

School of Education and Kinesiology

2020-2021

Alternative Routes for Certification (ARC)

Student Teaching Handbook

Table of Contents

Introduction & Administration	2
Timeline	3-4
Dates for Student Teaching	5
Practicum & Student Teaching Overview	6
Candidate Expectations & Responsibilities	7
University Supervisor Expectations & Responsibilities	8
Mentor Teacher Expectations & Responsibilities	9
Other Student Teaching Procedures	10
Grades for Student Teaching	10
Failed Placement	10
Intern Substitute Certificate	10
Holidays and Breaks	11
Absences	11
edTPA	11
Student Teaching Best Practices	11

Alternative Routes to Certification Program (ARC)

Introduction

The information contained in this handbook pertains to the supervision and field-based mentoring of candidates within the PLU Alternative Routes to Certification (ARC) 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.

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Student Teaching Timeline

The Alternative Routes to Certification (ARC) program is designed for students who have already earned an undergraduate degree, bring prior experience in schools or content expertise from a career, and are seeking certification. The program runs for one year, beginning in June, provides the foundational tools to become an effective educator, and is heavily, but not entirely, based in the field. Candidates are expected to be in the field all day, everyday; however, teaching schedules will vary depending upon the candidate's route.

Route 2: Designed for current classified staff who hold a minimum of a bachelor's degree. Route 2 candidates will continue their work as paraeducators. Throughout the year, the candidate will periodically assume the planning and teaching responsibilities including a sustained period in the spring.

Route 3: Designed for individuals with subject-matter expertise (e.g. career changers). Route 3 candidates will be placed in the classroom of a mentor teacher. The internship is full time in the school from the start of the K12 school year and will extend into the spring. Exact conclusion date is based on individual candidate performance and progress. In general Route 3 candidates will begin with observation and move quickly to co-teaching and eventually assume full responsibility teaching.

Route 4: Designed for individuals teaching with conditional certificates employed by a district. Route 4 candidates serve as the teacher of record. The mentor teacher will either be an experienced teacher in the building or full-time released mentor part of the district's beginning teacher support system.

All candidates will be assigned a University Supervisor who will provide support and feedback to the candidate in the field. Supervisors also complete formal observations and assessments of the candidate's teaching practice on behalf of PLU. Supervisors will conduct at least 7 visits over the course of the year.

All candidates are also assigned a mentor teacher to assist and guide them through the program. For route 4 candidates, this person may be a district beginning teacher mentor. Mentors for routes 2 and 3 candidates will be the teacher that they are primarily assigned to work with.

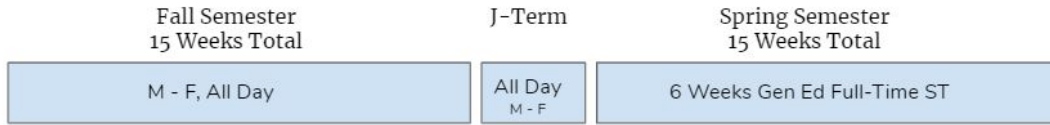
It is the role of the mentor teacher to observe the candidate formally and informally as well as conduct regular consultation. Continuous feedback is a necessary component of learning. It is expected that the candidate will maintain a folder or notebook of all observations and assessments.

During a candidate's full time teaching experience, he or she will need to complete the Teacher Performance Assessment (edTPA). The edTPA is a comprehensive written and videotaped performance assessment of teacher skills required for certification by the State of Washington. Candidates are not permitted to begin their edTPA until after January 31st.

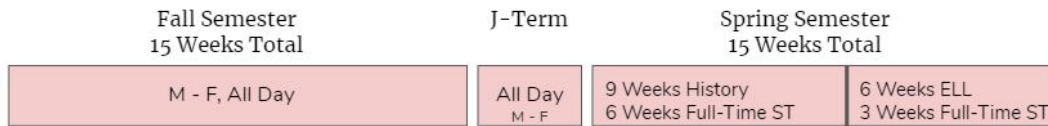
ARC Student Teaching Timeline

6 and 3 are the magic numbers for ARC

One Endorsement



Two Endorsements



Dates for Full-Responsibility Student Teaching

Students begin full-time student teaching on February 8, 2021. Below is a suggested schedule for Dual Endorsement and Single Endorsement student teaching. These dates are flexible. For example, if it works better for a SPED student to begin student teaching with the Gen Ed mentor teacher, the dates can be switched. What is important about the timeline is that mentor teachers and teacher candidates are communicating about the schedule.

Sample Dual Endorsement Schedule - 15 Weeks Total:

Endorsement 1: Weeks 1-2 -- February 8 - 19: In the classroom full-time, assuming more classroom responsibility

Endorsement 1: Weeks 3-8 -- February 22 - April 2: Candidates assume full-responsibility teaching role

Endorsement 1: Week 9 -- April 5-9: Candidates will begin to phase out of teaching responsibilities to allow Mentor Teacher a smooth transition back. Each week candidates will reduce the number of classes or subjects they are teaching (typically reducing by one class/subject per week).

Endorsement 2: Week 10 -- April 12 - 16: In second classroom full-time, assuming more classroom responsibility

Endorsement 2: Weeks 11-13 -- April 19 - May 7: Candidates assume full-responsibility teaching role

Endorsement 2: Weeks 14-15 -- May 10 - 21: Candidates will begin to phase out of teaching responsibilities to allow Mentor Teacher a smooth transition back. Each week candidates will reduce the number of classes or subjects they are teaching (typically reducing by one class/subject per week).

