

Department of Education  
School of Professional Studies

2022-23

Alternative Routes for Certification (ARC)

University Supervisor &  
Mentor Teacher Handbook

# Table of Contents

Introduction & Administration	3
Timeline	4-5
Dates for Student Teaching	6
Practicum & Student Teaching Overview	7
Candidate Expectations & Responsibilities	8
University Supervisor Expectations & Responsibilities	9
Mentor Teacher Expectations & Responsibilities	10
Assessment Form Instructions	11
Clock Hours for Cooperating Teachers	12
Intern Substitute Certificate	12
Cooperating Teacher Stipends	12

## 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 Alternative Routes for Certification (ARC) program.

Abbreviations used throughout this document are:

TC: Teacher Candidate      MT: Mentor Teacher      US: University Supervisor

## Administration

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

Education Department: 253.535.7272

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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.

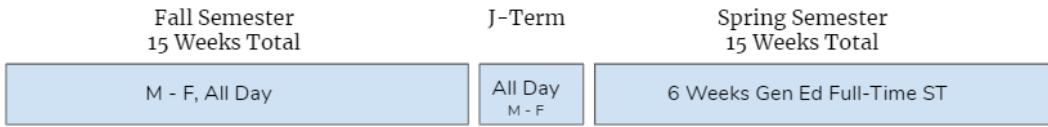
All candidates are also assigned a mentor teacher to assist and guide them through the program. For route 4 candidates, this person may be a district beginning teacher mentor. Mentors for routes 2 and 3 candidates will be the teacher that they are primarily assigned to work with.

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.

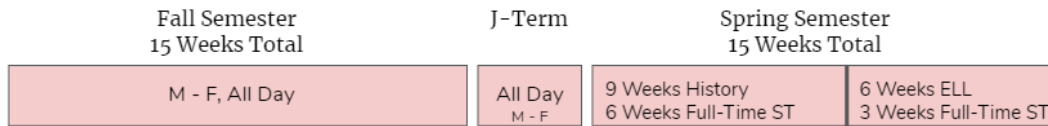
# ARC Student Teaching Timeline

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 (SPED) Schedule - 15 Weeks Total:

**SPED: Weeks 1-2 -- February 6 - 17:** In the classroom full-time, assuming more classroom responsibility

**SPED: Weeks 3-8 -- February 20 - March 31:** Candidates assume full-responsibility teaching role

**SPED: Week 9 -- April 3 - 7:** 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).

**GEN ED: Week 10 -- April 10 - 14:** In second classroom full-time, assuming more classroom responsibility

**GEN ED: Weeks 11-13 -- April 17 - May 5:** Candidates assume full-responsibility teaching role

**GEN ED: Weeks 14-15 -- May 8 - 19:** 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 6 - February 24:** In the classroom full-time, assuming more classroom responsibility

**Weeks 4-10 -- February 27 - April 21:** Candidates assume full-responsibility teaching role

**Weeks 11-15 -- April 24 - May 19:** 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.
- Route 2 and 4 candidates are in district assigned roles. Route 3 candidates have a flexible schedule and may spend only Tuesdays, Wednesdays, and Fridays in the field
- Route 3 candidates are expected to arrive at the same time as the mentor teacher/contract start time.
- All 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 in-person interactions which includes a meet-and-greet conference and formal 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

- Route 2 single endorsement candidates must complete 6 weeks of student teaching sometime between February 6, 2023 and May 19, 2023.
- Route 2 dual endorsement candidates must complete 6 weeks in Endorsement 1 and 3 weeks in Endorsement 2 sometime between February 6, 2023 and May 19, 2023.
- Route 3 single endorsement candidates must complete 8 weeks of student teaching sometime between February 6, 2023 and May 19, 2023.
- Route 3 dual endorsement candidates must complete 6 weeks in Endorsement 1 and 3 weeks in Endorsement 2 sometime between February 6, 2023 and May 19, 2023.
- Route 4 candidates are teachers-of-record and do not need to complete a time designated as “student teaching.”
- Although candidates will be in the placement full-time beginning on February 6, 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.
- A Mid-Term Assessment will be completed by the supervisor and mentor teacher. Feedback should be shared with candidates by 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 6-8 weeks of full-time full responsibility teaching during the Spring Semester, depending on endorsement.

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.
- 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.
- 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 Department of Education. Supervisors will conduct in-person observations throughout the school year. Other communication, such as phone calls, emails, and meetings are encouraged.

During site visits, the university supervisor will observe the candidate's teaching, and provide feedback on his or her progress. 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 in-person interactions** over the year, four email or phone connections:
  - Fall:
    - One Meet-and-Greet with MT (if MT is assigned during fall)
    - One Structured Observation
    - Two email or phone connections
  - Spring:
    - Four to seven Structured Classroom Observations
    - Two email or phone connections
    - 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.
- Submit all assessment forms in a timely manner.
- If requested, complete a letter of recommendation for the candidate.

## Cooperating 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.

# Assessment Form 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.

## Due Dates for Assessments

1. Dispositional Assessment
  - Complete by December 15th (All candidates)
  - 2nd submission for candidates who received a score below a 7 on any area - March 10th
2. Mid-Year Assessment
  - Mid-March (All candidates)
3. Structured Observations - UNIVERSITY SUPERVISORS ONLY
  - As completed (All candidates) - At least one before Mid-Year Assessment and one before Final Evaluation Conference, more if needed
4. Final Evaluation Conference with TC, US, and MT
  - Before May 5, 2023 (All candidates)
  - Final Evaluation form submitted by University Supervisor, reflects agreed-upon scores from conference

## **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 the form, 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. 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 \$400 for each full-time student teaching assignment. Dual placements (such as SPED or ELL) will receive a \$300 stipend. 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.

# FYI: 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.

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## 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. Days missed must be made up. 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.

## Student Teaching Best Practices

### 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