



**the evergreen
state college**

Master in Teaching (MiT) Program

Student Teaching Handbook

*Section I: Guidelines for the Teacher Candidate, Mentor
Teacher and College Faculty*

Revised July 2016

This information is also available online <http://www.evergreen.edu/mit/student-teaching.htm>

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Introduction

The *Student Teaching Handbook* for the Master in Teaching (MiT) program at The Evergreen State College describes the policies, procedures, and forms that guide the student teaching experiences that occur in Year 2 of the MiT program. This Handbook has been developed and refined over many years, based on feedback from K-12 teachers and administrators and the collective experience of the MiT faculty and teacher candidates. The Handbook is published in two parts. Section 1 includes background information about the MiT Program as well as the core student teaching expectations. Section 2 of the Handbook contains student teaching performance rubrics and related information.

Conceptual Framework and Program Themes

The Master in Teaching (MiT) program faculty believe the MiT program's success lies as much in the learning processes used to investigate the content as it does in the content itself. Though particular subject matter content is taught, the processes are also "content". Community building, seminars, collaborative learning, group problem solving, extensive field experiences and critical and reflective thinking are not just ideas MiT candidates read about and are then directed to use when they teach. Rather, these are the processes used daily in the program to help teacher candidates learn to become skilled, competent professionals who can assume leadership roles in curriculum development, child advocacy, assessment, cultural competency, and anti-bias work. The MiT program is centered on the exploration of how public education might meet the needs of the diverse groups of people who live in this democracy. The program examines what it means to base teacher education and public education on multicultural, democratic and developmental perspectives and how evidence-based assessment can promote these values. Using an interdisciplinary approach, the following three major themes inform both the content and associated processes of the program throughout MiT curriculum.

Social Justice and Multicultural Theory and Practice

We construct curriculum based on Evergreen's strong commitment to diversity because we believe that both teaching and learning must draw from many perspectives and include a multiplicity of ideas. Rather than erasing or marginalizing differences, we examine and consciously act on differences such as ethnicity, race, class, gender, culture, religion, language, ability and sexual identity. We expose Master in Teaching candidates to the consequences of their multicultural encapsulation to assist them in developing critical consciousness. Future teachers must provide K-12 students with culturally responsive, equitable learning experiences, and opportunities to develop critical consciousness.

Democracy and Schooling

We believe democracy is a multi-dimensional concept. We guide teacher candidates toward professional action and reflection on the implications of the teacher's role in enacting a) democratic classroom learning environments that are learner-centered and collaborative and that empower student voices; and b) democratic, school-based decision-making that is inclusive of parents, community members, school personnel and students. We analyze schooling in relationship to the structures of power and privilege and what it means to work and learn in a democracy operating within a state-supported, advanced capitalist economy. We help candidates to understand the evolution of our current democracy and to critique practices that exclude particular groups from equitable participation in society.

Developmentally and Socio-culturally Appropriate Teaching and Learning

We know that no single instructional model or limited set of teaching methods fully responds to the complex, culturally situated, cognitive processes associated with learning. Student competence is located in cultural practices. Our curriculum reflects the varied cultural, social, emotional, physiological and cognitive growth processes that shape how children and youth receive, construct, interpret and act on their experiences. We believe instruction must be built on assessing students' prior knowledge and interests and their communities' funds of knowledge. From this foundation, teachers need to develop culturally relevant, interdisciplinary, developmentally appropriate curriculum that invites active engagement and expands learner interests.

Program Structure

The MiT program reflects the Evergreen coordinated studies model; the curriculum is organized around themes or questions. An interdisciplinary team of three faculty and a cohort of teacher candidates join together in a community of learners to pursue inquiry into the curricular themes. This approach removes traditional course constraints and facilitates a flexible, intensive schedule that creates a climate in which interactive learning may occur. Competition among candidates is de-emphasized and collaboration encouraged; ranking of candidates or faculty is absent. Candidate input is highly valued. Faculty members are facilitators of learning and co-learners with candidates as well as experts. Seminars on readings, extensive field experiences, coursework related to content pedagogies and assessment, professional development, and the State of Washington Education and Accreditation Standards are central components of this coordinated studies model.

The MiT program at Evergreen is a full-time, six-quarter, two-year professional teacher preparation program leading to the MiT Degree and residency teacher certification in the State of Washington. Candidates may not carry other academic credit during the six program quarters and are urged to avoid outside employment during the two quarters of full-time, daily student teaching. The program interrelates theory and practice by including two full quarters of student teaching and substantial field experiences. During the first year of the program, approximately one-fourth of program time is spent in the field observing and working with students and the remaining time is devoted to on-campus seminars, workshops and lectures. During the second year, nearly 70 percent of MiT candidate time is allocated to direct involvement in K-12 schools.

Student Teaching Experiences

Each MiT teacher candidate participates in *two full-time* student teaching experiences for a total of 20 weeks. Consistent with our goals for graduate-level teacher preparation, an interim quarter is provided between the two student teaching assignments for professional reflection, attention to professional development topics, continued preparation for classroom teaching and development of the *Professional Growth Plan*.

In most cases the two placements are at different grade levels and in different schools so that the MiT graduate will have a well-rounded exposure to teaching in her/his particular subject endorsement area(s) with a variety of public school students. MiT teacher candidates are placed in public school classrooms with mentor teachers who have been identified by school districts as appropriate mentors for teacher candidates. Most teacher candidates are placed in at least one experience with K-12 students dissimilar to their own backgrounds for purposes of enhancing equity pedagogies.

A Developmental Approach to Becoming a Teacher: Two Models

The student teaching assignment is a full-time, developmental experience in which the teacher candidate participates in a progressive series of teaching responsibilities. This may include working with individuals, small groups, and the whole class as well as team teaching and planning with the mentor. Within this context, Evergreen's MiT program uses two developmental models to support candidates' growth as teachers. In both models, careful attention is paid to helping the candidate develop the knowledge and skills necessary to effectively support the learning of K-12 students, including effective classroom management skills. Candidates develop their abilities through two, full-time student teaching experiences, each of which lasts 10 weeks.

