



*College of Education*  
Teacher Preparation Program



# Teacher Prep Handbook

Teacher Candidates

Master's in Teaching (MIT)

SUMMER 2025

## SIGNATURE FORM/ACKNOWLEDGEMENT OF RECEIPT

Disclaimer: This handbook is intended to guide Teacher Preparation candidates to successful completion of their teacher education program. At no time do the policies and/or procedures in this handbook supersede the contents of the current Heritage University Student Handbook available for student review in MyHeritage under the Student Services tab.

I \_\_\_\_\_ (*Student's Complete Name*) received a copy (physical or electronic) of the Teacher Preparation Candidate Handbook on the date listed below. **I understand that I am expected to read the entire handbook and comply with the policies and procedures included therein.** Additionally, I will sign the two copies of this Acknowledgment of Receipt, retain one copy for myself, and return one copy to the Heritage University representative listed below on the date specified. I understand that this form will be retained in my student file. My signature constitutes acknowledgement of access and review of *Teacher Education Program Handbook*.

I agree to the following program requirements for the Heritage University Teacher Preparation Program:

- Maintain a minimum GPA of 3.0 throughout program
- As a graduate student, repeat any course where I have earned a B- or lower as the final course grade
- Maintain Clear Moral Character and Personal Fitness—**WAC 181-86, WAC 181-87, and RCW 28-A.410**, and **OSPI Pre-Residency Clearance**
- Successful *Pass* rating on the ***Candidate Disposition Form*** every semester
- Complete and submit a ***Professional Growth Plan (PGP)*** during the last semester of the program
- Complete and submit an accurate ***Time Log*** of hours spent in classroom during Clinical Practice
- Submit and attempt to pass each subtest of the WEST-B, SAT, or ACT exam prior to admission.
- Submit and attempt to pass the appropriate NES/WEST-E (s) Tests.
- Submit and attempt to pass the appropriate Professional Competencies Assessment Tool Final Portfolio.

## DISCONTINUANCE IN ANY SEMESTER

Recommendations for discontinuance are made to the Chair of Teacher Preparation. **Candidates will be removed from the program if:**

- They are unable to demonstrate adequate progress in student (K-8) learning
- They are unable to demonstrate adequate progress in content knowledge and skills
- They are unable to demonstrate adequate progress in pedagogical techniques
- They are unable to achieve an expected level of classroom management knowledge and skills
- They are unable to serve effectively as a mentored resident intern
- They do not participate actively and effectively in team and school-based learning teams
- They fail to meet expectations for attendance at school site or courses
- They fail to maintain requirements of the teacher preparation program
- They fail to meet Disposition Standards

**Failure to complete any of the above requirements at any point in the program may result in the following process:**

- 1) Meet with Academic Advisor and/or Field Coordinator to create Academic Action Plan
- 2) Student Advocacy staff/director notified.
- 3) Meet with the Department Chair to discuss progress on the Academic Action Plan
- 4) Program suspension or program removal.

*\* Program and certification requirements are subject to change as a direct result of state legislation, or additional measures required by the Professional Educators Standards Board.*

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Candidate,	<i>Name Printed</i>	Signature	Date Signed
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University Representative,	<i>Name Printed</i>	Signature	Date Signed
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# Table of Contents

