

## Standard V Program Re-approval

Submit completed form to your liaison by June 1, 2009.

Institution: Saint Martin's University

Date: June 1, 2009

Dean/Director: Dr. Joyce Westgard

Signature Dr. Joyce Westgard

**What are the major examples of evidence in your program for Standard 5.1: Knowledge of Subject Matter and Curriculum Goals? Please be as specific as possible in describing the evidence.**

Criteria - <i>Teacher candidates positively impact student learning through the following:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i>
	<u>SMU Teacher Candidates Accomplishments:</u>	<u>P-12 Students Accomplishments:</u>
<p><b>A. Content driven.</b> All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.</p> <p><b>B. Aligned with curriculum standards and outcomes.</b> All students know the learning targets and their progress toward meeting them.</p> <p><b>C. Integrated across content areas.</b> All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning.</p>	<p>Complete simulations, lesson plans and case studies to identify strengths and needs of learners using classroom-based assessments, informal assessments and formal assessments. Class discussion and candidate reflections in journals indicate knowledge, skills and growth in capacity. Candidates confer with mentor teacher and colleagues.</p> <p>Complete technology in the classroom assignments i.e., electronic grade book; web quests; newsletter production; electronic management of student work; photo editing; and other technological knowledge and skills.</p> <p>Apply state standards to lesson plans, thematic units, and a long range plan for delivery of the curriculum; candidates use a variety of methods and strategies to reflect student differences in learning styles and modalities.</p> <p>Complete a comprehensive instructional learning plan that includes ten consecutive lessons; the CLIP integrates subject matter, including mathematical, scientific, and aesthetic reasoning.</p>	<p>Produce writing work samples; reflections with pre and post discussion include expectations, feedback, and on-going reflections.</p> <p>Students will voice their knowledge, skills and growth in the use of technology through journaling and written and/or verbal feedback. Utilize technology in the classroom i.e., production of presentations with PowerPoint; assignments produced electronically; on-line research; web-quests.</p> <p>Reflect on knowledge and skills of lessons presented; student pre-tests and post-tests provide level of learning; samples of student work are collected and reviewed by candidate; student reflection journals indicate knowledge of subject matter and goals.</p>

**What are the major examples of evidence in your program for Standard 5.2: Knowledge of Teaching? Please be as specific as possible in describing the evidence.**

<p>Criteria - <i>Teacher candidates positively impact student learning through the following:</i></p>	<p>Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i></p> <p><u>SMU Teacher Candidates Accomplishments:</u></p>	<p>Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i></p> <p><u>P-12 Students Accomplishments:</u></p>
<p><b>A. Informed by standards-based assessment.</b> All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies.</p> <p><b>B. Intentionally planned.</b> All students benefit from standards-based planning that is personalized.</p> <p><b>C. Influenced by multiple instructional strategies.</b> All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds.</p> <p><b>D. Informed by technology.</b> All students benefit from instruction</p>	<p>Define, describe, analyze, and apply the four main classroom assessment types (selected response test, essay, performance, and personal communication) to the student learning outcomes (knowledge, reasoning, skills, product and disposition /affect) to make the best inference of student learning. Create matrix or other graphic organizer to show the match between student learning outcomes and assessment types.</p> <p>Create assessment instruments for classroom use. Analysis, interpretation, and presentation of standardized assessment instruments used on students but not created by the teacher for classroom use; assessment of student work from P-12 classrooms.</p> <p>Define and describe the use of assessment rubrics in student assessment. Design, implementation and evaluation of rubrics of various styles; Cooperative groups on rubric development; Creation of Portfolio of assessment instruments evaluated by third party for validity and developmentally appropriate practice.</p> <p>Communicate assessment data to all involved constituents i.e., participate in parent/teacher conferences, phone calls, and other communications with parents.</p> <p>Reflect on curriculum, instruction, assessment and management for a P-12 classroom.</p> <p>Create thematic unit that addresses differing abilities, learning styles, and prior knowledge; Includes developmentally appropriate lesson plans. Select materials and resources that meet intellectual, social and personal development; Identify political, social and cultural factors which influence teaching in a specific geographic and demographic area and their effects on the relationships among child, family and schooling.</p>	<p>Describe the learning outcome for the lesson and activities presented; describe the purpose and the intended outcome personally and for the classroom as a whole.</p> <p>Describe the assessment process and activities and be able to relate the outcomes to the activities.</p> <p>Use assessment rubrics to evaluate own and other student work; interpret the results to self and others.</p> <p>Create a portfolio of work and describe the assessment process to self and others. Participate in parent/teacher conferences where allowed.</p> <p>Reflect on lessons presented by the teacher, assessment of the work produced, and</p>

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<p>that utilizes effective technologies and is designed to create technologically proficient learners.</p>	<p>Utilize the principles of organizing, sequencing, delivering and assessing instruction for diverse learners using the EALRs as a framework for individual and thematic unit-based instruction.</p> <p>Describe how the integrated thematic unit addresses student cultural and linguistic backgrounds.</p> <p>Describe and reflect on the important issues of technology in the classroom.</p> <p>Identify issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. Identify issues, assurances, case law and due process rights related to assessment, eligibility and placement within a continuum of services.</p> <p>Use strategies from multiple theoretical approaches for individuals with disabilities to develop intervention plans i.e. 504s, IEPs, RTIs.</p> <p>Describe a variety of instructional strategies for developing reading, writing, critical thinking, and problem-solving skills.</p> <p>Identify effective methods for adapting processes, modifying content and products for learners in both general and content specific areas. Adjust and adapt instructional strategies to meet the needs of diverse learners in lesson plans utilizing reflective response. Apply a variety of instructional strategies in planning and implementing instruction in lesson plans and student materials.</p> <p>Develop technological literacy such as information processing, database, graphics, communication, and multimedia. PowerPoint presentation; flow chart (concept map); Web page; video clips; newsletter; graphic design; adaptive technology; blogs; Excel and grading software; thematic unit plan and lesson plan with technology</p>	<p>personal efforts on the assignments.</p> <p>Reflect on personal learning styles, abilities, and needs.</p> <p>Create student work using available technology.</p>

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	<p>integrations; multimedia presentation; etc.</p> <p>Reflect on Philosophical, societal &amp; ethical issues of the technological impact on learning process: teachers' role and EALRs, "digital divide," censorship and safety, computer crime, copyrights, online education.</p>	

**What are the major examples of evidence in your program for Standard 5.3: Knowledge of Learners and their Development in Social Contexts? Please be as specific as possible in describing the evidence.**

