EVERGREEN

THE EVERGREEN STATE COLLEGE

Master in Teaching Program

Student Teaching Handbook

Section 1: Student Teaching Guidelines

Revised May 2010

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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. The Handbook is published in two parts: this first part includes background information about the MIT Program as well as the core student teaching expectations; Part II of the Handbook contains student teaching performance rubrics and related information.

The Master in Teaching Program Conceptual Framework

A Place to Become a Teacher

We, the faculty for the Master in Teaching (MIT) program, 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 we teach particular subject matter content, our 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 students read about and are then directed to use when they teach. Rather, these are the processes used daily in the program to help graduate students learn to become skilled, competent professionals who can assume leadership roles in curriculum development, child advocacy, assessment and anti-bias work.

Interdisciplinary Teacher Education: MIT Curriculum Themes

The Master In Teaching program is centered around the exploration of how public education might meet the needs of the diverse groups of people who live in this democracy. We examine what it means to base teacher education and public education on a multicultural, democratic, developmental perspective and how performance-based assessment can promote these values.

Using an interdisciplinary approach, we weave together the following three major themes that inform both the content and associated processes of the program throughout the MIT curriculum.

- *Democracy and Schooling*
  Democracy is presented as a multidimensional concept as prospective teachers are guided toward professional action and reflection on the implications for the role of the teacher in enacting (a) democratic school-based decision making that is inclusive of parents, community members, school personnel and students and (b) democratic classroom learning environments that are learner-centered and collaborative.

- *Multicultural and Anti-Bias Perspective*
  We seek to expose MIT students to the consequences of their cultural encapsulation in an effort to assist future teachers in the acquisition of a critical consciousness. We believe that future teachers must be ready to provide children and youth with culturally responsive and equitable schooling opportunities.

- *Developmentally Appropriate Teaching and Learning*
  We understand that no instructional model or limited set of methods responds to the complex cognitive processes associated with K-12 subject matter learning. A broad-based curriculum that is interdisciplinary, developmentally appropriate, meaningful and guided by a competent and informed teacher, as well as by learner interests, results in active learning.

The MIT Curriculum Design & Structure

The Coordinated Studies Model

The MIT program reflects the Evergreen coordinated studies model; the curriculum is organized around themes or questions. An interdisciplinary team of faculty and a cohort of full-time students join together in a community of learners to investigate these themes or questions.

This approach removes traditional course constraints and facilitates a flexible, intensive schedule that creates a climate in which interactive learning may occur. Competition among students is de-emphasized and collaboration encouraged; ranking of students or faculty is absent. Student input is highly valued. Faculty members are facilitators of learning and co-learners with students and colleagues as well as experts. Small group seminars on readings and field experiences are a central component of this coordinated studies model.

Program Structure

The MIT program at Evergreen is a full-time, six-quarter, two-year professional teacher preparation program leading to residency teacher certification in Washington state. Students are expected to carry no other academic credit during the six program quarters and 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 student time is allocated to direct involvement in K-12 schools.

NOTE: Year 1 of each MIT cycle begins according to the Evergreen schedule in late September while Year 2 begins in late August in accordance with the public school calendar. An outline of the structure for the six quarters follows.

MIT Program Outline

Year 1

Fall Quarter	Winter Quarter	Spring Quarter
• building a learning community • seminars, lectures, workshops • guided observations in schools	• seminars, lectures, workshops • guided participation in schools • portfolio review for Advancement to Candidacy	• seminars, lectures, workshops • curriculum development & guided teaching in schools • portfolio review for Advancement to Student Teaching

Between Year 1 & 2

Summer
• Candidates must complete any outstanding subject matter teaching endorsement credits prior to the beginning of Year 2 student teaching.

Year 2

Fall Quarter	Winter Quarter	Spring Quarter
• begins in late-August • full-time student teaching • weekly seminars • EALR and Positive Impact on Student Learning Project	• reflection on teaching and learning • seminars, lectures, workshops • professional development related to job search • professional growth plan	• full-time student teaching • weekly seminars • program assessment • EALR and Positive Impact on Student Learning Project

The timing and format of the Master's Paper is dependent on the decisions of the faculty in each chort. Some years work on the projects may continue during the summer.

