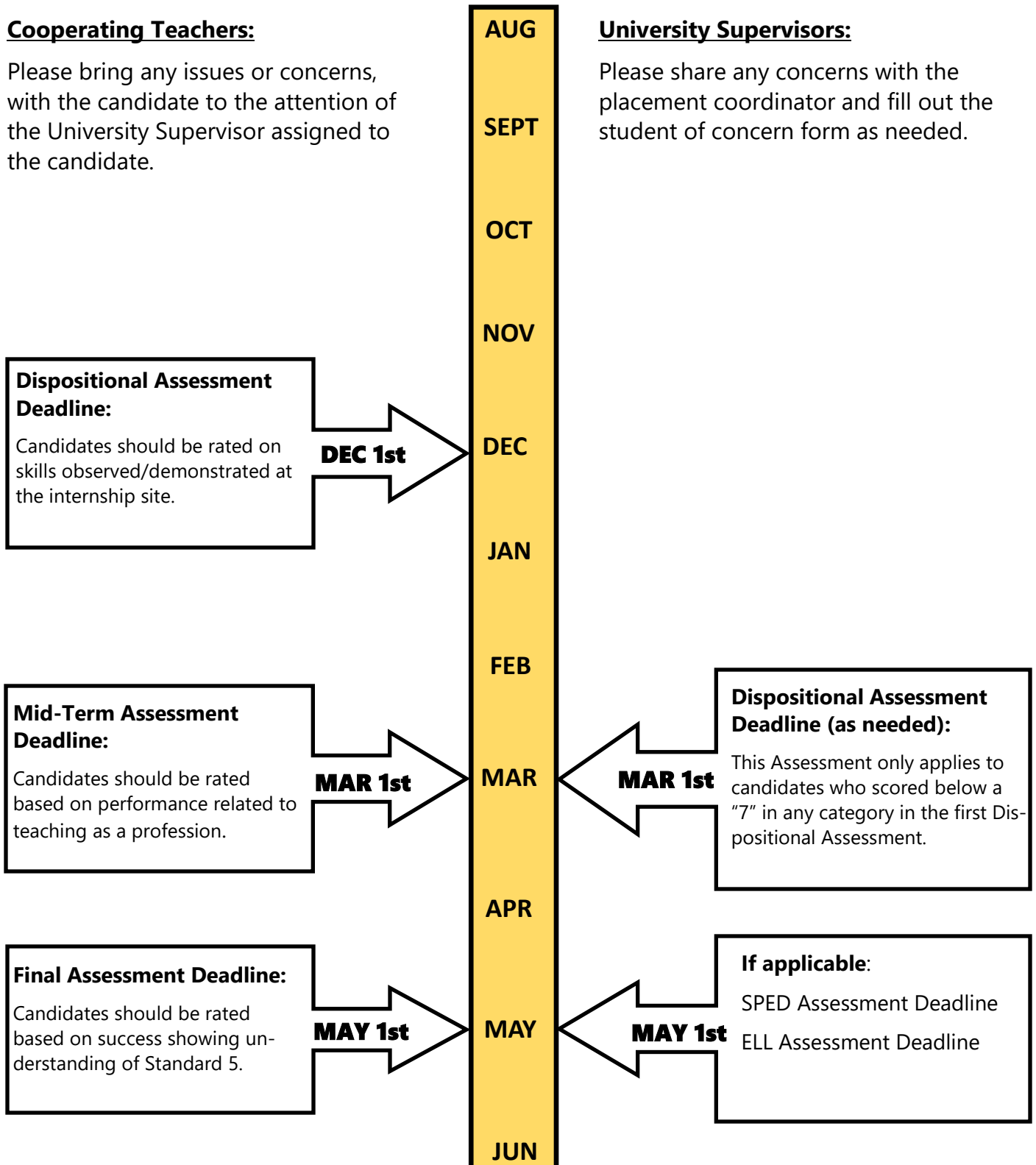
Please view the following timeline to ensure forms and assessments are completed for all Masters of Arts in Education candidates and turned into the Education Department when they are due. All forms are to be submitted here: <https://www.plu.edu/education/home/university-field-supervisors/>

Cooperating Teachers:

Please bring any issues or concerns, with the candidate to the attention of the University Supervisor assigned to the candidate.

University Supervisors:

Please share any concerns with the placement coordinator and fill out the student of concern form as needed.





Dispositional Assessment

This assessment is to provide feedback to teacher candidates on how they are perceived in K-12 settings by cooperating teachers and university supervisors. The intent of the instrument is to make sure that candidates are fully aware of areas that need improvement to be successful teachers. Candidates should be compared to other teacher education students, not seasoned professionals within the schools.