<p>Criteria - <i>Evidence of teacher candidate practice reflect planning, instruction, and communication through the following:</i></p>	<p>Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i></p> <p><u>SMU Teacher Candidates Accomplishments:</u></p>	<p>Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i></p> <p><u>P-12 Students Accomplishments:</u></p>
<p><b>A. Learner centered.</b> All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.</p> <p><b>B. Classroom / school centered.</b> Student learning is connected to communities within the classroom and the school, including knowledge and</p>	<p>Recognize and apply different strategies used in teaching models and scenarios (i.e., teacher-centered, student-centered, subject-centered, differentiated instruction, co-teaching, etc.). Be able to implement culturally responsive strategies.</p> <p>Design, implement, reflect, and evaluate lessons using multiple strategies; lesson plan design, implementation, videotape, peer/mentor feedback, evaluation and reflection; Integrate current research, implementation and evaluation with lessons.</p> <p>Modify lessons based on students initial response. Discussions with mentors/supervisors/peers; personal reflections on methods (reflective journal).</p> <p>Develop an understanding of the foundations and implementing methods for several system approaches to classroom management: i.e., classroom management plan; management theory presentation, lesson assessments and journal.</p>	<p>Actively participate in a variety of activities.</p> <p>State the cultural implications of specific activities.</p> <p>Provide feedback on the assignments to peers and to the teacher candidate. Reflect on his/her personal efforts on the assignment and how the assignments relate to his/her personal learning goals.</p> <p>Actively participate in the development of</p>

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<p>skills for working with others.</p> <p><b>C. Family / Neighborhood centered.</b> Student learning is informed by collaboration with families and neighborhoods.</p> <p><b>D. Contextual community centered.</b> All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.</p>	<p>Build a personal theory and plans of management to incorporate individual and group motivation to encourage positive social interaction, active engagement in learning, and self-motivation.</p> <p>Understand the importance of, and learn ways to create a “positive learning atmosphere” as a significant part of classroom management i.e., create and reflect on classroom management plan; assessment of video clips.</p> <p>Practice in developing instructional planning and delivery skills that are a major basis of effective classroom management. Understand and practice the use and management of small groups, cooperative learning, and varieties of effective learning activities.</p> <p>Reflect on the role and importance of interactions with parents and greater community to support students’ learning and well-being i.e., utilize effective strategies of interactions with parents: email distribution list; classroom management plan; family involvement plan; letter to parents; transition plan; IEP and/or 504 Plan.</p> <p>Reflect on the role and importance of collaboration in the larger community for supporting and enrichment of students’ learning and well-being, use appropriate strategies in collaboration with the community, i.e., participate in various school functions, create a family involvement plan.</p> <p>Incorporate sustainability in the thematic unit.</p>	<p>the classroom management plan (if possible); reflect on personal use of the plan and personal improvements needed.</p> <p>Participate and produce work products reflecting collaboration with peers, families and local communities i.e., homework activities, projects, etc.</p> <p>Actively participate in small and large group activities, cooperative, and individual learning activities.</p> <p>Create student work indicating the importance of sustainability.</p> <p>Reflect on how sustainability influences him/her personally, in the family, and globally.</p>

**What are the major examples of evidence in your program for Standard 5.4: Understanding of Teaching as a Profession? Please be as specific as possible in describing the evidence.**

<p>Criteria - <i>Teacher candidates positively impact student learning through the following:</i></p>	<p>Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i></p> <p><u>SMU Teacher Candidates Accomplishments:</u></p>
<p><b>A. Informed by professional responsibilities and policies.</b> All students benefit from a collegial and professional school setting.</p> <p><b>B. Enhanced by a reflective, collaborative, professional growth-centered practice.</b> All students benefit from the professional growth of their teachers.</p> <p><b>C. Informed by legal and ethical responsibilities.</b> All students benefit from a safe and respectful learning environment.</p>	<p>Explain the development of education in public and private schools in the United States; Critique different educational philosophies, their origins and the development of innovations in teaching and learning; structure and governance, including the roles of local, state and federal governments, and the role of courts.</p> <p>Debate pros and cons regarding public policy issues related to the role of schools in a democratic society, with particular emphasis on the study of values in public schools; issues related to the funding of public and private schools; and federal, state and community control of schools.</p> <p>Create a written network of resource personnel, and public and private agencies, including professional associations, which offer services to teachers, children, parents, and schools.</p> <p>Complete the SMU Educator Disposition Rubric; uses the self and supervisor assessments to guide future professional growth.</p> <p>Construct a Professional Growth Plan which reflects knowledge of professional responsibilities and policies; and is developed as a result of personal reflection and feedback from mentors, supervisors, and peers.</p> <p>Recognize his/her pattern of instruction and its impact upon the learner; Recognize obligations and imparting understanding of GLEs and EALRs to the students as a teacher; discuss and reflect on instructional changes with respect to specific individuals in class.</p> <p>Apply and analyze scenarios using state statutes (RCW and WAC), including contract renewal procedures; laws governing professional behavior with respect to privacy, moral, and legal conduct; and laws governing appropriate behavior between teachers and administrators.</p> <p>Use appropriate school law language and knowledge pertaining to student rights (First Amendment and due process rights, corporal punishment, grading, expulsion, suspension, discipline, search and seizure, and privacy rights; rights of the disabled); school professionals (contract non-renewal, discharge, revocation of teaching certificates, academic freedom, copyright, collective bargaining, professional ethics, legal responsibilities, child abuse and other reporting</p>

<p>Criteria - <i>Teacher candidates positively impact student learning through the following:</i></p>	<p>Teacher-Based Evidence  <i>Teacher demonstrates capacity to provide effective learning experiences.</i></p> <p><u>SMU Teacher Candidates Accomplishments:</u></p>
	<p>requirements); parental rights and responsibilities; compulsory education; and professional and school district liability, including negligence and tort liability.</p> <p>Be an advocate for various populations (i.e., social class status, culture, race, ethnicity, gender, disabling conditions, gifted, migrant, etc.) in their professional environment.</p>

1. In a narrative of 7-10 pages, describe how your program has changed to meet the requirements of Standard V in the following areas. In areas where no changes were necessary, briefly indicate why.

### **Course content**

Course content has been revised to include two additional foci: A. Sustainability, and B. Student-based Evidence.

#### **A. Sustainability: Program Integration:**

Changes in this area include an increased intentional focus on sustainability. While many courses had previously included knowledge and skills in this area, we had never completed a comprehensive curricular review and alignment for sustainability knowledge and skills. The description below includes existing and newly adopted expectations and activities to support the increased intentionality throughout the program. Examples include courses from the 200 (introductory level), 300 (core certification level), and 400 (advanced methods level).

The College of Education adopted the global efforts for sustainability of the Triple Bottom Line: 1) healthy community, 2) economic vitality, and 3) sustainable natural environment. We believe our teacher preparation candidates need to be able to model and teach sustainability of resources (via technology or conservation) in an integrated and cohesive manner for the three aspects in the Triple Bottom Line.

Sustainability knowledge, skills, and dispositions were integrated in throughout the College of Education Teacher Certification Programs in individual courses and as a concentration in specific courses. Specific concentration for the elementary program is included specifically in the elementary science methods course, while specific concentration for the secondary program (middle level and high school) is included in the secondary methods course. Both of these specific courses include a course component and a practica component. Candidates in the special education program must complete the elementary science methods course or the secondary methods course depending on the candidate's program.

Candidates in individual courses are introduced to the topics of sustainability: conservation, stewardship, healthy communities, eco-systems, economic and political issues. Candidates are required to complete sustainability assignments, reflect on those assignments and the implications of personal, social, scientific, and political choices for sustainability, and demonstrate the knowledge, skills, and dispositions in the P-12 classroom. Candidates in the specific courses complete large scale projects incorporating and integrating each of the three facets of sustainability. Candidates also incorporate sustainability concepts, skills, dispositions in practica and internships, and they must provide documentation of teacher work and evidence samples. Candidates are also required to provide documentation of P-12 student work and evidence samples utilizing student voice.