Sample Single Endorsement Schedule - 15 Weeks Total:

Weeks 1-3 -- February 8 - February 26: In the classroom full-time, assuming more classroom responsibility

Weeks 4-10 -- March 1 - April 16: Candidates assume full-responsibility teaching role

Weeks 11-15 -- April 19 - May 21: Candidates will begin to phase out of teaching responsibilities to allow Mentor Teacher a smooth transition back. Each week candidates will reduce the number of classes or subjects they are teaching (typically reducing by one class/subject per week).

ARC Student Teaching 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, 2021.
- In general candidates will spend all day Monday - Friday in the field.
- Candidates are expected to arrive at the same time as the mentor teacher/contract start time.
- 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 interactions which includes a goal-setting conference and video observation.
- For Route 3, candidates will assume increasing responsibility over the course of the semester. Route 2 and 4 perform job duties as described by the district.
- Dispositional assessments will be completed by the supervisor and cooperating teacher.

Spring: Full-Responsibility Teaching

- Although candidates will be in the placement full-time beginning on February 8, they do not need to assume full-responsibility right away. Rather, candidates will gradually assume more responsibility until they take complete responsibility of planning, teaching, classroom management, and other duties. This includes preparing for all classes, grading, communication with parents and staff, as well as being involved in activities of the school.
- University supervisors will schedule a minimum of 4 structured observations.
- Candidates will complete the edTPA.
- A Mid-Term Assessment will be completed by the supervisor and mentor teacher. Feedback should be shared with candidates during a meeting with the cooperating teacher and/or supervisor in order to help the candidate strengths and areas for improvement.
- A Final Assessment Conference will occur with the teacher candidate, mentor teacher, and university supervisor. Each will complete a final assessment before the conference and the triad will come to an agreement on final assessment scores.

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 6-7 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 mentor 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.
- Contact the mentor teacher, school, and university supervisor (if requested) 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.
- During spring internship 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, mentor teachers, and the School of Education and Kinesiology. Supervisors are expected to conduct two “interactions” in the fall and five “interactions” 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 conclusion of student teaching, 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 interactions** over the year:
 - Fall:
 - One Teaching Video with Collaborative Conversation Feedback
 - One Conference for Goal-Setting and Self-Reflection with MT
 - Spring:
 - Four Structured Classroom Observations with Collaborative Conversation Feedback
 - One Final Evaluation Conference with MT
- 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 assessment forms in a timely manner.
- If requested, complete a letter of recommendation for the candidate.

Mentor Teacher Expectations & Responsibilities

The mentor teacher (sometimes called 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.

Below are the primary responsibilities of the Mentor Teacher:

- 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. 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 lessons 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 in a timely manner.
- If requested, complete a letter of recommendation for the candidate.

Other Student Teaching Procedures

Grades for Student Teaching

Student teaching is graded on a Pass/Fail basis. A “Pass” is based on the assessments completed by your University Supervisor and Mentor Teacher. A “Fail” will be discussed with the candidate, supervisor, Mentor Teacher, Field Placement Coordinator, and Associate Dean to determine possible next steps.

Failed Placements

There are two types of failed placements: requested changes and unsatisfactory progress.

Requesting a Change in Field Placement

We work carefully to make field placements for candidates that honor candidate preferences while working within the context of available placements in our partner districts. Candidates should strive to build a collaborative relationship with mentor teachers and recognize their willingness to support new teacher development.

You may have different management or teaching styles from your mentor teacher. We understand that this can be frustrating, but please know that you can learn from a variety of approaches and styles. Changes to placement are only made in extreme situations. Please consult with your supervisor if you are uncertain about your situation. A requested mid-program placement change is reviewed by the Field Placement Coordinator and Associate Dean prior to any change.

Unsatisfactory Progress

If a candidate does not make satisfactory progress toward demonstrating teaching skill and/or professional dispositions, it may result in a failed placement. Depending on the specific context and in consultation with the Field Placement Coordinator and University Supervisor, the Associate Dean may determine that a second placement for further growth is warranted. Two failed placements will result in removal from the program and/or no recommendation for certification.

Intern Substitute Certificates

All requests for Intern Substitute Certificates must be initiated through the Coordinator of Field Placement. PLU’s policy regarding the approval of Intern Substitute Certificates is as follows: candidates must have successfully completed their student teaching experience and submitted the edTPA. Upon approval, candidates can substitute in their

student teaching classroom only.

Holidays and Breaks

All 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. 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 timeline below is a general overview of what to expect for your planning purposes. The main idea here is that the candidate has appropriate time to move smoothly from dependence to independence as a teacher.

Absences

All teacher candidates are expected to fulfill the required number of days/weeks of their student teaching internship. If a teacher candidate is going to be late or miss a day, he/she/they must notify the schools office and Mentor Teacher. Some University Supervisors also request to be informed. If extenuating circumstances occur, the Associate Dean, Field Placement Coordinator, University Supervisor and Mentor Teacher will meet to discuss extending the internship (this results in a grade of "I" for in progress). Excessive absences will result in an extension of the student teaching internship, removal from the program and/or no recommendation for certification.

EdTPA

During a candidate's full time teaching experience, he/she/they 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.

Student Teaching Best Practices

Route 3 Teacher Candidates:

- May not participate in any job actions (strikes or picketing)
- May not administer or witness corporal punishment
- May not transport any student in their own vehicle
- May not visit students in their homes or in private
- Should always conference with students in an open, visible, and easily accessible place
- May not take any unsupervised responsibility for extracurricular events or activities, including school-sponsored trips