Please score from 1-10 (unacceptable to exemplary) by circling the appropriate number.

Name of PLU Candidate:								Date:			
------------------------	--	--	--	--	--	--	--	-------	--	--	--

1-3: Not Acceptable			4-6: Emerging			7-9: Competent			10: Exceptional	
1. Demonstrates an earnest commitment to the profession of teaching										
1	2	3	4	5	6	7	8	9	10	Unable to Assess
2. Is open and willing to consider the views of professional colleagues in the school										
1	2	3	4	5	6	7	8	9	10	Unable to Assess
3. Communicates clearly, effectively, and professionally with professional colleagues										
1	2	3	4	5	6	7	8	9	10	Unable to Assess
4. Communicates clearly, effectively, and professionally with students										
1	2	3	4	5	6	7	8	9	10	Unable to Assess
5. Wears appropriate professional/"teaching" attire										
1	2	3	4	5	6	7	8	9	10	Unable to Assess
6. Demonstrates a respect for diverse cultures, identities, and abilities										
1	2	3	4	5	6	7	8	9	10	Unable to Assess
7. Seeks opportunities to work with all children in a classroom										
1	2	3	4	5	6	7	8	9	10	Unable to Assess
8. Collaborates with colleagues in a respectful manner										
1	2	3	4	5	6	7	8	9	10	Unable to Assess
9. Is willing to listen to constructive feedback and make recommended changes										
1	2	3	4	5	6	7	8	9	10	Unable to Assess
10. Is punctual and attentive in their fieldwork										
1	2	3	4	5	6	7	8	9	10	Unable to Assess
11. Is prepared for any activity that is asked of them during their field work										
1	2	3	4	5	6	7	8	9	10	Unable to Assess
12. Demonstrates initiative in the classroom										
1	2	3	4	5	6	7	8	9	10	Unable to Assess
Additional Comments:										
Name (of person completing assessment):						Please Check One:				
						<input type="checkbox"/> Cooperating/Mentor Teacher <input type="checkbox"/> University Supervisor				



Student Teacher Mid-Term Field Assessment

Candidate: _____ Date: _____

Name of Person Completing Form: _____

PLEASE ASSESS ACCORDING TO THE FOLLOWING KEY:

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

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

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

Unable to assess at this time (X)

TEACHING AS A PROFESSION

Skill (observed or articulated):	Rating:	Feedback:
Interest in Teaching Pupils: Demonstrates an attitude of care and a commitment to the growth and development of all students.	1 2 3 4 X	
Professionalism: Demonstrates respect for students, colleagues and the profession through attention to one's manner, dress, speech, attendance, and promptness.	1 2 3 4 X	
Flexibility: Demonstrates ability to quickly adjust and make changes to plans and in implementation.	1 2 3 4 X	
Classroom Management: Demonstrates leadership within the physical and human environment of the classroom in a way that promotes student self-discipline and learning.	1 2 3 4 X	
Time Management: Organizes time and materials. Prioritizes tasks, can perform and supervise several tasks at once.	1 2 3 4 X	
Reflective Practitioner: Regularly evaluates the effects of his/her teaching through feedback and reflection.	1 2 3 4 X	

EFFECTIVE TEACHING

Skill (observed or articulated):	Rating:	Feedback:
Planning: Lesson plans are written and shared with Supervisor and Cooperating teacher prior to teaching. Plans take into account students' prior knowledge, interests, and cultural background and are developmentally appropriate.	1 2 3 4 X	
Instruction: Engages students with a variety of instructional strategies and applies principles of differentiated instruction.	1 2 3 4 X	
Assessment: Uses formal and informal assessments to understand all students' progress toward the standards/target. Adjusts instructions based upon assessment results.	1 2 3 4 X	

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



Student Teacher Final Field Assessment

Candidate: _____ Date: _____

Name of Person Completing Form: _____

PLEASE ASSESS ACCORDING TO THE FOLLOWING KEY:

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

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

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

Unable to assess at this time (X)

GENERAL PROFESSIONAL CHARACTERISTICS

Skill (observed or articulated):	Rating:	Feedback:
Classroom management and discipline: Demonstrates leadership within the physical and human environment of the classroom in a way that promotes student self-discipline and learning.	1 2 3 4 X	
Understands school culture: Demonstrates an understanding of the school policy in relationship to student behavior.	1 2 3 4 X	
Interest in teaching pupils: Demonstrates an attitude of care and a commitment to the growth and development of all students.	1 2 3 4 X	
Professionalism: Demonstrates respect for students, colleagues and the profession through attention to one's manner, dress, speech, attendance and promptness.	1 2 3 4 X	
Personal preparation and scholarship: Demonstrates an understanding of and ability to use theories and research to improve learning for all students.	1 2 3 4 X	