SIGNATURE FORM/ACKNOWLEDGEMENT OF RECEIPT.....	2
DISCONTINUANCE IN ANY SEMESTER.....	3
<b>SECTION ONE.....</b>	<b>5</b>
CONCEPTUAL FRAMEWORK OF THE COLLEGE OF EDUCATION (COE).....	7
TEACHER PREPARATION PATHWAYS.....	8
POLICIES AND PROCEDURES.....	11
RIGHTS AND RESPONSIBILITIES.....	14
DISABILITY POLICY (RCW 28 B.10.912).....	19
POSSESSION AND USE OF FIREARMS AT HERITAGE UNIVERSITY.....	19
ESSENTIAL ELEMENTS OF CO-TEACHING.....	20
CO-TEACHING STRATEGIES.....	21
MODEL OF COOPERATION: COOPERATING TEACHER AND CANDIDATE.....	22
CO-PLANNING INSTRUCTION.....	23
CO-EVALUATING STUDENT PROGRESS.....	24
STUDENT CO-TEACHING FIELD PLACEMENT.....	24
<b>SECTION TWO.....</b>	<b>30</b>
PROFESSIONAL GROWTH PLAN (PGP).....	31
PROFESSIONAL CERTIFICATION STANDARDS.....	32
HERITAGE UNIVERSITY CANDIDATE DISPOSITION POLICY.....	33
PROFESSIONAL COMPETENCIES ASSESSMENT TOOL.....	34
<b>SECTION THREE.....</b>	<b>35</b>
CERTIFICATION INFORMATION.....	36
CANDIDATE E-CERTIFICATION STEPS.....	39
<b>SECTION FOUR.....</b>	<b>40</b>
TERMS & ACRONYMS.....	41
LANGUAGE USAGE.....	43



## SECTION ONE

General Program Information:



## **Land Acknowledgement:**

*Heritage University occupies its home on the traditional lands of the Yakama People. These ancestral homelands are the Yakama, Palouse, Piquouse, Wenatshapam, Klikatat, Klinquit, Kow was-say-ee, Li-ay-was, Skin-pah, Wish-ham, Shyiks, Ochechotes, Kah-milt-pa, and Se-ap-cat, who today are represented by the Confederated Tribes and Bands of the Yakama Nation [TREATY OF 1855] and, whose relationship with this land continues to this day. Heritage University, grounded in the vision of the two Yakama women founders, respects Indigenous peoples as traditional guardians of the lands and the enduring relationship that exists between Indigenous peoples and their traditional territories. We offer gratitude for the land itself, for those who have stewarded it for generations, and for the opportunity to study, learn, work, and be in community on this land. We acknowledge that our university's history, like many others, is fundamentally tied to the first colonial developments in the Yakima Valley. Finally, we respectfully acknowledge and honor past, present, and future Indigenous students who will journey through this home called Heritage University.*

## **Mission**

Heritage University empowers a multicultural and inclusive student body to overcome the social, cultural, economic and geographic barriers that limit access to higher education. Rooted in the homeland of the Yakama Nation, we embrace transformational student-centered education that cultivates leadership and a commitment to the promotion of a more just society.

## **Core Themes**

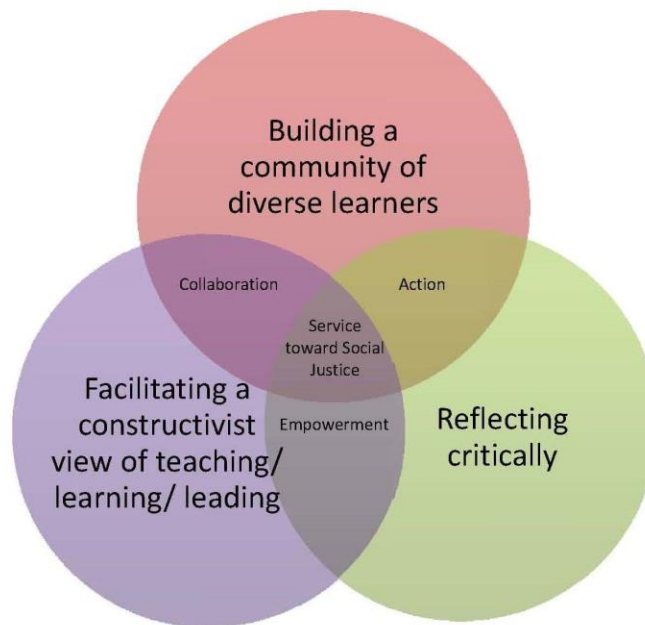
***Access and Equity:*** Heritage University strives to identify, recruit, enroll and retain students from a wide range of different types of backgrounds.