In the first model, candidates eventually assume full, solo responsibility for planning, instruction, assessment, and classroom management *for a minimum of three weeks in each of the two, 10-week student teaching placements*. When the candidate assumes full responsibility, the mentor is in the building and in the classroom when she/he intends to observe and provide feedback to the candidate.

In the second model, co-teaching, the candidate eventually assumes the lead role in the mentor-candidate team in planning, instruction, assessment, and classroom management *for a minimum of three weeks of the 10-week experience*. The mentor remains in the classroom providing support to small groups or individual students using the co-teaching strategies described later in this section.

Model 1

After a progressive series of successful classroom planning, teaching and management responsibilities, the teacher candidate assumes solo teaching responsibilities. Solo teaching requires the teacher candidate to assume the full-time assessment, planning, teaching, and management responsibilities of the mentor teacher for a minimum of three consecutive weeks of each full-time student teaching assignment.

The candidate is expected to continuously take into account the contexts in which the students are learning (classroom, school, family, and community) as well as pre-, formative, and summative assessment information as she/he develops lesson plans and learning opportunities. The candidate is expected to follow the developmental procedures for planning, writing, and implementing lessons as outlined below. Taking into account the experiences and abilities of each teacher candidate as she/he enters the second student teaching assignment in the spring quarter, the outlined time frame below may be modified.

1. During weeks one and two of the assignment, the teacher candidate plans with the mentor teacher and works with individuals, small groups, and the whole class as appropriate.
2. During weeks three and four, the elementary school teacher candidate takes responsibility for 2-3 days of the week's assessment, planning, teaching, and management responsibilities or for half days for those weeks. The middle and high school teacher candidate takes on those same responsibilities for two or three periods a day. The candidate consults with the mentor and must provide the mentor with lesson plans or lesson plan outlines for feedback on the Friday *prior* to teaching.
3. During week four, five, or six, the teacher candidate assumes independent responsibility for the entire week for assessing, planning, teaching, and management. The candidate must consult with the mentor as she/he plans and then submit plans or outlines of plans to the mentor the Friday prior to the week the plans will be implemented unless the mentor designates a different schedule.
4. During the remaining weeks of the assignment, the teacher candidate continues to plan independently (including plans for assessment, teaching, and management), following an approved deadline procedure for review of plans.
5. If possible, the candidate should gradually taper off her/his involvement in assessing, planning, teaching, and management and be provided with time the last week of the quarter to visit other classrooms and schools.

Model 2 – Co-Teaching

Evergreen’s MiT program, like many teacher preparation programs in the state, also uses a co-teaching model of student teaching. The intention behind this model is that public school students, teacher candidates, and mentor teachers will all benefit from a *continuous* collaborative planning and teaching relationship between the candidate and the mentor. *Mentors and candidates who agree to use the co-teaching model also agree to attend a training workshop before student teaching begins, follow the guidelines, and employ the co-teaching strategies described in this section.*

St. Cloud University has conducted extensive research about the efficacy of co-teaching. Based on their research and MiT’s experiences with the co-teaching model, we are implementing the model as described below. Though the mentor teacher remains in the classroom co-teaching with the teacher candidate for the entire quarter, the *teacher candidate eventually assumes the lead role in the relationship and maintains that role for at least three consecutive weeks*. Before student teaching begins, the MiT faculty supervisor, mentor teacher, and teacher candidate discuss and agree on a timeline that allows the candidate to progressively assume leadership in the co-planning and co-teaching relationship. A sample progression may be:

1. For the first two to three weeks, the mentor teacher takes the lead in co-planning, modeling, and co-teaching with the candidate engaging in one or more of the teaching strategies described below.
2. For the next two weeks, the mentor and candidate work together to co-plan (including plans for assessment and classroom management) and co-teach using the team teaching strategies described below.
3. The teacher candidate then takes the lead *for a minimum of three weeks* in the planning and co-teaching with the mentor engaging in one or more of the co-teaching strategies described. When the candidate is the lead teacher, she/he is responsible for assessment, collaborative planning, organizing the teaching responsibilities for herself/himself and the other adults in the room, family involvement, classroom management, and interface with the rest of the school. The teacher candidate in the leadership role provides the candidate with an important developmental opportunity, roughly equivalent to solo teaching in the traditional student teaching model.
4. The mentor and candidate decide on the appropriate division of responsibilities for the weeks remaining in the quarter. If possible, the candidate should be provided the opportunity to visit other classrooms and schools in the last week of the assignment.

The information provided by St. Cloud University describes what co-teaching is and is not, and defines a range of teaching strategies that could be used by the teacher candidate and mentor teacher. To implement this model, the mentor teacher, teacher candidate, and college faculty work collaboratively to select the teaching strategies that will be implemented to meet:

- the needs of the students, staff, and school,
- MiT’s requirements for lesson planning, and,
- requirements necessary for candidates to reach standard on the *Student Teaching Rubric* and the *State of Washington Teacher Performance Assessment* (please see Section II of the *Student Teaching Handbook – Assessment Guide*).

Co-Teaching: What and How

Co-teaching is defined as two teachers working together with groups of students and sharing the planning, organization, delivery and assessment of instruction and physical space.

What co-teaching is NOT:

- One person teaching one subject followed by another who teaches a different subject
- One person teaching one subject while another person prepares instructional materials at the Xerox machine or corrects student papers in the teachers' lounge
- One person teaching while the other sits and watches
- When one person's ideas prevail regarding what will be taught and how it will be taught
- When someone is simply assigned to act as a tutor

Co-Teaching Strategies – How to Shape the Co-Teaching Experience

Team Teaching – well-planned, team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction and are free to interject information and are available to assist students and answer questions.