EFFECTIVE TEACHING

Skill (observed or articulated):	Rating:	Feedback:
Uses multiple instructional strategies, including the principles of second language acquisition, to address student academic language ability levels and cultural and linguistic backgrounds.	1 2 3 4 X	
Applies 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.	1 2 3 4 X	
Uses standards-based assessment that is systematically analyzed using multiple formative, summative, and self-assessment strategies to monitor and improve instruction.	1 2 3 4 X	
Implements classroom/school centered instruction, including sheltered instruction that is connected to communities within the	1 2 3 4 X	

SAMPLE ONLY – ALL FORMS TO BE COMPLETED ELECTRONICALLY

classroom and the school, and includes knowledge and skills for working with others.		
Plans and/or adapts standards-based curricula that are personalized to the diverse needs of each student.	1 2 3 4 X	
Aligns instruction to the learning standards and outcomes so all students know the learning targets and their progress toward meeting them.	1 2 3 4 X	
Plans and/or adapts 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.	1 2 3 4 X	
Prepares students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.	1 2 3 4 X	
Plans and/or adapts learner centered curricula that engage students in a variety of culturally responsive, developmentally, and age appropriate strategies.	1 2 3 4 X	
Uses technology that is effectively integrated to create technologically proficient learners.	1 2 3 4 X	
Informs, involves, and collaborates with families/neighborhoods, and communities in each student's educational process, including using information about student cultural identity, achievement and performance.	1 2 3 4 X	
Develop a reflective, collaborative, professional growth-centered practice through regularly evaluating the effects of his/her teaching through feedback and reflection.	1 2 3 4 X	
Participates collaboratively and professionally in school activities and uses appropriate and respectful verbal and written communication.	1 2 3 4 X	
Demonstrates knowledge of professional, legal, and ethical responsibilities and policies.	1 2 3 4 X	

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



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

CONTINUING EDUCATION CREDIT HOURS (CLOCK HOURS) SUPERVISOR OF TRAINING

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

WAC 181-85-033(3)

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

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

SECTION I

TO BE COMPLETED BY APPLICANT

1. NAME LAST FIRST MIDDLE	MAIDEN/FORMER NAME
2. ADDRESS	3. DATE OF BIRTH
CITY/STATE/ZIP	4. SOCIAL SECURITY NUMBER (optional)
5. TELEPHONE: BUSINESS () HOME ()	6. E-MAIL
8. PERIOD DURING WHICH CLOCK HOURS WERE EARNED: _____ TO _____ <input type="checkbox"/> "Supervisor" (per WAC 181-85-033(3)) for _____ continuing education credits (clock hours) (not more than 30 per school year)	
I, _____, certify (or declare) under penalty of perjury under the laws of the State of Washington that the foregoing is true and correct. The intentional misrepresentation of a material fact in this form subjects the holder to revocation of his/her certificate pursuant to chapter 181-85 WAC.	
Original Signature of Participant	Date

SECTION II

TO BE COMPLETED BY INSTITUTION/EMPLOYER

This statement MUST be prepared by the college/school district/approved private school/agency authorized to verify continuing education credit hours (clock hours) per WAC 181-85-033, as claimed by the applicant in Section I item #8 above. When signed by the authorized institution/employer, this form serves as verification that the person listed in Section I completed the requirement or provided documentation for the clock hours as claimed. Stamped signatures MUST be initialed by the individual using the stamp. Please give this form, with Section II completed, directly to the applicant.

NAME OF INSTITUTION/EMPLOYER Pacific Lutheran University		DATE
ADDRESS 12180 Park Ave S		CITY/STATE/ZIP Tacoma, WA 98447
TELEPHONE 253.535.7272		
NAME (PRINTED)	SIGNATURE AND TITLE (Employer/Designee)	E-MAIL educ@plu.edu

Student Teaching Post-EdTPA Planning Document

After completing the edTPA, candidates will phase out of full-responsibility student teaching. However, candidates will remain in the field full-time through the end of the PLU spring semester providing candidates a wonderful opportunity to gain additional experiences in the school setting.

Candidates, cooperating teachers, and university supervisors, please use this document to help plan post edTPA activities for candidates. Possible activities might include teaching in another classroom (second endorsement; SPED, ELL), assisting in a program (ex. SPED, ELL, preschool), observing other grade level or content area teachers, working with instructional facilitators, interviewing the principal or program directors, etc.

Candidate: _____ Supervisor: _____

Cooperating Teacher: _____

[illegible]