A Developmental Approach to Becoming a Teacher

The student teaching assignment is a full-time, developmental experience in which the Teacher Candidate spends time in a progressive series of teaching responsibilities. Guided teaching tasks leading to full-time teaching activities generally include individual tutoring, small group instruction, and team teaching and planning lessons with the Cooperating Teacher-Mentor.

Progressively Increased Teaching Time

After progressive series of classroom teaching responsibilities, the Teacher Candidate is expected to assume solo teaching responsibilities. Solo teaching requires the Teacher Candidate to assume the full-time planning, teaching & assessment responsibilities of the Cooperating Teacher-Mentor for *a minimum of 3 consecutive weeks* of each full-time student teaching assignment.

Time should be allowed for the Teacher Candidate, whenever possible toward the conclusion of a placement, to observe other teachers suggested by the Teacher Candidate, Cooperating Teacher-Mentor, and/or College Faculty.

Continuous Attention to Lesson Planning

The College Faculty expect the Teacher Candidate to be continuously active in attending to what happens in the classroom as he or she is considering and developing lesson plans. The Teacher Candidate is expected to follow the developmental procedures for planning and writing lessons as outlined below, especially during the Fall Quarter student teaching assignment. Taking into account the experiences and abilities of each Teacher Candidate as he or she enters the second student teaching assignment during the Spring Quarter, the outline time frame below may be modified.

1. During week one and two of the assignment the Teacher Candidate plans with the Cooperating Teacher.
2. During week three the Teacher Candidate takes responsibility for 2-3 days of the week's lesson plans.
3. During week four the Teacher Candidate begins planning an entire week of lessons independently, consulting with the Cooperating Teacher-Mentor prior to submitting them to the Cooperating Teacher the Friday prior to the week for which lessons are planned unless another deadline has been established.
4. During the remaining weeks of the assignment the Teacher Candidate continues to plan independently, following an approved deadline procedure for review.

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 this *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 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 Cooperating Teacher and Faculty Supervisor before or during the first week of the student teaching assignment.
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 (see "Lesson Plan Components").
8. Create and maintain a Student Teaching Portfolio of all teaching plans (see "Lesson Plan Components" & "The Student Teaching Portfolio").
9. Assist in planning frequent (daily if possible) conferences with the Cooperating Teacher-Mentor and assist in scheduling meetings with the College Faculty at the student teaching site.
10. 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.
11. Complete the EALR Project, a project that specifically documents your positive impact on student learning (see 'The EALR Project").

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 cooperating teacher, and the college supervisor the night before an absence.
3. Become familiar with the school's program, resources, and materials (see "Orienting the Teacher Candidate to the Assigned School").
4. Assist the Cooperating Teacher-Mentor in fulfilling routine duties.
5. Plan, enact, and assess developmentally appropriate activities for children consistent with the course of study provided by the school district and EALRs.
6. Meet with the Cooperating Teacher-Mentor 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").
7. Collaborate and consult with the Cooperating Teacher-Mentor to obtain clearance for proposed lessons and activities.
8. For any assigned teaching, provide the Cooperating Teacher-Mentor with lesson plans prior to teaching so that a substitute teacher or the Cooperating Teacher-Mentor could, if necessary, enact the lesson plans.
9. Invite the Cooperating Teacher-Mentor to observe specific lessons on a regular basis for critical evaluation and feedback.
10. Invite the Principal to observe during the quarter.
11. Critically evaluate classroom activities with the Cooperating Teacher-Mentor on a daily basis and with the College Faculty after his/her classroom observations.
12. Hold in strict confidence information about children and youth and their families recorded in cumulative records or obtained from other sources.
13. Use materials belonging to the school or the Cooperating Teacher-Mentor with care, making sure that all such materials are returned promptly.
14. Maintain ethical and professional relationships with pupils, staff, and parents.
15. Maintain appropriate standards of dress and grooming.