One Teach, One Observe – One teacher has primary instructional responsibility for a particular segment of instruction while the other gathers specific observational information on students or the (instructing) teacher

One Teach, One Drift – One teacher has primary instructional responsibility for a particular segment of instruction while the other teacher assists students with their work, monitors behaviors or corrects assignments

Station Teaching – The co-teaching pair divide the instructional content into parts – each teacher instructs one of the groups. The groups then rotate or spend a designated amount of time at each station. Often an independent station will be used.

Parallel Teaching – Each teacher instructs half of the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit is the reduction of the student to teacher ratio.

Supplemental Teaching – This strategy allows one teacher to work with students at their expected grade level while the co-teacher works with those students who need the information and/or materials extended or remediated.

Alternative/Differentiated Teaching – Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the avenue for getting there is different.

Role of the Teacher Candidate

Note: The outlined expectations below are intended as a focusing guide for MiT program teacher candidates and are complementary to the requirements for successful completion of the student teaching assignment contained throughout both sections of the *Student Teaching Handbook*.

Role of the Teacher Candidate as a Student

1. Participate in a MiT program orientation and planning meeting for teacher candidates prior to the beginning of Fall Quarter student teaching in mid-August.
2. Take responsibility for meeting all expectations described in the Student Teaching Handbook, Section 1 and 2, and become familiar with the assessment rubrics included in Section 2 of the Handbook.
3. Become acquainted with the school principal and school program (see “Orienting the Teacher Candidate to the Assigned School”).
4. Arrange a meeting with the mentor teacher and college faculty before or during the first week of the student teaching assignment. As part of this meeting, agree on specific ways the mentor will help you develop your classroom management skills.
5. Attend afternoon/evening seminars as scheduled by the college faculty.
6. Turn in teaching schedules to the college faculty as often as needed to keep him/her informed.
7. Write lesson plans for all lessons taught using appropriate criteria and formats, evaluate each lesson, and provide the college faculty with evaluated plans on a weekly basis after use or on the schedule identified by the faculty (see “Lesson Plan Components”).
8. Submit written lesson plans or outlines to the mentor teacher no later than the Friday before the plans will be implemented. If outlines are submitted, they must be revised to meet required components (see “Lesson Plan Components”) before teaching the lesson(s). Include the mentors’ feedback in the revised plans.
9. Create and maintain a Student Teaching Portfolio of all teaching plans (see “Lesson Plan Components” and “The Student Teaching Portfolio”).
10. Assist in planning frequent (daily if possible) conferences with the mentor teacher and assist in scheduling meetings with the college faculty at the student teaching site.
11. Produce a videotape of your own teaching by mid-quarter with an accompanying critique of the lesson following the guidelines specified by the college faculty.
12. Take and pass Washington’s required *Teacher Performance Assessment (edTPA)* during the fall quarter student teaching placement. If the assessment is not successfully passed, the candidate will follow the remediation steps listed on page 10 of this Handbook and then take and pass Washington’s required *Teacher Performance Assessment (edTPA)* during the spring quarter student teaching placement.
13. Complete required program assessments at the end of each quarter.
14. Complete required faculty and self-evaluation narrative assessments.

Role of Teacher Candidate as a Teacher

1. Participate in the school activities that are expected of a teacher. This includes being on site for at least the full teacher contract day (usually 30 minutes before and after school start/finish times), as well as attending staff meetings, committee meetings, and special school events.
2. Notify the school, the mentor teacher, and the college faculty the night before an absence. Provide lesson plans for the mentor teacher if you are to be teaching.
3. Become familiar with the school’s program, resources, and materials including uses of technology (see “Orienting the Teacher Candidate to the Assigned School”).
4. Assist the mentor teacher in fulfilling routine duties.
5. Determine the family, community, linguistic, and cultural contexts of your students. Use the information to involve families and students in planning and implementing culturally and linguistically appropriate learning experiences.

6. Plan, enact, and assess developmentally appropriate activities for children consistent with the course of study provided by the school district, Washington State Standards and the CCSS.
7. Provide permission letters for parents or guardians to video-tape students and to collect student work for the *edTPA*. Collect the letters, give them to the MiT Education Field Experience Officer, and ensure that only authorized students are included on videos and in student work collections.
8. Meet with the mentor teacher to establish a plan for the gradual assumption of teaching responsibilities and for the return of classes to the teacher toward the close of the assigned placement (see “A Developmental Approach to Becoming a Teacher”).
9. Collaborate and consult with the mentor teacher to obtain clearance for proposed lessons and activities.
10. For any assigned teaching, provide the mentor teacher with lesson plans prior to teaching so that a substitute teacher or the mentor teacher could, if necessary, enact the lesson plans. Use the mentor’s feedback to revise the plans before implementing.
11. Invite the mentor teacher to observe specific lessons on a regular basis for critical evaluation and feedback.
12. Invite the principal to observe during the quarter.
13. Critically evaluate classroom activities with the mentor teacher on a daily basis and with the college faculty after his/her classroom observations.
14. Hold in strict confidence information about children and youth and their families recorded in cumulative records or obtained from other sources.
15. Use materials belonging to the school or the mentor teacher with care, making sure that all such materials are returned promptly.
16. Maintain ethical and professional relationships with pupils, staff, and parents.
17. Maintain appropriate standards of dress and grooming.
18. Avoid using the phone, texting, or social media such as Facebook for personal reasons during the school day.