Several courses highlighted below provide a sample of incorporation of the concepts of Sustainability:

#### **ED 205: Human Development**

This course primarily addresses the Healthy Communities component of sustainability. Students acquire knowledge, skills and dispositions related to typical and atypical child and adolescent development. Students learn about the major theories, concepts and principles associated with all levels of child and adolescent development - with particular focus on how nature and nurture are intertwined and affect growth in physical, cognitive and social-emotional domains. Assignments for the course, to be completed

in and outside of the class, ask students to: identify leading factors contributing to healthy and desired development across the varying age periods; analyze situations, natural setting observations and case studies noting probable results/implications when main variables of nature/nurture are incorporated; develop proactive and intervention actions to foster and sustain healthy individuals, groups and communities; identify possible causes and correlative factors linked with atypical development.

ED 383/ MED 583: Child Abuse and Teacher as Counselor

Healthy Community: In the “Child Abuse” portion of the class, students learn the knowledge they need to be aware of the indicators of child abuse, their mandated requirements to report child abuse, and how they can understand, have compassion for, and help the abused children in their classrooms. In the “Teacher as Counselor” portion of the class, the emphasis is on deepening their compassion and empathy for both themselves and others and on becoming psychologically healthier. They also learn skills in listening that can be very valuable in creating healthy communities. How teachers can help children living in poverty is also a focus. Economic Vitality: the 2007 UNESCO report “*Child Poverty in Perspective: An Overview of the lives and well-being of children and adolescents in economically advanced nations*” is also discussed.

ED486/MED586: Learning and Living in the Middle School

The core of Ed 486/Med 586 is about the formation of a solid appropriate community and culture in the middle school. Each segment of the community is addressed such as students, staff, parents and community. Special emphasis is given to the unique needs and developmental level of middle school students. Attention is given to the need for high academic standards for each student and ensuring that the schooling experience is personal for the student. The emphasis is on ways to ensure that each student is engaged in own learning. The system of schools is compared e.g. middle schools with junior highs and how the environment impacts the lived environment of students and staff. Time is spent working on positive and effective relationships which impact the lived environment considerably.

- Candidates in the course are required to produce lesson plans and do micro-teaching for their peers that relate their particular endorsement areas to environmental issues. For example, a candidate interested in a social studies endorsement produced a lesson on civil war battles with the essential question, “What is the effect on the environment of a battle?” Mathematics lessons have focused on the volume of garbage produced and how it might be reduced, emphasizing what students might do at the school level.
- Finally, candidates complete a 30 hour practicum field study experience in which they study the environment of the middle school classroom and consider how to maintain a solid and appropriate setting for learning. This is an issue of sustaining a viable learning community.

ED415/MED515: Elementary Science Methods (excerpt from full course handout)

College of Education at Satin Martin’s University Statement of Belief – Sustainability:

The College of Education adopts the global efforts for sustainability of a healthy community, economic vitality, and sustainable natural environment. We believe our teacher prep candidates need to be able to model and teach sustainability of resources (via technology or conservation) in an integrated and cohesive manner for the three domains mentioned above.

### Characteristics of EFS (Education For Sustainability) Curriculum:

1. EFS curriculum should be applied to children's own lives and surface from their daily living situations. Children learn through their involvement with real-world problems and issues. The topics should also be age and developmentally appropriate.
2. EFS should be an important part of science education; it is also a project-centered approach that embodies curriculum integration (i.e. children's literature, math and social studies) into EFS projects.
3. EFS is grounded in the constructivist learning model. It allows students to identify questions, propose solutions and explanations, and employ tests for the validity of these items. Such basic ingredients of science are rarely experienced in traditional science education.
4. Many topics involved in EFS curriculum are controversial and do not have clear solutions. The answer to these values-loaded questions depends on the cultural, religious, and philosophical backgrounds, and often the economic interest, of the individuals involved.
5. A major goal of EFS is for children to learn to think for themselves. Teacher should be cautious not to introduce their personal biases.
6. One of the important objectives of EFS curriculum is developing students' positive attitudes in science, which includes not only developing students' powerful curiosity and learning motivation but also helping them to look at the world in a scientific way. It is incumbent on us as teachers to require children to interpret data objectively and to search for hidden variables.

### Problems and Topics Appropriate for EFS Study In The Elementary School:

EFS projects can involve any problem children care to investigate. Problems can be global (energy resources, population explosion, poverty), national (health care, land use, endangered species), local (waste disposal, recycling, traffic patterns), or personal (science fiction, stopped-up toilets, mountain bicycles, power failures at home). EFS projects center around real-world issues that children raise in the classroom. Local problems such as recycling, trash removal, and pollution control are used often as the basis for EFS projects. Projects may begin with a situation at school, such as cleaning up a playground and keeping it clean. Teacher and children collaborate in deciding what should be studied, how to proceed, and how children will get involved. Many new questions and problems are encountered along the way that suggests new inquiries and new avenues of investigation. Teacher and children are co-inquirers into investigations that are inquiry oriented. Some topics that can be used: acid rain; newsworthy happenings (including current newspaper articles dealing with science), air pollution; computers in the workplace; oil spills; conservation; drunken driving; ozone depletion; over population; endangered species; electronic communications; recycling; energy and renewable energy; robotics; food; substance abuse; seatbelt laws; water pollution; hazardous waste disposal; the Internet; health; leisure; medical issues, etc.

### ED 418/MED 518: Social Studies Methods

Candidates in Social Studies Methods are to have thorough understanding of the topics of sustainability: conservation, stewardship, healthy communities, eco-systems, economic and political issues. Candidates are required to complete sustainability assignments, reflect on those assignments and the implications of personal, social, scientific, and political choices for sustainability, need to implement teaching all areas of sustainability to P-12 students, and demonstrate the knowledge, skills, and dispositions in the P-12 classroom. Candidates in the Social Studies Methods class complete thematic unit plans incorporating and integrating each of the three facets of sustainability. Candidates also incorporate sustainability concepts,

skills, dispositions in Junior Achievement project (main focus on economic viability), and they must provide documentation of teacher work and evidence samples. Candidates are also required to provide documentation of P-12 student work and evidence samples utilizing student voice.

## B. Student-Based Evidence: Work and Voice

### Evidence of Work and Voice:

Changes in the program include a comprehensive curricular review and alignment with current (revised) state standards. Courses were revised to include knowledge and skills for an evidence-based focus. The program had previously included knowledge and skills for candidate-based evidence (work products and voice); but few courses had also included activities and requirements for student-based evidence. Following the comprehensive review and alignment, faculty members have (and will continue to) integrate student-based evidence activities, assignments and requirements to courses and field experiences.

Candidates are now introduced to the knowledge and skills of student-based evidence very early in their program. The knowledge and skills are further developed in the methods courses and mastered in the student teaching portion of the program. Definitions and strategies for producing and gathering candidate evidence (work and voice) and P-12 student evidence (work and voice) are taught in curriculum and methods courses; strategies are practiced in peer microteaching opportunities, in P-12 classrooms during field experiences, and in student teaching placements.