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.
3. Participate in a faculty-designed orientation and planning meeting for Teacher Candidates prior to the beginning of Fall Quarter student teaching.
4. Visit the student teaching site to
   (a) convene a meeting with the Cooperating Teacher by the end of the first week of the student teaching assignment in order to:
       (1) provide an overview of the student teaching assessment rubrics.
       (2) determine how the Teacher Candidate's time will tentatively be allocated.
       (3) respond to any concerns that may arise.
   (b) supervise the Teacher Candidate for at least one entire instructional period per observation.
   (c) provide the Teacher Candidate with concrete pedagogical recommendations through conferences following each observation.
   (d) collaborate with the Cooperating Teacher-Mentor, using the MIT Assessment Rubric as an 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.
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 Cooperating Teacher-Mentor (see items 4b & 4c above)
   c) two evaluation meetings: mid-term & final (see item 4d above)
6. Conduct weekly field seminars with assigned Teacher Candidates.
7. Meet with all College Faculty supervisors in regular faculty seminars.
8. Forward to the MIT Director each Teacher Candidate's EALR Project for MIT Program archives.
9. Provide to the designated Program Secretary at the conclusion of the Student Teaching assignment an official narrative evaluation for each student teacher.
10. Complete a "State of Washington Performance-Based Pedagogy Assessment" rubric for each teacher candidate (this must be done a minimum of two times by the completion of both student teaching experiences).
11. 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 student teacher to the MIT Field Experience Officer.

Role of the Cooperating Teacher-Mentor

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:
   - address any questions regarding the use of the assessment rubrics
   - 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
   - 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.*
7. Provide the Teacher Candidate opportunities to meet the expectations of the assessment rubrics.
8. Give regular constructive feedback to the Teacher Candidate, including written and verbal comments keyed to the MIT Assessment Rubric (The Evergreen State College formative instrument) and the State Assessment Rubric (the State of Washington summative rubric).
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*.
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 Cooperating Teacher-Mentor and College Faculty), the Cooperating Teacher has the option of allowing the Teacher Candidate to serve as the substitute teacher.

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 Cooperating Teacher-Mentor 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 Cooperating Teacher-Mentor 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
- ❑ Cooperating Teacher-Mentor'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
- ❑ Parent permission for videotaping, 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)
- ❑ Student 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?)
- ❑ Student 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 Student Teacher's lesson planning with the Cooperating Teacher
- ❑ Arrangements for the event of an illness/absence by the Student Teacher or Cooperating Teacher.
- ❑ Arrangements for Cooperating Teacher to provide routine, ongoing feedback after Student Teacher'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, there are several components that need to 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 1c, 1e, and 4a).

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 "**instructional goals and key concepts**". Expressing the same idea using different words, the WA state rubric asks you to list your "learning targets".
2. Identify the Washington **Essential Academic Learning Requirements** most central to this lesson's outcomes (that is, that match the lesson's concepts, goals, or objectives to one or more EALRs).
3. State the plan for **pre-assessing** students' knowledge and abilities in relation to the lesson outcome.
4. Describe the (developmentally appropriate) **student learning activities** to be used in this lesson to meet the stated goals, targets, etc.
5. Specify the **instructional resources** needed for the student learning activities.
6. Specify the **teaching procedures** that will be used to achieve the lesson's intended outcome. Note that this requires information that is in addition to the student learning activities. 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.
7. 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.
8. Include a **post-lesson reflection**, sharing your perceptions about the lesson's effectiveness and suggestions about how the lesson might be improved "the next time".

POSITIVE IMPACT ON STUDENT LEARNING PROJECT - MiT

Definition and Description of the Project
The POSITIVE IMPACT ON STUDENT LEARNING Project is typically completed during the solo student teaching experience or during the phase of co-teaching when the candidate is acting as lead teacher. Through the project, The Teacher Candidate uses pre, formative, and post assessments to systematically document the academic progress of her/his students during a unit of instruction. The Teacher Candidate plans and reflects on the unit using her/his knowledge of relevant classroom, school, community, and student contexts; knowledge of culturally appropriate, multi-cultural, anti-bias teaching; knowledge of student characteristics; knowledge of state learning goals; and knowledge of content, pedagogy and assessment to develop, implement, assess, and adjust learning experiences for students. In addition to documenting the progress of the entire class, the teacher candidate selects 3-5 students of various ability levels and closely documents and presents the students' development toward mastery of 1-2 of the unit's Grade Level Expectations (GLEs), Performance Expectations (math/science) or Frameworks. **The purpose of this project is to demonstrate, using student work and student voice, a positive impact on K-12 student growth in the chosen goals as a result of the Teacher Candidate's teaching.**