Role of the College Faculty

1. Become acquainted with the background of the teacher candidate he or she is supervising.
2. Become acquainted with the school principal and school program of the teacher candidate he or she is supervising. **Request an appointment with the principal** to discuss expectations for the teacher candidate and to provide her/him with the information folder prepared by the field placement officer.
3. Participate in a faculty-designed orientation and planning meeting for teacher candidates prior to the beginning of Fall Quarter student teaching. As part of the orientation, review all guidelines and requirements for state certification.
4. Visit the student teaching site to:
 - (a) convene a meeting with the mentor teacher by the end of the first week of the student teaching assignment in order to:
 - (1) facilitate a discussion of the candidate’s and mentor’s goals, ways to meet the goals, acceptable approaches to coaching, frequency and timing of coaching, and ways of providing and receiving feedback.
 - (2) emphasize the mentor teacher’s role in helping the candidate learn effective classroom management strategies.
 - (3) reinforce the importance of communicating any concerns to the college faculty.

(4) **provide an overview of the student teaching assessment rubrics, the state definitions of “student voice” and academic language, and the expectations of the *Teacher Performance Assessment (edTPA)*.**

(5) determine how the teacher candidate’s time will tentatively be allocated.

(6) respond to any concerns that may arise.

(b) supervise the teacher candidate for at least one entire instructional period at each of four observations.

(c) arrange for additional observations if the candidate experiences difficulties in any area.

(d) provide the teacher candidate with concrete pedagogical recommendations through conferences following each observation.

(e) collaborate with the mentor teacher, using the *MiT Student Teaching Assessment Rubric* as a foundation, to formatively and summatively evaluate the teacher candidate, including conducting the following meetings with the teacher candidate present:

(1) a non-binding, mid-assignment evaluation of the teacher candidate and

(2) a final assessment of the teacher candidate’s performance.

Each of these should be signed by all parties and returned to the MiT Education Field Experience Officer.

5. Visit the student teaching site during the quarter for:

a) an introductory meeting during week one (see items 2 & 4a above)

b) a minimum of 4 full lesson observations followed by post conference debriefing with the teacher candidate and, as necessary, with the mentor teacher (see items 4b, 4c, and 4d above)

c) two evaluation meetings: mid-term & final (see item 4e above)

6. Conduct weekly field seminars with assigned teacher candidates.

7. Meet with all college faculty supervisors in regular faculty seminars.

8. Write a warning letter to the teacher candidate after the mid-term evaluation if a candidate’s *MiT Student Teaching Rubric* ratings reveal significant weaknesses. The letter will state what disposition(s), knowledge, and/or skill(s) the candidate must improve in order to continue in the student teaching placement, offer specific suggestions, and provide an explicit timeline for improvement. If this letter is written to the candidate in fall quarter of student teaching, the letter will include a statement that when the disposition, knowledge, or skill reaches standard, the candidate **may not** return to unacceptable practices from that point forward, including during winter quarter and in the second quarter of student teaching. A reoccurrence of the identified weakness will be grounds for dismissal from the program. Further, the letter will indicate that the candidate is expected to use part of the interim winter quarter to strengthen questionable areas. The faculty will agree to review these letters at the beginning of winter and spring quarters and to enforce consequences of not maintaining growth or acceptable maintenance in the target areas, i.e., dismissal from the program. A copy of the letter will be provided to the certification officer and kept on-file through the next accreditation cycle.

9. Carefully follow the procedure for withdrawing a teacher candidate should the need arise (see page 21).

10. Submit an official narrative evaluation for each teacher candidate.

11. Participate, if possible, in training to score *Teacher Performance Assessments (edTPA)* and score assigned assessments in a timely way.

12. Submit an “End of the Quarter Rubric Rating Form” (based on the MiT Student Teaching Rubric) and the “Student Teaching Evaluation Form” (with signatures documenting completion of student teaching) for each teacher candidate to the placement officer.

13. Ensure that each candidate has completed the *Standard V Survey* and *Mentor Survey* at the end of fall and spring quarters and *the End of Program Survey* at the end of spring quarter before submitting the evaluation.
14. Provide an outcome score that quantifies the teacher candidate's success during student teaching (1 – did not meet standard, 2 – approached standard, 3 – met standard, 4 – exemplary). This assessment is required by the State of Washington.
15. Follow the remediation steps listed on page 10 of this handbook if a candidate does not pass the *edTPA*.

Role of the Mentor Teacher

1. Become acquainted with the background of the teacher candidate.
2. Establish a welcoming and supportive relationship, including providing the teacher candidate with a desk or other personal work-space.
3. Promote student and parent recognition of the teacher candidate as a “teacher.”
4. Meet with the college faculty during the first week of the assignment in order to:
 - participate in a discussion of the candidate's and mentor's goals, ways to meet the goals, acceptable approaches to coaching, frequency and timing of coaching, and ways of providing and receiving feedback.
 - discuss classroom management approaches and ways to support the candidate in developing effective classroom management skills.
 - address any questions regarding the use of the assessment rubrics and the *Teacher Performance Assessment (edTPA)*.
 - reach agreement on a tentative time-line for the teacher candidate's transition to full-time solo student teaching for a minimum of three weeks or as lead teacher in co-teaching.
 - share expectations and any concerns.
 - set dates & times for the mid-term and final evaluation conferences.
5. Help orient the teacher candidate to the school.
6. Provide a gradual transition for the teacher candidate to increase teaching responsibility to the *minimum of three-weeks of solo full-time teaching or lead teacher in a co-teaching placement*.
7. Provide the teacher candidate opportunities to meet the expectations of the assessment rubrics, and *Teacher Performance Assessment (edTPA)*, including supporting the candidate in obtaining parental/guardian permission for videotaping and collection of student work.
8. Provide regular coaching and constructive feedback to the teacher candidate concerning her/his lesson planning, teaching, cultural competencies, and management, including written and verbal comments keyed to the *Student Teaching Rubric* (The Evergreen State College formative instrument).
9. Review and discuss the conceptual and developmental appropriateness of teacher candidate lesson plans prior to the candidate teaching.
10. Use professional judgment — in collaboration with the college faculty — to determine the appropriate balance between your time in/out of the classroom during the days the teacher candidate is responsible for planning and managing the learning activities in the classroom.
11. Collaborate with the college faculty in the continuing evaluation of the teacher candidate.
12. Alert the college faculty to circumstances that may be threatening the successful completion of the student teaching assignment *as soon as the concern arises*. If necessary, initiate the process for removing the candidate from the classroom (see page 21).
13. Provide for a substitute teacher when absent so that the teacher candidate is always under the supervision of a certified teacher. During the second student teaching experience, if the teacher candidate has a valid Intern Substitute Certificate (which requires the prior approval of the mentor

teacher and college faculty), the mentor teacher has the option of allowing the teacher candidate to serve as the substitute teacher.