Students are provided the theory and practice of an evidence-based program through an outward-spiraling curriculum and field experience. Candidates proceed through a series of developmental levels in gaining knowledge and skills in the evidence-based approach: 1) candidates begin with a foundation that introduces them to the concepts and skills of collecting evidence; 2) candidates proceed to the level of collecting their own evidence (work and voice), self-assessing and receiving feedback from peers and faculty; 3) the candidate collects evidence from P-12 students and works with the issues involved in student evidence (confidentiality, appropriate examples, use of evidence, etc.); and 4) the candidate integrates knowledge and skills and completes a final internship; evidence using candidate work and voice and student work and voice is aligned, intentional, and used to improve practice for both the candidate and students.

#### *1. Pre-program development:*

Candidates are introduced to an overview of the field of education. Candidates receive foundational knowledge and skills to provide grounding in the role and purpose of education; governance, funding, and issues of education. General education courses (e.g. psychology, mathematics, history, computer technology, English, etc.) provide a broad-based knowledge and skills set necessary for all teachers.

#### *2. Initial development – introductory and core certification courses/field experiences:*

Candidates are introduced to and develop initial draft products. The products are expanded and developed as the program continues. Examples of evidence includes: skeleton drafts of lesson and unit plans; initial reflections from the student and feedback from faculty; initial placement for observation-only in practica; foundational knowledge of the evidence-based model, including teacher work/voice and student work/voice.

*3. Intermediate development – methods courses/field experiences:*

Products developed in the initial courses and field experiences are expanded and further developed. Strategies applicable for all subjects and strategies specific to the methods course being taught are added. Field Experience expands to include teaching 2 to 5 lessons to P-12 students; candidate work/voice and student work/voice evidence is gathered.

*4. Advanced development:*

Products are refined for final completion following feedback from multiple sources. Additional strategies are added to the candidate's repertoire. Field Experience expands to include specialty practica for endorsements prior to the final internship; student teaching internship includes a full semester (16 weeks). Candidates utilize a variety of strategies according to the purpose of the lessons and the content to be taught. All candidates are evaluated on the inclusion of candidate work/voice and student work/voice.

**Evidence-Based Education**

College of Education candidates are required to provide physical and measurable evidence of mastery of learning benchmarks. All courses require multiple evidences gathered and evaluated over time; observations and practica are based on measurable benchmarks; student teaching is based on evaluations that use benchmarks of excellent teaching aligned to measure whether our candidates have "met" standard. Assessments are both formative and summative, each providing additional evidence for evidence-based achievement of standards. Candidates are provided multiple opportunities to reflect on their work, receive personalized feedback, and integrate professional growth into their program and career plans. Candidates develop the knowledge and skills to work with P-12 students to facilitate collection of student work products and reflections. Evidence of learning (for both candidates and students) can include but is not limited to; discussions, presentations, projects, conversations, essays, papers, journals, lesson plans, thematic unit plans, videotaped lessons, concept maps, posters, bulletin boards, power point presentations, CDs, portfolios, web quests, reflection journals, personal statements, and observations.

**Field Experiences**

**Current:** A variety of types of field experiences in classroom settings is required at all levels of instruction in the Education Programs at Saint Martin's University. Field experience begins with a preprogram requirement of ten observation hours at three levels: ten hours with ages six to twelve, ten hours with ages thirteen to eighteen year olds, and ten hours in a K-12 classroom setting.

After admission to the College of Education, and dependent upon the field of study and endorsement areas, candidates formally enroll in courses requiring field experience. The Education Placement Officer arranges for the candidates to experience a wide variety of field placements. Candidates observe and participate in several settings including private and public schools, as well as urban and rural settings.

**Current Courses requiring an Actual Field Experience are as follows:**

The number of hours included in these field experiences has not changed in response to the Revised Standard V, but the emphasis has changed from performance-based to evidence based.

*Introductory level courses.* Curriculum and Instruction, Classroom Management, and Classroom Assessment may be taken individually or as a block in the Core Block (Elementary) Program. Core Block candidates spend 30 hours in observation and participation in a school setting. Introduction to

Exceptionality (including a 10 hour observation practicum) is another introductory course required by all candidates.

*Methods courses.* Candidates are required to observe and participate in lesson planning and teaching activities in several methods courses: Issues and Trends in Early Education (20 hr. practicum); Elementary Math Methods (10 hr. practicum); Science Methods (10 hr. practicum); Social Studies Methods (10 hr. practicum); Language Arts Methods (10 hr. practicum); Middle School Methods (30 hr. practicum); Secondary School Methods (45 hr. practicum).

*Specialty practica.* Candidates earning endorsements in reading or special education are required to complete additional practicum: Reading Practicum (60 hr.); Special Education Practicum (90 hr.); Early Childhood Practicum (20 hr.); Directed Practicum (120 hr.).

*Student Teaching/Internship.* Student Teaching typically requires 16 full time weeks (560 hr.). Additional time may be needed if the Candidate is earning endorsements in elementary or a secondary field and special education. Reduced student teaching may be applied for and approved, if the candidate meets prior teaching experience and other criterion as described in the Student Teacher Handbook. Alternative Route candidates may complete student teaching with an early certification option, if all requirements are met after a minimum of one-half year internship.

Changes: It has been shown (Darling-Hammond & Bransford, 2005. 411) that learning to teach and practicing teaching within the setting or with materials from the educational setting is more effective than practice not coherent with coursework/theoretical foundations of effective educational practice. Since it is essential that the knowledge and skills learned in our field experiences correlate strongly with the knowledge and skills learned in our courses, the Saint Martin's University College of Education faculty (with staff in accordance) is expanding our existing field experience model to a continuum model so that our teacher education candidates are learning about and using effective educational practices coherently and concurrently. We want to better serve our existing and potential candidates and to incorporate a stronger evidence of student voice. We want to develop educators who are able to increase the knowledge, skills and favorably influence the dispositions of children through a continuously developmental model which links field experiences coherently with course work.

Our field experiences have been revised to exist along a continuum of preparatory and actual experiences with developmental levels of involvement by our teacher education candidates. This continuum will allow faculty to scaffold the development of teacher education candidates by tying assignments from coursework to field experiences. This will be consistent with best practice and in keeping with the state of Washington's ongoing efforts to gather "student voice" evidence. This revision will also enhance our program in the following ways: provide more placements earlier in our program, provide placements in diverse settings with diverse students, increase the variety of placements, strengthen the relationships between our candidates and mentor teachers; and result in our candidates being placed with teachers and classrooms most suitable for our candidates.

Our candidates complete consciously created assignments targeted at our published program outcomes, seeing effective teaching, and applying effective teaching practices, monitored and evaluated by experienced personnel. We are moving from time-based (clock hours) field experience toward a more evidence-based and student voice based evidence for learning the targeted outcomes. We feel this model

is more systemically sustainable in the long run, as it will enable us to easily address the teacher candidate and student evidences that are required in Standard V Knowledge and Skills for Teachers.