Goals of the Project
The Positive Impact Project is an essential aspect of the MIT program, serving six important purposes related to Standard V:

1. to assess candidates' abilities to articulate clear learning targets aligned with the EALRs, GLEs, Frameworks and Performance Expectations.

2. to assesses candidates' abilities to use pre and formative assessments to shape learning experiences to meet students' varied needs.

3. to assess candidates' skills in using post assessment to determine students' progress toward the learning targets.

4. to provide an opportunity for candidates to refine their reflective skills and to use data to articulate what worked in a lesson and what needs to be changed in order to support students' learning.

5. to support the candidate in collecting evidence to show that she/he has met state requirements embedded in the *Pedagogy Assessment.*

6. to assess the candidate's ability to demonstrate her/his *Positive Impact on Student Learning*. Specifically, the candidate must demonstrate the ability to use *student* "voice", NOT the candidates' attitudes, interpretations, lesson plans, instructional skills, etc., to demonstrate that the *student* can a) identify what she/he is learning and why the learning is important, and b) explain where she/he is in the process and what her/his strategies, next steps, and resources are.

Candidate Assignment
The Positive Impact on Student Learning Project focuses on eight teaching processes identified by research and best practice as fundamental to improving student learning (*http://edtech.wku.edu/rubric*). Each teaching process is outlined with guidelines for completing the task and corresponds to the rubric that defines various levels of performance on the standard. The Standards and Rubrics will be used to evaluate your project. The guidelines help you document the extent to which you have met each standard through your required comprehensive unit. **Before** you teach the unit, you will describe contextual factors, identify learning goals based on state content standards, create an assessment plan designed to measure student metacognitive and academic performance before (pre-assessment), during (formative assessment) and after (post-assessment) the unit, and plan for your instruction. **After** you teach the unit, you will analyze student learning and then reflect upon and evaluate your teaching as related to student learning.

Assessment Documentation
This is primarily a *student* assessment project. It determines students' growth toward target GLEs, Performance Expectations, and Frameworks as well as the candidates' positive impact on student learning. The core assessment documentation includes:

➢ **Pre-assessment instruments and results** showing each selected student's knowledge and skills in relation to the unit's GLEs, Performance Expectations, or Frameworks;
➢ **Formative assessment instruments and assessment results** showing student learning at multiple points during the implementation of the curricular unit;
➢ **Summative assessment instruments and assessment results** documenting student learning at the conclusion of the unit;
• **Positive Impact on Student Learning evidence:** Written notes from interviews with each of the 3 – 5 targeted students (two interviews per student at different times during the project) describing their responses to the following questions: What learning outcome are you working toward? Why is this learning important? How is your learning being evaluated? What progress have you made with regards to this learning? How do you know? What steps would you need to take next? What resources might you use? Or other written evidence such as exit slips, student self reflections or goal setting forms, etc. that reflect student metacognition.
• **A chart illustrating whole class results** of assessments over time
• **Charts illustrating individual results** of assessments over time
• **A self-reflection and evaluation that uses the assessment results** to create a written narrative that describes the unit's impact on student learning. This narrative includes information gathered in the Positive Impact Interviews as well as the candidate's reflections about how this information might inform his/her teaching.

Meeting Washington State PPA Requirements
The *Positive Impact on Student Learning Project* is integrated with the written sources of evidence required for the State of Washington's Pedagogy Assessment. The information you provide about your classroom, students, planning rationale, lesson/unit plans will meet the needs of both the *Positive Impact on Student Learning Project* and the State Pedagogy Assessment.

