

Standard V Program Re-approval Template
 Submit completed form to your liaison by January 31, 2009.

Institution Walla Walla University

Date January 29, 2009

Dean/Director Julian Melgosa

Signature 

PEAB Chair Julian Melgosa

Signature 

What would be the major examples of evidence in your program for Standard 5.1: Knowledge of Subject Matter and Curriculum Goals?

Criteria - <i>Teacher candidates positively impact student learning that is:</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>
<p>A. Content driven. All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.</p>	<p>This criterion will be met by elementary teacher candidates through formal lesson plans that are all based on learning targets derived from the GLEs.</p> <p>This criterion will be met by secondary teacher candidates through the study of the relationship of reading and writing in the course EDUC 475 Teaching Reading Skills in the content areas. They also will complete many assignments in the EDUC 365 Instructional Methodology course. In both courses they will have to use the</p>	<p>Students see learning targets on board or on overhead transparency before lesson and hear their teacher candidate refer to them often throughout lesson.</p> <p>Students participate and produce work, for teacher candidates during their EDUC476 Student Teaching Orientation and EDUC480/ 481 Student Teaching in Elementary/Secondary School, that provide evidence of written/oral content learning. This will also be done in the</p>

<p>B. Aligned with curriculum standards and outcomes. All students know the learning targets and their progress towards meeting them.</p> <p>C. Integrated across content areas. All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning.</p>	<p>document camera as well as clips from the internet and Power Point.</p> <p>Teacher candidates explicitly write formal and informal lesson plans that have learning targets along with how students will meet them.</p> <p>EALRs will continue to be aligned with the class projects and content. Rubrics will be developed to find out whether targets are attained.</p> <p>Teacher candidates' written plans integrate reading, writing, communication with math, science, social studies, and/or arts and physical movement.</p> <p>Elementary teacher candidates will be using the book <i>Math & Science</i> and will use a journal to record investigations using drawing, and scientific investigation data for conclusions.</p>	<p>fieldwork and lab experiences.</p> <p>Students will have rubrics, checklists, and/or models to follow.</p> <p>Students of all levels say, in their own words, what they are learning and how to learn it.</p> <p>Lesson outcomes. Course work. Assignments.</p>
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What would be the major examples of evidence in your program for Standard 5.2: Knowledge of Teaching?

<p>Criteria - <i>Teacher candidates positively impact student learning that is:</i></p>	<p>Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i></p>	<p>Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i></p>
<p>A. Informed by standards-based assessment. All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies.</p> <p>B. Intentionally planned. All students benefit from standards-based planning that is personalized.</p>	<p>Teacher candidates select multiple assessments to measure progress toward learning targets. Formative assessments are done throughout the unit to inform daily lesson planning.</p> <p>The assessment course (required of all teacher candidates) includes classroom activities and assignments where formative, summative, and self-assessment strategies are learned and applied. All elementary teacher candidates create assessment tools for fieldwork, for assignments, and for units. They use self-assessments for weekly labs; they use summative assessments for classes they teach along with input from formative assessments which they share with their host teacher.</p> <p>Teacher candidates personalize instruction so that each student can be thoughtfully and intentionally grouped in teacher-chosen heterogeneous groups or changing homogeneous reading groups that move all below-standard students toward standard.</p>	<p>Students do self-assessment for individual and group work so they can review their own performance and so teacher candidate can vary instruction as needed before the end of unit assessment, which is communicated to students at the beginning of the unit with rubrics, checklists, models, etc.</p> <p>Students develop products and complete assessments regularly. These are systematically analyzed and consist of multiple approaches.</p> <p>Students know how they will be assessed at the beginning of the unit, as teacher candidate shows them how the learning targets and assessments are connected.</p>

What would be the major examples of evidence in your program for Standard 5.3: Knowledge of Learners and their Development in Social Contexts?

Criteria - <i>Evidence of teacher candidate practice reflect planning, instruction, and communication that is:</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>
<p>A. Learner centered. All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.</p> <p>B. Classroom/school centered. Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others.</p>	<p>Teacher candidates become acquainted with the characteristics and needs of the learners throughout psychology courses in a general way. In a more specific manner, they get familiar with these characteristics and needs during their student-teaching orientation so that they can plan for cultural variables to personalize plans.</p> <p>All teacher candidates participate in labs that engage them in teaching strategies that are targeted at a variety of learners and learning styles. Student teaching and class assignments contain experiences that are learner centered.</p> <p>Interaction skills are taught and learned in several psychology requirements</p> <p>Teacher candidates modify plans according to assessment input, as well as input from host teacher, parents, and university supervisors.</p>	<p>Students show increasing understanding of diverse ways of speaking, thinking, eating, dressing, and behaving.</p> <p>Class assignments and activities done in labs and fieldwork facilitate the engagement of all students.</p> <p>Students work co-operatively in teacher-chosen heterogeneous groups with clearly understood tasks and outcomes.</p> <p>Service to community, service to each other, field trips.</p>

<p>C. Family/Neighborhood centered. Student learning is informed by collaboration with families and neighborhoods.</p>	<p>Teacher candidates write plans for keeping open two-way communication with families.</p> <p>Guests from the community are being invited and will continue to share their expertise. This will teach teacher candidates to maximize the use of community resources in their own classrooms.</p>	<p>Students take responsibility for delivering letters from teacher candidate to home, as well as involving family members in specific lesson-plan take-home assignments where someone needs to initial an accountability assessment.</p> <p>Students will be given assignments and open participation when community and family resources are invited.</p>
<p>D. Contextual community centered. All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.</p>	<p>Teacher candidates keep all four state learning goals in mind, including the new and very important emphasis on sustainability. They are often involved in lesson planning, puppet-play script writing and letter-writing for students in other areas of the world.</p> <p>All teacher candidates go and will continue to go through the experience of Service Day and many through student missions. These provide a solid foundation to do the same at the communities where they will be serving. In addition, there is a clear focus on environmental issues in the EDUC 383 C&I – Science course.</p>	<p>Students show increasing capability of being responsible classroom fellow citizens.</p> <p>Work produced by students in social studies, geography lessons, and community services.</p>

What would be the major examples of evidence in your program for Standard 5.4: Understanding of Teaching as a Profession?