Definitions of terms:

*Field:* an educational setting

*Virtual Field Experience:* teacher education candidates will be working with authentic or designed field materials to simulate a classroom

*Actual Field Experience:* teacher education candidates will be in a P-12 classroom

Revised/Expanded Continuum of Field Experience:

1. Saint Martin's University College of Education Continuum of Field Experience is based on developmental outcomes over a teacher education candidate's certification coursework.
2. All certification coursework will have a field component with "Virtual" and/or "Actual" assignments closely tied to the theoretical foundations of that course content and aligned with the developmental outcomes of that course. Final grades in all courses will incorporate the field component.
3. Faculty have agreed to adopt and adapt authentic materials from the classroom and use virtual and/or actual field placements for courses that previously had no field components.
4. Waivers for courses are based on developmental outcomes; waiver requirements may include field components.
5. A common evaluation form will be developed and used for all Actual Field Experiences that is based on our developmental outcomes; evaluation data will be collected and used to inform the program for further improvement and refinement.
6. All candidates will be required to have at least one field experience in a diverse setting. "Diverse" is defined as 20% diversity (i.e., non-white, low SES, special populations, at-risk, marginalized students) based on the most recent OSPI School Report Card data.
7. Partnerships with local schools will continue to be developed for candidate placement. Partnerships will typically include SMU faculty participation in the school; in-service training to teachers (based on school need); practica and internship placements. Three partnerships have been developed and are in operation. Additional 3-4 partnerships are in process of development over the next 3 years.

**P-12 district/school partnerships**

Change at Saint Martin's University includes a focused emphasis in developing University-School site Partnerships:

Definition: a University-School Partnership is an intentional relationship between an institution of higher education teacher preparation program and a school site.

Purpose: Establishing a University-School Partnership will enable classroom teachers to intentionally mentor our candidates while simultaneously raising student achievement.

Process: A partnership is fostered by one faculty member at one school wherein there is an intentional relationship built between the faculty member and principal. The faculty member and principal determine mentor-mentee pairs (teacher candidate and mentor teacher) based on the faculty's knowledge of the candidates and the principal's knowledge of the building's teachers. The faculty member is located on site one day per week in order to developing relationships with the mentor teachers and facilitating the relationship between the mentors and the teacher candidates.

During the 2008-2009 school year, a partnership was established with a local district with an elementary school and a middle school. This was an intentional relationship (formed as part of the Standard V Grant awarded to Saint Martin's University) based on a needs assessment completed by the teachers and administrators spring 2008. The needs assessment for this particular partnership determined that during the grant year, the focus would be on co-teaching and K-8 student assessment. A second needs assessment was completed in March 2009 for the 2009-2010 school year.

Faculty partners (faculty assigned to the school as lead facilitator) will be meeting with administrators and teachers to determine exact parameters. We expect that each partnership created between SMU and a school district might have different parameters, depending on the needs of the P-12 students and school staff as well as expertise of SMU faculty partners. Each partnership includes practica candidates; student teachers; a faculty partner; mentor teachers; staff development; and school and university administrative support. The partnerships will continue after the grant funding ends.

An additional (non-grant based) partnership was developed in a second district during early spring. The needs assessment in this case focuses on special education. Courses are taught on site; selected candidates complete practica and internships; lead faculty is the director of the special education program.

Further non-grant based partnerships are in the process of development. A fourth partnership is planned for spring 2010; a fifth for fall 2010; and a sixth for spring 2011. Partnerships by spring 2012 are planned to involve four districts and seven or eight schools (elementary, middle level, and high school).

### **Faculty development**

Faculty members have been involved in the development of knowledge and skills pertaining to the Revised Standard V over the last 18 months:

- Approximately half the faculty attended the OSPI Revised Standard V training workshop last October 3, 2007.
- Faculty and staff read Linda Darling-Hammond's book, *Preparing Teachers for a Changing World* (2005). Books were purchased for faculty and staff to read during summer 2008.
- During the Fall Retreat (August 2008) faculty and staff discussed the contents and the sections pertinent to student based evidence.
- Saint Martin's University responded to a Request for Proposal and was awarded funding for a Standard V Grant. The partnership includes Saint Martin's University and two local schools and focuses on documenting and evaluation of student-based evidence.
- College of Education held weekly meetings for faculty and staff. The main agenda items were various components of the Revised Standard V, including understanding and building requirements for student-based evidence into our program.
- College of Education Supervisor Training was held each semester. The training includes the requirements for a student-based evidence internship. Supervisors were required to attend the training in order to supervise the interns.
- PEAB meetings were held four times during 2008-2009. All meetings focused on the Revised Standard V and related student-based evidence.
- Faculty, mentors, and candidates attended Seattle University's workshop on Co-Teaching.

- Faculty presented at the OSPI Assessment Workshop: one presentation was on the Grant (co-teaching partnership), and the other presentation was on the work we have done to incorporate knowledge and skills of sustainability into our program.
- Faculty attended the WACTE field directors meeting. Agenda items included field experience changes at various institutions; Revised Standard V components related to student-based evidence.
- Faculty attended and presented at PESB Meetings. While the Dean is on the PESB, additional faculty attended each meeting to gain additional perspectives.

2. In no more than three pages describe the *process* used to engage program personnel in reviewing, rethinking, and revising the program.

The program was reviewed and revised in three main areas: 1) Curricular review of course content to the Revised Standard V; 2) Incorporating Sustainability; and 3) defining and refining the “Continuum of field Experiences.” A description of the process used to engage program personnel for each of these areas follows:

Curricular Review: The first step was to compare the 1997 (old) Standard V knowledge and skills with the revised 2008 (new) Standard V. A chart was developed to align the old knowledge and skills with the new knowledge and skills. A draft document obtained from the Task Force that developed the new Standard V was used as a basis for this work. The College of Education had previously completed a curriculum review for the “old” knowledge and skills, aligning program courses and field experiences, program outcomes, and performance indicators. The “old” WAC Chart indicated level of capacity for each course (introductory, developmental, mastery) as aligned with the Standard V criteria.

The revised WAC Chart added four additional columns: Candidate Work Samples, Candidate Voice; P-12 Student Work Samples, and P-12 Student Voice. Faculty provided feedback on the draft alignment (comparing the 1997 standards and criteria to the 2008 standards and criteria). Minor changes were made to the document. Faculty then grouped into pairs according to the courses they taught and volunteered to complete the new WAC Chart – including evidence from course activities and assignments and field experience for each new column (candidate work/voice and student work/voice).

During weekly College of Education meetings, faculty and staff discussed the process, various strategies, assignments, and activities that would provide necessary evidence. PEAB reviewed the draft documents at each PEAB meeting, providing feedback and suggestions. Once the WAC charts were completed for each course, they were reviewed and edited as needed. One of our faculty members (with web maintenance and design responsibilities) removed extraneous columns and rows and published them on the College of Education network (Z-Drive).

The process included a review of previous coursework and field experiences as aligned with the 1997 standards; a review of current coursework and field experiences (some of which had changed in response to program feedback since 1997) against the 2008 standards; a determination of redundancies in knowledge and skills (redundancies eliminated in further curricular planning); and a determination of “missing” knowledge and skills. The missing knowledge and skills (e.g. sustainability concepts; inclusion of virtual field experiences in all courses; etc.) were incorporated into appropriate courses (as determined by faculty and staff discussion during the weekly meetings).