14. Write a narrative evaluation of the candidate based on the *Student Teaching Rubric* and give it to the college faculty at the final three-way evaluation conference.
15. Provide an outcome score that quantifies the teacher candidate's success during student teaching (1 – did not meet standard, 2 – approached standard, 3 – met standard, 4 – exemplary). This assessment is required by the State of Washington.
16. Complete the *Mentor Teacher Assessment Survey* at the end of the quarter. This survey will be provided electronically.

MiT Student Teaching Assessment Rubric

The Professional Educator Standards Board (PESB), <http://program.pesb.wa.gov>, is the body authorized by the Legislature to develop and implement standards to guide the content of teacher preparation programs and to determine accreditation status of the programs. Standard 5 addresses the knowledge and skills the PESB expects of all new teachers. The MiT *Student Teaching Assessment Rubric* (see Section 2 of the Student Teaching Handbook for a full copy of the rubric) is the primary instrument used by college faculty to guide formative and summative assessments for candidates while they are student teaching. The *Student Teaching Rubric* is based on *The Framework for Teaching Evaluation Instrument*, 2013 Edition¹ by Charlotte Danielson. This rubric is the MiT program's central tool for communicating expectations, providing formative and summative assessments, and helping to ensure that candidates have met all program and *Standard 5* performance expectations during student teaching. The mentor teacher, teacher candidate, and MiT faculty all use the rubrics to track and describe the Candidate's progress. Teacher candidates are expected to reach the "Developing Teacher" level of performance in each section of the rubric by the completion of their second student teaching experience.

Mentor Teachers are asked to use the rubric to discuss with the candidates their work with P-12 students and colleagues and to use the rubric information to write a narrative evaluation of the candidate at the end of the quarter. MiT Faculty discussed and adopted the following revised policy on July 8, 2016, to establish clear expectations for teacher candidates as they progressed through the program:

Student Teaching Rubric Scores

MiT Rubric Scores Required for Consideration for Recommendation for Residency Certification

At the conclusion of the first or second quarter of student teaching, a score of "1" in any of the Domain 2 elements will result in automatic dismissal of a candidate from the program. In addition, a score of "1" in any of the elements in Domains 1, 3, and 4 may result in dismissal of a candidate from the program.

Candidates must also pass the edTPA based on state-determined cut scores and must meet all other requirements for good academic standing in the program.

State of Washington Assessment of Teacher Candidates (edTPA)

The State of Washington now requires that all teacher candidates pass the *Teacher Performance Assessment (edTPA)*, an external assessment of candidates' teaching skills. Candidates must meet standard on this assessment, as determined by the Professional Educator Standards Board, in order to be recommended for Residency Certification. Candidates from The Evergreen State College Master in Teaching Program must complete the *edTPA* in their first quarter of student teaching. The assessment focuses on effective teaching in four areas: i) planning, ii) instruction, iii) assessment, and iv) student voice. The assessment includes video clips, lesson plans, formative and summative assessment data, and an analysis and reflections about how the Candidate used assessment information and knowledge of the students' linguistic and cultural backgrounds to shape instruction. Some of the specific requirements of the assessment are based on the endorsement area(s) in which the candidate is seeking certification. Therefore, each Candidate will provide the mentor teacher with a paper copy of the rubrics and guidelines for the portfolio for their specific endorsement area. The rubrics and guidelines are intended to keep the mentor informed about the standards Washington State expects the Candidate to meet. The mentor will not be evaluating the *edTPA* but does need to work with the Candidate to obtain permissions for the required videotaping and collection of student work samples.

To successfully complete the *edTPA* requirements, candidates must achieve the score set by the Professional Educator Standards Board. Candidates are then eligible for recommendation for certification *if all other program requirements are met*. Those who do not achieve the required score will follow the remediation steps listed below.

- Any candidate who does not pass the *edTPA* in her/his first quarter of student teaching will meet with her/his supervising faculty as soon as the scores are received to discuss each rubric score.
- The faculty member will guide the candidate through an analysis of each prompt, rubric, and comment code to support the candidate in determining if she/he scored below standard because of: i) a misunderstanding of the prompt, ii) difficulty in adequately explaining her/his reasoning in writing, iii) lack of content knowledge, iv) lack of pedagogical skill, v) problem with evidence, such as missing documents, missing or unplayable video, etc., or vi) some combination of these reasons.
- Once the likely cause or causes of the difficulty are identified, the candidate and faculty supervisor will develop a written plan of improvement that includes: i) the focus for improvement, ii) specific steps to be taken to effect the improvement (e.g. lesson plan rewrites with faculty feedback; workshops on pedagogy or content; written or on-line resources for improvement of pedagogy or content knowledge; practice writing to prompts with faculty feedback, etc.); and iii) a timeline for completion of the improvement plan with a deadline of no later than Week 9 of the subsequent quarter.
- In addition to the above plan, candidates are expected to include a focus on areas of difficulty in the *edTPA* in their *Professional Growth Plans* during winter of Year 2 of the program.
- Candidates are allowed one additional opportunity to take and pass the *edTPA* before dismissal from the program.