<p>Criteria - <i>Teacher candidates positively impact student learning that is:</i></p>	<p>Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i></p>
<p>A. Informed by professional responsibilities and policies. All students benefit from a collegial and professional school setting.</p> <p>B. Enhanced by a reflective, collaborative, professional growth-centered practice. All students benefit from the professional growth of their teachers.</p> <p>C. Informed by legal and ethical responsibilities. All students benefit from a safe and respectful learning environment.</p>	<p>Teacher candidates are introduced to neighborhood school administrators, teachers, and paraprofessionals in their own schools and as invitees to the university classrooms.</p> <p>Handbook requirements for pre-service observation (EDUC 476 Student Teacher Orientation) prior to Student Teaching.</p> <p>Teacher candidates reflect in writing on every classroom experience, whether lab, observation, or student teaching, thereby demonstrating that they understand the continuing responsibilities of professional growth.</p> <p>New teachers continue in professional study.</p> <p>In addition to taking the Legal and Ethical Aspects of Education requirement, teacher candidates are specifically directed to respond in writing to prompts about the Washington State Code of Professional Conduct, thereby demonstrating their intention to abide by its tenets. In addition, teacher candidates take a colloquium in issues of abuse and neglect and are specifically reminded of the mandate to keep children safe by reporting violations.</p> <p>Handbook requirements for pre-service observation (EDUC 476 Student Teacher Orientation) prior to Student Teaching.</p>

1. Briefly summarize the changes in course content to meet the new standard criterion.

The following are changes that apply to at least one course/requirement:

- Further emphasis on content integrated lessons
- Revision of daily lesson plans to include learning targets in a more explicit manner.
- Revision of lab lesson plans to include the four essentials of planning for a positive impact on student learning.
- Revision of reflection papers for both formal and lab plans, explicitly asking teacher candidates to reflect on their own use of the learning target, progressions toward the target, what student was to do if he or she got off track, and how student will be assessed (whether student knew about that assessment and how it related to the target).
- In fieldwork/real teaching, remind supervisors to keep asking students: “What are you learning today (what is your learning target)? How will you learn that? What will you do if you get stuck? How will the teacher measure to see if you got to that learning target?”
- Introducing small group work to develop a lesson personalized for a specific student from diversity having this as part of the teacher candidate’s assessment.
- Expect that teacher candidates generate and analyze artifacts to specifically document positive impact on student learning.

2. Describe how the teacher candidates will be prepared to generate, analyze and respond to student-based evidence.

- Math labs to require analysis and reflection of student-based evidence.
- Teacher candidates to generate student-based evidence of positive impact on student learning by writing lesson plans that are clear in their targets and assessments, that have a rubric or checklist or model (progressions) to give to the students to help them get to the target.
- Teacher candidates to analyze those responses to determine if re-teaching needs to take place by using the same strategy for a longer period of time or using a different strategy.
- Teacher candidates to respond to student-based evidence by making necessary changes for the next teaching/learning event.

3. Indicate characteristics of field experiences

A. Student teaching

--If student teaching occurs within one academic term: Number of weeks of full-time student teaching

- 10 weeks

--If student teaching occurs over multiple academic terms: N/A

Number of weeks of full-time student teaching

Number of FTE weeks of part-time student teaching*

*E.g., 2 days of student teaching for 10 weeks would be $20 \text{ days} / 5 = 4 \text{ FTE weeks}$

B. Other field experiences

--Number of fieldwork hours required for admission to program

- 35-40 secondary; 75-80 elementary

--Number of other required fieldwork hours prior to student teaching

- 40+ secondary; 60+ elementary

C. Describe the ways in which teacher candidates are given opportunities to discuss/reflect on:

--Student teaching

- Direct dialogue with university supervisor.
- Direct dialogue with host teacher.
- Assembling all student teachers doing this work on at least one social evening during the student teaching term.
- Exit interview that is conducted immediately after the student teaching.
- Written reflections in the PPA Instructional Plan.

--Other fieldwork

- Opportunities are built in each requirement and normally include meeting at the beginning and at the end of the experience and keeping in contact with the university faculty in charge of the corresponding requirement.
- The Elementary Exploratory & Middle School Exploratory teacher candidates have to submit a journal which includes activities done and reflection on their experience.
- All labs require a written reflection paper.

4. Briefly describe PEAB involvement in redesign of the program.

- PEAB meetings are discussing Standard V 3 to 4 times over the school year.

5. Describe how P-12 partners have been involved in the implementation.
 - Mainly through their presence at PEAB meetings. Members include the College Place superintendent, two local schools principals, and several teachers from surrounding schools.
6. At this point, what appear to be the major issues and/or barriers that remain to be resolved before completion of implementation? What forms of assistance/support from OSPI and PESB would be helpful?
 - Things are working well.