***Academic Excellence:*** Academic excellence includes all aspects of a high-quality liberal arts and career-preparatory educational experience for all students, from the individual course level through completion of their goals. It includes student satisfaction with courses and student services, employer satisfaction with Heritage students, the percentage of courses taught by full-time faculty and student outcomes (graduation rates, placement rates and course success).

***Community Engagement:*** Community engagement includes partnerships with various organizations across the regions that Heritage University serves. It embraces an outreach mentality leading to immersion in local communities to understand their educational needs and adapt to meet them, and to lead students and graduates to give back to their communities.

***Institutional Vitality:*** Vitality relates to the health of the institution itself, such as its financial sustainability.

## CONCEPTUAL FRAMEWORK OF THE COLLEGE OF EDUCATION (COE)



### **Building Community While Constructing Knowledge to Serve a Pluralistic Society Heritage University**

#### **"Knowledge Brings Us Together"**

Critical reflection is essential if one is to improve the quality and appropriateness of one's future actions or the context in which those actions will occur. Educators **serve** the needs of a pluralistic society by working on the faculty's conception of what is important to the preparation of educators, and the relationships between the key elements, as depicted in the above figure. According to this conception, a safe, caring, and diverse community in which each is respected allows people to *collaborate* in the socially mediated process of **constructing knowledge**. This leads to a sense of individual and collective *empowerment* allowing one the confidence, courage, and desire to **reflect** on one's aims and practices, as well as the context in which these occur. This process meets the needs of all students; they serve the needs of a *just* society by challenging the inequities of the status quo.

**VISION:** To create educators who are **Competent, Collaborative, Creative and Catalyst**.

## **"Knowledge Brings Us Together"**

Building Community While Constructing Knowledge to Serve a Pluralistic Society

Heritage University's mission is to provide a quality education for multicultural populations that have traditionally lacked access to higher education. It was the need for such access and the desire to create an environment in which individuals could develop their human potential and a sense of empowerment that brought people together to create the institution.

One dimension of the University's mission is personal transformation within a supportive, pluralistic community of learners, which will result in improvement in the community at large. Implied within its mission statement and the University's motto, "Knowledge Brings Us Together," are the valuing of a richly diverse learning community, active engagement in the learning process, and the continuing development of a just and pluralistic society through service.

Candidates and others using this Handbook should be aware of the College's and University's commitment to the themes of community, inclusion, collaboration, a constructivist approach to learning, and engagement in reflection that leads to better action on behalf of students. It is the expectation of the College of Education that Candidates who graduate from Heritage University are *fully competent* in the skills and attitudes necessary to allow learners to grow within culturally inclusive environments.

## **TEACHER PREPARATION PATHWAYS**

### **HU Master's in Teaching (MIT) – Summer Start**

The Heritage University MIT Program provides a teacher preparation pathway for individuals who hold a bachelor's degree and/or an emergency/conditional teaching certificate. Candidates can earn a master's in teaching (MIT) degree in elementary education with K-8 teacher certification, and an endorsement in English Language Learner (ELL) or Special Education (SPED). The HU Residency and Accelerated programs are a fast, alternate route available with allow the student to earn their degree in roughly 11 months.

The Route 3 Residency program partner our students with a Cooperating Teacher in a classroom from September through May working along side each other using the experience of the Cooperating Teacher to mentor the students as they learn to teach and take over the classroom. The Route 4 Accelerate program allows the student to work as a full-time teacher while earning their degree. For this route, the student must be hired prior to the start of the program and submit paperwork to our certification officer of the district with the intention to hire the student.

For those who hold a teacher certification, we also offer additional endorsement in either English Language Learner (ELL) or Special Education (SPED).

## HU Master's in Teaching Course Sequence

The HU Master's in Teaching program consists of 40 credits of coursework and fieldwork experiences. The program culminates in a Residency Teacher certificate with an emphasis in Elementary education. Candidates complete the coursework required for a K-8 teaching certificate and an ELL or SPED endorsement.