PPA OBSERVATION

While you teach the lesson that is based on your Instructional Plan, your performance will be observed and evaluated using the attached scoring rubric. To address the extent to which your teaching positively impacts P-12 student learning, the rubric focuses on student behaviors. By observing the behaviors of P-12 students, the evaluator will assess the impact of your teaching performance on student learning.

During the observation, the evaluator will indicate your performance for each criterion under Standards 6-10. To achieve a "Met" rating, you must clearly demonstrate the expectations described for the criterion. Should you receive a "Not Met" rating, the evaluator will provide specific written feedback that addresses areas needing improvement relative to the standard. To assess performance relative to the standards, the evaluator may consider additional sources of information about the teaching-learning context, including information gained through conferences with the teacher candidate and cooperating teacher and conversations with P-12 students.

For teacher candidates completing student teaching in a special education setting, interpretation of P-12 student performance relative to the standards should be made in consideration of IEP goals and objectives. In addition, for candidates in early childhood settings, the performance of children ages 0-5 years should be scored with consideration given to age-appropriate expectations.

Every criterion under Standards 6-10 may not be evidenced in every lesson. Therefore, in consultation with the evaluator, a particular lesson may focus on selected criteria. Those criteria not evaluated during a particular lesson are recorded as "Not Observed." However, during the course of your student teaching, all criteria must be observed and evaluated.

To successfully complete the Performance-Based Pedagogy Assessment, you must be at the "Met" level for all criteria under the 10 standards. Therefore, it is critical that you keep a copy of the scored rubric for the Written Sources of Evidence (Pre-Observation) and Observation phases of each lesson and that you check with the evaluator to insure that all criteria have been evaluated.

The Performance-Based Pedagogy Assessment may be used in combination with other assessments required by your university or college as evidence of meeting the standards for the Residency Certificate and verification of program completion. In other words, while you must successfully complete all PPA criteria as a necessary condition for teacher certification, other institutional requirements may mean that the PPA, alone, is not sufficient for successful program completion and a recommendation for a teacher certification.

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

When the College Faculty, Cooperating Teacher-Mentor, 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.

1. After conferring with the MIT Director, the College Faculty meets with the Cooperating Teacher-Mentor, the Principal, and the Teacher Candidate to understand/share clearly the reason for the request to withdrawal 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 Field Experience 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 Field Experience Officer, and the MIT Director.
5. The MIT faculty team in consultation with the MIT Field Experience Officer and MIT Director will determine the future status of the MIT student 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 MIT Field Experience Officer or public school personnel.

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 the Field Experience 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 Experience Officer makes the 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 Cooperating Teacher and Principal, the Field Experience 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 Field Experience 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, they must submit a written request to appeal to the MIT director, as described in the *MIT Student Guidebook to 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.

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 Cooperating Teacher-Mentor. Within this collaborative approach both the Cooperating Teacher-Mentor and the College Faculty base their individual feedback and evaluation of the Teacher Candidate upon the Student Teaching Assessment Rubric. A written narrative evaluation by the Cooperating Teacher-Mentor 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 Cooperating Teacher-Mentor. 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 Cooperating Teacher-Mentor and the College Faculty to seriously consider giving such a Teacher Candidate an overall evaluation equivalent to unsatisfactory performance. In the case where the Cooperating Teacher-Mentor 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 Student Teacher.

The Evergreen State College
Master in Teaching Program

Student Teaching Evaluation Conference Form

Fall Quarter _____   mid-term _____
Spring Quarter _____   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

Cooperating Teacher-Mentor _____ in the subject area(s)

of _____ .

The signatures below of the Cooperating Teacher-Mentor and the College Supervisor indicate completion of the evaluation of the Teacher Candidate based on the MIT Student Teaching Assessment Rubric. The signature of the Teacher Candidate indicates that he or she was present and participated in the evaluation with the Cooperating Teacher-Mentor 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 Cooperating Teacher-Mentor and/or the College Faculty regarding the Teacher Candidate not meeting minimum expectations for the student teaching assignment are attached.

Cooperating Teacher-Mentor: _____   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 Student Teaching Checklist (the short form of The Evergreen State College rubric) and one completed Pedagogy Assessment Rubric to the Field Experience Officer.