Standard V: Knowledge and Skills for Teachers

The latest version of the Standard 5 protocol for evaluating teacher preparation programs (<http://program.pesb.wa.gov/program-review/site-visits/rubrics/2010/standard-5/teacher>) identifies particular criteria that can be addressed through the evaluation letters of candidates written by mentors and college faculty. Several of these criteria are listed on the next page with indicators provided by PESB that describe the desired levels of performance of the candidates. If your candidate's work reflects these levels of competence in any or all of the following criteria, please include your evaluations of these areas in your narrative evaluation. Please also feel free to comment on any aspect of the candidate's performance that you feel is important.

Standard V identifies three major components necessary for effective teaching. These components are:

- Effective Teaching (11 criteria)
- Professional Development (1 criterion)
- Teaching As a Profession (2 criteria)

Please feel free to read about all the criteria at <http://program.pesb.wa.gov/program-review/standards/standard-5/teacher>. Again, you are welcome to address any of these criteria, or any of the criteria in the *MiT Student Teaching Rubric* in your narrative evaluation. The particular criteria that may be useful for inclusion in evaluation letters are found in ***Effective Teaching*** and in ***Teaching as a Profession***.

Criteria related to **Effective Teaching** that you might wish to comment on in your evaluation letter:

➤ **Integrating subjects across content areas**

(B) 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

Indicators: “To integrate learning targets across content areas, candidates connect subject area concepts and differing perspectives using differentiated instruction, theories of language acquisition, stages of language, and academic language development.”

At a more advanced level of achievement, candidates provide evidence of the preceding skills and “Candidates demonstrate multiple strategies for integrating subjects across content areas and regularly elicit interdisciplinary forms of reasoning from students. Content is systematically analyzed to respond to the academic language needs of students.”

➤ **Using a variety of assessments to monitor and improve instruction**

(C) Using standards-based assessment that is systematically analyzed using multiple formative, summative, and self-assessment strategies to monitor and improve instruction

Indicators: “To monitor student learning and improve instruction, candidates analyze individual, subgroup, and whole class patterns using formative, summative, and student self-assessments aligned with the learning targets. P-12 “students are actively engaged in the assessment process and

can use assessment results to judge their own progress.”

At a more advanced level of achievement, candidates provide evidence of the preceding skills and “Candidates demonstrate that their instructional practices help students develop skills for independent self-assessment, so they can establish and apply criteria to judge their own and others’ work.”

➤ **Creating a safe, productive learning environment:**

(D). 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 others

Indicators: “To create a safe, productive learning environment, candidates observe and reflect on students’ and teachers’ backgrounds when analyzing student behaviors, and can use student input to establish and implement positive classroom norms. Candidates demonstrate skills of classroom leadership, facilitation of difficult conversation, crisis management, and culturally-relevant problem-solving. [P-12] students are actively engaged in monitoring the learning environment and implementing behavioral norms.”

At a more advanced level of achievement, candidates provide evidence of the preceding skills and “Candidates demonstrate an understanding of and plan for creating a classroom community that values the contributions of all community members and promotes culturally relevant communication and conflict resolution among community members.”

➤ **Planning and/or adapting curricula for diverse student needs:**

(E) Planning and/or adapting standards-based curricula that are personalized to the diverse needs of each student

Indicators: “To meet diverse student needs, candidates can determine student capacities and interests, select appropriate learning activities, provide opportunities for student choice in meeting learning targets. [P-12] students engage in learning activities that allow them to construct a meaningful understanding of the learning targets.”

At a more advanced level of achievement, candidates provide evidence of the preceding skills and “Candidates consistently and routinely adapt instruction in response to student learning needs across the curriculum and continually seek ways to engage students in becoming active decision-makers in their own learning.”

➤ **Ensuring all students articulate learning targets and monitor own progress:**

(F) Aligning instruction to the learning standards and outcomes, so all students know the learning targets and their progress toward meeting them

Indicators: “To ensure that all students can articulate learning targets and monitor their own progress, candidates explicitly align instruction with standards and outcomes. Both teacher [candidate] and students can articulate the target, how to reach the target, the kinds of support needed to reach the target.”

At a more advanced level of achievement, candidates provide evidence of the preceding skills and “Candidate work samples provide consistent and clear evidence that teacher and students routinely engage in dialogue that articulates, clarifies, and modifies learning targets as appropriate.”

➤ **Preparing responsible citizens for a diverse society:**

(H) Preparing students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society

Indicators: “To prepare students to be responsible citizens in a diverse society, candidates use teaching strategies to intentionally develop classroom environments that: Demonstrate respect for human dignity and individual rights, Provide students with strategies for exercising responsible citizenship, Expand student perspectives and prior knowledge to develop an understanding of environmentally sustainable local, national, and global communities.”

At a more advanced level of achievement, candidates provide evidence of the preceding skills and “Candidates consistently help students connect individual, classroom, and local concerns with the larger social context. Candidates and students demonstrate an understanding of how their decisions and behaviors affect their communities over time.”

➤ **Ensuring Cultural Competence in Teaching:**

(I) Planning and/or adapting learner centered curricula that engage students in a variety of culturally responsive, developmentally, and age appropriate strategies

Indicators: “To engage students in culturally responsive learning activities, candidates plan and adapt curricula that: Provide multiple developmentally and age-appropriate strategies for students to access meaningful learning targets, Use a variety of assessment strategies and data to monitor and improve instruction, Demonstrate strong connections and understanding between students’ cultural backgrounds, lesson design, and instructional strategies.”

At a more advanced level of achievement, candidates provide evidence of the preceding skills and “Candidates create learning environments in which students of all backgrounds are invited to connect personal experiences to new learning. Candidates and students demonstrate respect of their own and others’ cultural identities through their language and behavior.”

The criterion related to **Teaching as a Profession** that you might wish to comment on in your evaluation letter:

Collaborating in and contributing to school improvement

(A) Participating collaboratively and professionally in school activities and using appropriate and respectful verbal and written communication

Indicators: “Candidates participate collaboratively and professionally in school activities. Candidates understand and use appropriate and respectful verbal and written communication.”