Incorporating Sustainability: The Dean and several faculty members attended the OSPI Standard V workshop spring 2008. During the workshop, the topic of sustainability was presented and materials distributed. The Dean also attended a NWCCU workshop earlier that spring that also included information on sustainability in the curriculum. The College of Education Fall Retreat (August 2008) focused on two agenda items: Sustainability and Field Experience. The discussion resulted in a draft statement subsequently adopted by the College (see Part 1A Course Content p. 7 of this document). Each faculty was asked to submit a brief description of how he/she might already be incorporating Sustainability into the curriculum.

The descriptions were collected and a document was drafted and used as a starting point for curriculum re-design. Additional assignments and/or activities were added to several courses to strengthen candidate knowledge and skills in the area of Sustainability. One example of an additional assignment in this area is the new requirement of the Sustainability Assignment Poster Project for all teacher interns (see Appendix A). PEAB reviewed draft documents at each of the PEAB meetings. Feedback and suggestions were incorporated into the final document. The document was submitted to OSPI and PESB as part of the SMU Standard V Proposal. Faculty members were requested to present the document and related information on the incorporation of Sustainability in the Curriculum at the OSPI Spring 2009 Assessment Conference.

Continuum of Field Experiences: Approximately half the faculty attended the OSPI Revised Standard V training workshop last spring. Faculty and staff read Linda Darling-Hammond's book, *Preparing Teachers for a Changing World* (2005). Books were purchased for faculty and staff to read during summer 2008. During the Fall Retreat (August 2008), faculty and staff discussed the contents and the sections pertinent to student based evidence. College of Education held weekly meetings for faculty and staff. The main agenda items were various components of the Revised Standard V, including understanding and building requirements for student-based evidence into our program.

Specially designed The Field Experience committee was established. Every fourth Wednesday, the Field Experience Committee worked on specific topics and assignments forwarded to them from the full College of Education meetings. The Field Experience committee prepared a draft of a model and presented it to the College in December. The faculty members were concerned that the proposal would not meet the needs of non-co-hort program candidates and returned the proposal back to the Field Experience committee for further design modifications. The Field Experience committee re-drafted and proposed a second proposal. This proposal included the definitions of our Continuum of Field Experiences and a model for partnership building (see Part 1 for description of Field Experiences and P-12 Partnerships). PEAB members reviewed each draft of the model and provided feedback and suggestions.

Saint Martin's University College of Education responded to a Request for Proposal and was awarded funding for a Standard V Grant. The partnership includes Saint Martin's University College of Education and a local school district (one elementary school and one middle school) and focuses on documentation and evaluation of student-based evidence.

Faculty, mentors, and candidates attended Seattle University's workshop on Co-Teaching. Faculty presented at the OSPI Assessment Workshop: one presentation was on the Grant (co-teaching partnership), and the other presentation was on the work we have done to incorporate knowledge and skills of sustainability into our program.

College of Education Supervisor Training was held in the fall. The training included the requirements for a student-based evidence internship. Supervisors were required to attend the training in order to supervise the interns. While the current PPA (Performance-based Pedagogy Assessment) is still being used as the evaluation tool for candidates in non-partnership schools, supervisors from the partnership schools (e.g., schools participating in the Standard V Grant) are piloting an EBPA (Evidence Based Performance Assessment) for teacher candidates that meets Revised Standard V criteria. Faculty also attended WACTE field directors meetings. Agenda items included field experience changes at various institutions; Revised

Standard V components related to student-based evidence. This information was (and will be) incorporated into the Supervisor Training.

Final Review and Approval: Final Review and Approval of this document was completed at the College of Education meeting on May 6, 2009. Faculty and staff reviewed the draft document, made edits and changes. A motion was made and passed to approve the document with changes as determined at the meeting. The PEAB final approval was completed at the May 11, 2009 meeting following review and changes.

3. In no more than two pages, describe the key strategies by which candidates will develop capacity to analyze and respond to student-based evidence. Please attach three samples of assignments or assessments that represent those strategies.

Candidates receive knowledge and skills through the outward-spiraling curriculum and field experience model. Key strategies by which candidates will develop capacity to analyze and respond to student-based evidence are described below. While the outward-spiraling curriculum and field experience model is a continuation of current practices, the previous emphasis on Candidate Performance-based Evidence has been revised to a new emphasis on Candidate and Student Based Evidence with work products and voice evidence for both candidates and P-12 students.

*Key Strategies - Initial Development:* Candidate and Student Evidence are defined in the core Curriculum and Instruction course. Candidates prepare a lesson plan which incorporates all four components (candidate work, candidate voice, student work, student voice). The plan is initially in draft stage, and is expanded and developed as the course continues.

*Key Strategies - Intermediate Development:* The thematic unit plan is prepared in draft form and is expanded in the methods courses. Each methods course requires a lesson plan and/or a thematic unit plan. Some of the methods courses require an integrated unit plan; some require other possible components, such as team teaching and/or cooperative learning grouping. Strategies include strategies specific to the methods course being taught: e.g., science methods includes lab strategies; math methods includes math manipulative strategies; reading methods includes reading strategies; etc. Unit plans utilize the strategies taught in class; candidates practice the lesson and strategy in peer microteaching opportunities and video tape review. Candidates receive feedback from their peers, and instructor of the course, as well as a self reflection. All lesson and unit plans further develop the concepts of candidate and student voice. Candidates create the lesson/unit plans (work), reflect on their work (voice). Lesson and unit plans require student work products to demonstrate growth in knowledge and skills. The plans also require a variety of methods of student voice, which provide feedback to the student as well as the candidate.

*Key Strategies - Practica Experience:* Methods course practicum include the opportunity for the candidate to demonstrate work/voice and to collect student work/voice evidence. Classroom teachers complete a Practica Evaluation which provides feedback to the candidate. Specialty practicums (just prior to student teaching) provide advanced field opportunity to create and document candidate and student evidence. Mentor teachers and faculty provide feedback to the candidate.

*Key Strategies - Advanced development:* The unit plan is completed for student teaching. The unit plan must be a minimum of 3 weeks of lessons and must be approved by the classroom mentor teacher

prior to the student teacher beginning the teaching of the unit. The College supervisor must observe the unit being taught and assesses the candidate according to the Performance-based Pedagogy Assessment/Evidence-based Pedagogy Assessment (PPA/EBPA). Candidates utilize a variety of strategies according to the purpose of the lessons and the content to be taught. All candidates are evaluated on the inclusion of candidate work/voice and student work/voice.

*Key Strategies - Expectations for future development:* It is expected that the candidate will continue the development and refining of gathering evidence throughout his/her career. While it is not expected that all candidates will be experts in all facets of evidence gathering and use upon certification, it is expected that all candidates will understand the “life-long” learning nature of the education profession.

Three sample assignments which include various strategies and involve candidate work products/voice (reflections) and P-12 student work products/voice are included in Appendix A. One assignment is from the core certification level (Initial Development); one from the methods level (Intermediate Development), and from the Student Teaching Internship Seminar (Advanced Development).

4. In no more than two pages, describe areas of your revised program that will be a focus of continuing attention and development as you proceed with implementation.

Continued attention and development will be in several areas: 1) partnership development, 2) further refinement of strategies to help candidates develop capacity to analyze and respond to student-based evidence, 3) revision and refinement of College materials and handbooks, and 4) continued and on-going training of faculty, adjunct faculty, university supervisors, and staff.

#### Partnership Development:

Partnerships with local schools will continue to be developed for candidate placement. Partnerships will typically include SMU faculty participation in the school; in-service/training to teachers (based on school need); and practica and internship placements. Three partnerships are currently developed and in operation. Additional 3-4 partnerships are in process of development over the next 3 years. We will need to develop policy and procedure for establishing and maintaining successful partnerships. This will include written descriptions of role responsibility, faculty load and compensation, candidate requirements, placement procedures for practica and internships, and revised evaluation forms to include evidence-based documentation.

#### Strategy Development and Refinement:

Faculty will continue to develop and refine strategies, assignments and activities utilized in courses and field experiences to help candidates increase their capacity to develop quality work/voice evidence as well as the capacity to analyze and respond to student-based evidence.

#### College Materials:

Handbooks will need to be revised to reflect the new Standard V; the Conceptual Framework will need to be reviewed and refined; various forms will need to be re-developed. Faculty will continue to refine definitions of “partnerships,” candidate and student-based evidence, work products, and voice. Course assignments and activities will need to continue to be reviewed and revised to reflect the evidence-based emphasis.

Personnel Training:

Training will need to be continued and further refined as faculty and supervisors build capacity with building Sustainability into the Curriculum, focusing on the Continuum of Field Experience, developing and sustaining partnerships with P-12 schools, and evaluating candidate work/voice and student work/voice evidence.

5. Please attach a letter from the PEAB chair that describes the PEAB's involvement in reviewing and revising the program.

[Full page letter follows in the next page.]

SAINT  
MARTIN'S  
UNIVERSITY



May 19, 2009

Ms. Jennifer Wallace  
Executive Director  
Professional Educator Standards Board

Dear Ms. Wallace:

Please accept this letter to indicate a full and complete support of the PEAB for the Saint Martin's University College of Education Residency Teacher Certification Program proposal for the Revised Standard V.

The PEAB has met four times this academic year. The emphasis for all four meetings has been on Teacher PEAB's full involvement of the review and revision of the program from a performance-based program to an evidence-based program.

Specifically, we have reviewed draft and final documents, and provided feedback and revisions for the following:

- 1) Comprehensive curricular study to align the standards, courses, indicators, candidate work products and voice, and student work products and voice (WAC Charts)
- 2) Sustainability document which focused on the knowledge and skills of sustainability throughout the curriculum
- 3) Field Experience continuum
- 4) Standard V Grant proposal and updates
- 5) Partnership development
- 6) Revised Standard V Pre-proposal
- 7) Revised Standard V Proposal

PEAB activities included individual review, small group review via break-out teams, and large group discussions. Documents were distributed both electronically and as hard-copies. PEAB members provided large-scale overview feedback, detailed editorial changes, and made suggestions as needed. All feedback and suggestions were considered and incorporated into the documents. Following a final review, the motion to approve the Revised Standard V Proposal was made and carried unanimously at the May 11, 2009 meeting.

Respectfully Submitted,

*Lindsey Petersen*

Ms. Lindsey Petersen, Teacher PEAB Chairperson  
Saint Martin's University College of Education



## Appendix A: Student Based Evidence

### 3 Samples of Strategies and Assignments

#### Sample 1: ED 370/MED 570: Classroom Assessment

(All students; core certification course; blended on-line format; Field Experience Continuum: Virtual)

#### Assignment: Personal Communication Content Learning Instructions and Logistics

As a result of this activity and other activities on Personal Communication, you will be able to complete the following:

Knowledge	Define and recognize Personal Communication assessment
Reasoning-Comprehension	Describe how Personal Communication assessment works
Reasoning-Evaluation	Decide when the classroom circumstances warrant the use of Personal Communication assessment
Skill	Create an assessment of a Dispositions target in your content area using Personal Communication assessment
Product	Present your Personal Communication assessment to classmates and instructor for feedback—asking for specific feedback
Disposition	Graciously accept the feedback offered by peers and instructor and a teacher in the appropriate grade level/content area
Disposition	Enjoy creating Personal Communication assessments so that you would enjoy assessing your students in this fashion

1. Read Ch 8 in your text.
2. Watch the DVD on Ch 8, “Personal Communication.”
3. Reflect on your textbook reading by recording; a) one thing that you already knew about classroom assessment practices, and b) one thing that you learned that you feel would be of great value to you in your classroom assessment practices.
4. Reflect on the DVD by recording; a) one thing that you already knew about classroom assessment practices, and b) one thing that you learned that you feel will be of great value to you in your classroom assessment practices.
5. Share your responses with your partner.
6. Post your pair’s answers to #3-4 above by completing, Forum on Personal Communication assessment.
7. Do the Personal Communication Assessment Task, “*Did They Get ‘It’* (target) and how can you tell?” with your partner (see below).
8. Check in with questions, comments, and share your musings and learning from the task on our Forum.
9. Personalization of the Task: Using your readings, observations, and task #7 above:
  - a. Create your own Personal Communication assessment using your own Performance and Disposition targets.
  - b. The assessment must evaluate P-12 student’s disposition about a Performance task you create for a practica/internship. Remember, in order to do the Performance Task you create, the students must be able to “know and understand” your knowledge and reflection targets.

Personal Communication Assessment (do this activity after reading Ch 8 and watching the DVD)

Activity: “*Did They Get ‘It’*” (target) and how can you tell?”

1. In groups of 2, students pairs will be assigned a Sample Dialogue (A-C) according to the best match for endorsement. Read and comprehend the intended target for your sample dialogue (see below). Comment about the target in light of what you know about targets from this class and a curriculum and instruction class.
2. Discuss with your partner whether or not all/any/most of the student(s) in the dialogue hit the intended target and record all the issues that arose in your conversations about whether or not all/any/most of the student(s) in the dialogue hit the intended target.
3. From your discussions and understandings decide as a pair, whether or not all/any/most of the student(s) in the dialogue hit the intended target (yes, no), and choose and record the most important issue from your discussions that would support your decision.
4. Using Keys to Quality Rubrics 1-5, as a tool on the “Assessment Quality Rubrics,” match your reason in #3 to the Keys 1-5 choosing and recording the best match and the Key # and words why your group thinks they did or did not hit the intended target.
5. What do you personally want to be remembered when you are constructing your own Personal Communications task for your P-12 students in a field experience and/or internship?
6. Please ensure that both partners have a copy of this activity and then post this assignment on our Course Homepage.

A. Sample Dialogues Personal Communication: Elementary Level (2<sup>nd</sup> grade)

The students will be able to distinguish between spiders and insects based on physical characteristics such as the number of legs the animal possesses.

S: hey Ms. R--- look at this bug I brought to class!!!!

T: is that a bug? Or is it a spider?

S: oh, you know...spiders are bugs!

T: are they really? How many legs do bugs have?

S: three or four....I think.....

T: let’s remember our unit on insects, from last week, how many legs do insects have?

S: oh yeah, six....

T: that is right, are bugs the same as insects?

S: no, bugs are bugs, all creepy crawlies are bugs

T: didn’t we learn something special about insects and spiders?

S: yeah, spiders and insects are bugs---- but different

T: yes, exactly! How are insects and spiders different?

S: spiders are poisonous?