At a more advanced level of achievement, candidates provide evidence of the preceding skills and

“Candidates view themselves as members of the school communities in which they are placed, and are seen as such by students, teachers, and administrators. Candidates monitor their verbal and written communication and seek to personalize it to the needs of students.”

Orienting the Teacher Candidate to the Assigned School

Each teacher candidate needs to be provided an orientation to the assigned student teaching site by the mentor teacher at the beginning of the student teaching experience to become more familiar with his/her resources and responsibilities.

The following check list (✓) is suggested for assisting the mentor teacher in the orientation of the teacher candidate:

- ☐ School calendar during period of student teaching assignment: dates of open house, parent conferences, state testing, etc.
- ☐ School & classroom daily schedule
- ☐ Mentor teacher's daily/weekly teaching schedule
- ☐ School and classroom discipline, referral, attendance and tardy policies (view Student Handbook if available)
- ☐ School and classroom grading/assessment procedures
- ☐ List of student names
- ☐ Background information on students including information on cultural and linguistic backgrounds and specific needs and accommodations for students with IEP's and 504's.
- ☐ Parent permission for videotaping, collection of sample student work, field trips, etc.
- ☐ Emergency procedures (including how to summon office help quickly, fire, earthquake and lockdown procedures, blood spills)
- ☐ Review other faculty responsibilities (view Faculty Handbook if available)
- ☐ Teacher candidate's workspace (desk, cabinet, secure area for personal items, etc.)
- ☐ Access to computer, printing and copying
- ☐ Access to grading and attendance software and backup policies
- ☐ Access to supplies and other teaching materials
- ☐ Accessibility of student records
- ☐ After hours school and classroom admittance (keys?)
- ☐ Teacher candidate's relation with parents (e.g., introductory letter to parents, teacher candidate role during parent meetings)
- ☐ Tour of building
- ☐ Faculty lounge and restrooms, meal options
- ☐ Introduction to principal, faculty, and staff
- ☐ Introduction to library and learning resource center, guidance counseling area
- ☐ Faculty parking procedures
- ☐ Arrangements for regular sharing of teacher candidate's lesson planning with the Mentor Teacher
- ☐ Arrangements for the event of an illness/absence by the teacher candidate or mentor teacher.
- ☐ Arrangements for mentor teacher to provide routine, ongoing feedback after teacher candidate's teaching of a lesson or lessons.

Lesson Plan Components

Although the teacher candidate is given the opportunity to select and refine his/her own lesson plan format, or use the format preferred by the mentor teacher or school, there are several components that must be included in all student teaching lesson plans. These “minimum components” are outlined below. Including these required components helps ensure that the teacher candidate has not missed any of the planning “basics”. The criteria for assessing the adequacy of lesson planning can be found on the *MiT Assessment Rubric* (see Components 1a – 1f and 4a and 4b).

1. Clearly state what you are trying to accomplish with your lesson. In the language of the student teaching rubric this means to list your **“important concept(s), and learning activities/learning tasks.”**
2. Identify how you will involve the students’ family and community backgrounds/funds of knowledge in the lesson.
3. Identify the **CCSS, Next Generation Science Standards, or other Washington State Standards** most central to this lesson’s outcomes. *Provide differentiated targets, if appropriate, for students with special needs, including students for whom English is a second language. Clearly indicate how you will support the development of academic language in the context of your lesson.*
4. State the plan for **pre-assessing** students’ knowledge and abilities in relation to the lesson outcome.
5. Describe the (socio-culturally and developmentally appropriate) **student learning tasks/activities** to be used in this lesson to meet the stated goals, targets, etc.
6. Specify the **instructional resources** needed for the student learning activities.
7. Specify the **teaching procedures and scaffolding** that will be used to achieve the lesson’s intended outcome. Note that this requires information that is in addition to the student learning tasks. For example, depending on the particular lesson, it may be important to specify: what the teacher will say to introduce the lesson and/or connect it with prior learning, how long each part of the lesson will last, the planned core questions the teacher will ask, and/or the strategy for moving smoothly from one phase of the lesson to the next.
8. Describe the **formative and/or summative assessment** procedures that will be used to gather feedback on student learning during and at the conclusion of the lesson.
9. Describe how you will collect evidence of **“student voice.”**
10. Include a **post-lesson reflection based on assessment information**, sharing your perceptions about the lesson’s effectiveness and suggestions about how the lesson might be improved “the next time.”

Withdrawing a Teacher Candidate from an Assignment During the Student Teaching Placement

When the college faculty, mentor teacher, and/or principal request the removal of a teacher candidate from a student teaching experience, the following procedure is to be followed. The intent of this procedure is to ensure fairness to all concerned while minimizing disruption in the student teaching setting. For questions or concerns regarding civil rights or non-discrimination policies, please see the following: <http://www.evergreen.edu/policies/policy/nondiscriminationpolicyandprocedure>

1. After conferring with the MiT director, the college faculty meets with the mentor teacher, the principal, and the teacher candidate to understand/share clearly the reason for the request to withdraw the candidate prior to the conclusion of the allocated time.
2. Unless the withdrawal is being requested for a situation beyond the teacher candidate's control, all parties involved will determine the merits of attempting a trial resolution. If there is agreement to a trial period, a reasonable amount of time will be given for that strategy to be enacted within the original specified dates for the student teaching assignment.
3. If a resolution of the problem is not possible, the teacher candidate is removed from the assignment under the coordination of the MiT Education Field Placement Officer and the designated school district administrator responsible for student teaching assignments.
4. All final recommendations for withdrawal from student teaching are articulated in writing by the college faculty, with a rationale based either on inappropriate teaching (and in reference to the student teaching assessment rubric) or on the conditions beyond the teacher candidate's control that are responsible for the withdrawal, and transmitted to the teacher candidate, the placement officer, and the MiT director.
5. The MiT faculty team in consultation with the placement officer and MiT director will determine the future status of the teacher candidate for continuing in student teaching and in the MiT program.