T: some are, but some are not, what is another difference? Think “legs”

S: ohhhhh yeah.....spiders have 8 legs- that is tooo cool, how come they have 8 and the other bugs just have six? Not fair...

T: very good! Spiders have 8 legs, they are pretty special animals, so is this bug that you are looking at a spider or an insect and how can you tell?

S: it’s a spider!!!! I can see 8 legs, one, two, three, four, five, six, seven and 8!

T: nicely done, you have indeed learned the difference between spiders and insects, two different kinds of bugs!

B. Sample Dialogues Personal Communication: High School Level: 10-12<sup>th</sup> grade Chemistry

The students will be able to perform qualitative analysis with three unknown solutions and decide which of the three solutions is Copper Nitrate, Lead Nitrate, and Nickel Nitrate, based on the evidence produced in the lab.

T: hey you girls, how ya doin; on your lab?

S1. We think we may have done it wrong

S2, yeah, we cheated, don't be mad, please?

T: how on earth could you cheat with this lab? You have to show me this!

S3. See, here are your instructions: you say to add the chemicals to each other in this order? And in these boxes.

S2. But we did it differently, we figured the only chemical making any changes at all was this one: and the only one making any changes at all from the lab with the known chemicals was the lead one.

S1. We just figured we would set up the wells in the dish and put all the chemicals in the dish

S2, and then add the one we thought was the lead one to all of them

S3. We think we got it right but we did it wrong

T: oh my....I am so glad you shared this with me, I would hate to think you would have hidden this from me because you thought I'd be mad

S1. Are you? Mad I mean? Please don't be we were safe and we did it right!

T: NO, I am not mad, I am very very impressed at your thinking, you girls figured the problem out in a completely different way, yet came to the same conclusion. I would very much like to write your solution down, can you tell me again what you did?

C. Sample Dialogues Personal Communication: 8<sup>th</sup> grade Exploratory on To Kill A Mockingbird

Target written on lesson plan: The students will be able to complete reading this section of TKAMB by the end of the period.

T: Ok Let's get our books out and our dictionaries and we'll start reading at page 37.

S: Do we hafta read out loud?

T: Well, we have not read since four days ago, and we need to stay on course if we are to get this book done in time.

S: Do we only read to the first vocab word like we did last time?

T: Yes, that worked fine, we'll do that again

S: Ok, then I'll read first can I can I can I?

T: Well, Bill, Ok I am glad you want to read.

S: (reading the text) "We rode our bikes to the creek to ass....." Ok I am stopping, that is the first vocab word (triumphant smile on his face).

T: Now Bill, you have to keep reading - that was not a lengthy enough time to read

S: But you said I could read until the first vocab word, I am not reading anymore!

T: Now Bill, you need to continue reading until I tell you to stop.

S: Nope, not gonna (pouting, head on desk).

**Sample 2: ED 418/MED 518: Social Studies Methods**

(All elementary students; methods course; face to face format; Field Experience Continuum: Actual)

Junior Achievement Project – Reflective Evaluation.

Your complete answers to the following questions and submission of your experience journal/log count for total of 100 points out of the possible 200 points for the project. The other 100 points are based on your completion of the Junior Achievement sessions and an acceptable evaluation from the teacher of the class. This reflective evaluation must be double-spaced, typewritten and grammar/spell-checked. Please answer the questions in the following order:

1. Basic information:

- a. What grade level did you work with?
- b. What school did you work with?
- c. What teacher did you work with?
- d. How many times did you meet with the class?
- e. What was the topic of your workshops?
- f. If you had a partner, who was it?
- g. Classroom demographic information (i.e.: # boys, girls, ethnicity, IEPs, Title I status, etc.)

2. Reaction to the experience:

- a. How effective were the JA workshops in teaching their material to the students? How did the students react to the material? What do you think of the overall mission of JA?
- b. What did you learn about teaching and learning during the course of your JA consultant work? (Your answer can relate to ED 418 material to the content of your workshops, or to the experience itself.)
- c. What was your reaction to being responsible for teaching a class of children? Was it easier or harder than you expected? Why? Was it easier or harder than being in front of a class of students at Saint Martin's University? Why?
- d. What advice would you give someone else who was going to do JA? Explain your advice and tell whether you'd recommend being a JA consultant to someone else.
- e. How would you evaluate your preparation for your JA sessions? How would you evaluate your effectiveness and performance in front of the class?
- f. What accommodations did you make for diverse student learning in the class? How would/did you implement a Positive Impact Plan to meet all student needs?

3. Recommendations:

- a. What was the best thing about your experience as a JA consultant?
- b. What was the worst thing about your experience as a JA consultant?
- c. What recommendations would you make to improve the JA program?
- d. Would you recommend having the JA program on a permanent basis as a part of course work/assignment? Why or why not?

\*\* Please feel free to add any other comments or suggestions that you may have regarding JA or the use of JA in ED 418/MED 518.

### **Sample 3: ED498: Student Teaching: Sustainability Assignment**

(All students; internship seminar course; face to face format; Field Experience Continuum: Actual)

Education for Environment and Sustainability from EHB 2910, 2006, requires OSPI to conduct an environmental education study in partnership with public and private entities invested in strategies to reach every student, family, and community with quality environmental education experiences.

Education programs have a responsibility for providing students with a realistic and balanced orientation to the complex web of interrelationships that comprise their total environment. This is achieved by relating learning experiences directly to the student's total environment. Education programs are dynamic and constantly evolving and as such should always be responsive to current research and the clearly defined needs of the communities and students they are designed to serve.

All citizens, agencies, institutions and organizations share the responsibility of maintaining and improving the quality of our total environment. The three domains that are addressed in education for sustainability are ecological/environmental, economic, and social/cultural. Education for sustainability is about learning to make and understand the connections and interactions between these three complex domains of systems.

Sustainability education builds opportunities for interdisciplinary, collaborative, student-centered, inquiry-oriented, and technology-rich learning. Education for sustainability provides students with opportunities to gain skills, knowledge, character, and the vision to be productive citizens who contribute to a more sustainable future.

Sustainability is a process, a way of thinking, a balance. While it is considered by some to be a complex and difficult concept, within the proper context it can be understood by even the youngest students, as evidenced in this definition from a class of first graders. Sustainability means, *“Thinking not just about yourself but about the world and everything in it, on it, and around it – taking care of these things for the future. Everything is connected.”*

*Your Sustainability Project for seminar will focus on a lesson from your CLIP and will include the following, displayed on a three part poster board:*

- 1) Left panel – Your Picture; a biographical sketch; pictures of your school, classroom, and/or students; a picture of your Mentor Teacher*
- 2) Middle panel – The Lesson Plan including information on the area of “sustainability” being taught – teacher voice; school and/or community related facts*
- 3) Right panel – Student work/student voice which may include pictures, photos, drawings, essays, assessment rubrics, etc.*

*Bring your Project to our intern celebration for display, review and discussion with other interns, family, friends, Mentors, and SMU faculty.*

## **Appendix B**

### **References**

Darling-Hammond, L., and J. Bransford (Eds.). (2005). *Preparing Teachers for a Changing World: What Teachers Should Learn and be able to do*. Jossey-Bass. ISBN: 978-0-7879-7464-0