Teacher Candidate Procedure for Requesting Removal From a Student Teaching Placement

If a teacher candidate seeks to be removed from a student teaching placement prior to the start of the placement or during the placement, the procedures below are followed. Teacher candidates are not authorized to initiate placement changes with either the placement officer or public school personnel. For questions or concerns regarding civil rights or non-discrimination policies, please see the following: <http://www.evergreen.edu/policies/policy/nondiscriminationpolicyandprocedure>

1. Request a meeting with the college faculty to outline the reason(s) for the request.
2. If the college faculty determines that the request lacks professional merit, the teacher candidate's student teaching placement remains unchanged.
3. If the college faculty is unable to resolve the basis for the reason for the request and determines that the reason is worthy of further consideration, the college faculty schedules a meeting with the MiT director and Education Field Placement Officer for deliberations upon the request.
4. The MiT director in consultation with the college faculty (and the faculty team if possible) and the Field Placement Officer makes a final decision on the action to be taken on the teacher candidate's request.
5. If the MiT director determines that the request lacks professional merit, the teacher candidate's student teaching placement remains unchanged.
6. If the MiT director determines that request should be honored and the current placement is underway, the steps are followed for "*Withdrawing a Teacher Candidate from an Assignment during the Student Teaching Placement.*" If consensus is reached with the mentor teacher and principal, the MiT Education Field Placement Officer will cancel the placement and seek a new placement. This process may necessitate an extension of the student teaching placement beyond the normal calendar schedule.
7. If the MiT director determines that the request should be honored and the current placement has not started, the placement officer will cancel the placement and seek a new placement. This process may necessitate an extension of the student teaching placement beyond the normal calendar schedule.

Note: A teacher candidate who rejects the decision of the MiT Program and refuses to accept the student teaching placement provided by the college will be dismissed from the program. If a teacher candidate wishes to appeal the outcome of this decision, she/he must submit a written request to appeal to the MiT director, as described in the *Guidebook - Policies, Procedures and Resources*.

The Student Teaching Portfolio

The college faculty expect that all teacher candidates will create a Student Teaching Portfolio of their teaching plans. Besides lesson plans, this portfolio should include reflections revealing the teacher candidate's theory to practice connections and learning from teaching and planning. The portfolio must be completed for the college faculty prior to the final evaluation conference. Faculty in each cohort will provide directions for the content to be included in the portfolio.

Final Evaluation Protocol

Although the college faculty is ultimately responsible for submitting an evaluation for the teacher candidate's transcript, Evergreen's Master in Teaching Program faculty respect that the evaluation process is a collaborative one with the mentor teacher. Within this collaborative approach, both the mentor teacher and the college faculty base their individual feedback and evaluation of the Teacher Candidate on the *Student Teaching Assessment Rubric*. Please also see pages 16-18 for additional information about State expectations of beginning teachers. A written narrative evaluation by the mentor teacher made available at the final evaluation conference contributes to the development of the final narrative evaluation submitted by the college faculty to the college registrar.

The final decision regarding successful completion of a student teaching assignment is based on the professional judgments of the college faculty in consultation with the mentor teacher. It is understood that what constitutes consistency of performance on the *Student Teaching Assessment Rubric* may vary given the conditions of each student teaching situation.

Teacher candidate performances which are in the "inappropriate teacher" range at the conclusion of a student teaching assignment will serve as a basis for the mentor teacher and the college faculty to seriously consider giving such a teacher candidate an overall evaluation equivalent to unsatisfactory performance. In the case where the mentor teacher and the college faculty conclude a teacher candidate has not satisfied the minimum expectations for the successful completion of a student teaching assignment, a written statement to that effect is attached to the sign-off form "Student Teaching Evaluation Conference" and reflected in the college faculty's narrative evaluation of the teacher candidate. This may be the basis for exiting the candidate from the program.

If a teacher candidate was successful in her/his fall quarter placement but encounters unexpected difficulty in the spring quarter placement, the faculty, in consultation with the MiT director, may decide to award partial credit for the quarter but not exit the candidate. In this event, the candidate will have the opportunity to enroll in another student teaching quarter within one calendar year in order to meet expectations of the program.

Teacher candidates who do not pass the state-required *Teacher Performance Assessment (edTPA)* by the end of the two quarters of student teaching are not eligible for certification even if the college faculty and mentor teachers evaluate the candidate as meeting standard on the *Student Teaching Rubric*. An additional opportunity for candidates to take and pass the edTPA is determined in consultation with the MiT director and college faculty.

The Evergreen State College
Master in Teaching Program

Student Teaching Evaluation Conference Form

Fall Quarter _____
Spring Quarter _____

mid-term _____
final _____

PERFORMANCE ASSESSMENT OF TEACHER CANDIDATE

(name of teacher candidate)

for the time period _____ through _____
(starting date) (ending date)

in the _____ grade(s)/classroom(s) of _____

mentor teacher in the subject area(s)

of

The signatures below of the mentor teacher and the college faculty indicate completion of the evaluation of the teacher candidate based on the *Student Teaching Assessment Rubric*. The signature of the teacher candidate indicates that he or she was present and participated in the evaluation with the mentor teacher and the college faculty.

For the mid-term evaluation performance, areas needing attention or improvement have been noted and shared with the teacher candidate. For the final evaluation, any written concerns by the mentor teacher and/or the college faculty regarding the teacher candidate not meeting minimum expectations for the student teaching assignment are attached.

Mentor teacher: _____

Date:

College faculty: _____

Date:

Teacher candidate: _____

Date:

Note to college faculty: At the completion of the student teaching experience, please return this completed and signed form, along with one completed copy of the *End of Quarter Evaluation Form* to the placement officer.