### Master In Teaching (M.I.T.) –K-8 Endorsement only

Semester I Summer	Semester II Fall	Semester III Spring
<p><b>ALL Programs:</b></p> <p><b>ED 500</b> Teacher Preparation Orientation (0)</p> <p><b>ED 505</b> Essential Educational Concepts (2)</p> <p><b>ED 516A</b> Facilitating Learning in Math: K thru 4<sup>th</sup> Grade Emphasis (2)</p> <p><b>ED 524A</b> Foundational Literacy (2)</p> <p><b>ED 556</b> Differentiated Instruction: Multicultural Education (2)</p> <p><b>ED 557A</b> Curriculum, Instruction, Management, and Assessment (3)</p> <p><b>ED 549</b> Child Safety Issues (1)</p> <p><b>SPED 525</b> Essential Special Educational Fundamental for K-8 Educators (2)</p>	<p><b>ALL Programs:</b></p> <p><b>ED 516B</b> Facilitating Learning in Math: 5<sup>th</sup> thru 8<sup>th</sup> Grade (2)</p> <p><b>ED 524B</b> Developing Literacy (2)</p> <p><b>BLE 527</b> Instructional Methods in Teaching BLE/ESL (3)</p> <p><b>BLE Endorsement:</b></p> <p><b>BLE 520</b> History and Theory of BLE/ESL (2)</p> <p><b>BLE 522</b> ESL in the Content Areas (2)</p> <p><b>BLE 530</b> Educational Linguistics (2)</p> <p><b>OR</b></p> <p><b>SPED Endorsement:</b></p> <p><b>SPED 533</b> Behavior Management &amp; Positive Behavior Support (3)</p> <p><b>SPED 536</b> Curriculum &amp; Instruction Strategies for Students with Mild Disabilities (2)</p> <p><b>SPED 538</b> Assessment and Evaluation of Students with Disabilities (2)</p>	<p><b>ALL Programs:</b></p> <p><b>ED 517A</b> Facilitating Learning in Science (2)</p> <p><b>ED 518</b> Facilitating Learning in the Arts (1)</p> <p><b>ED 519</b> Facilitating Learning in Health and Fitness (1)</p> <p><b>ED 524C</b> Advance Literacy (2)</p> <p><b>ED 525A</b> Facilitating Learning in Social Studies and Lit. For Children (2)</p> <p><b>BLE Endorsement:</b></p> <p><b>BLE 526</b> Literacy and the BLE/ESL Student (3)</p> <p><b>BLE 535</b> Sociolinguistics (2)</p> <p><b>OR</b></p> <p><b>SPED Endorsement:</b></p> <p><b>SPED 537</b> Curriculum and Instructional Strategies for Students with Moderate or Severe Disabilities (2)</p> <p><b>SPED 568</b> Special Education Law (2)</p>
<p><b>WEST Bs and NES 102/103 Attempted Prior to Starting Program</b></p> <p><b>PCAI Seminar – 2 Sections in June/July</b></p>	<p><b>PCAI Seminar December</b></p>	<p><b>PCAI Seminar – March and May</b></p> <p><b>WEST-B Content-Specific Test</b></p>
14 credits	13 or 14 credits	12 or 13 credits

## HU Theory to Practice –Summer Start

This traditional pathway allows candidates to participate in engaging, interactive classes held online. The Student will spend four semesters in the classroom before spending their final semester in a K-8 classroom in a clinical practice internship. Upon graduation, the student will have a Master in Teaching and be prepared to certify in Elementary Education, which allows them to teach at the K-8 level.

### HU Theory to Practice (5 semester) – Summer start

Summer	Fall	Spring	Summer	Fall
<b>ED 500</b> – MIT Orientation (0) <b>ED 516A</b> - Facilitating Learning in Math: K thru 4th Grade Emphasis (2) <b>ED 556</b> - Differentiated Instruction: Multi-cultural Education (2) <b>ED 557A</b> - Curriculum, Instruction, Management and Assessment I (3)	<b>BLE 527-</b> Methods in ESL/Bilingual Education (3) <b>ED 516B</b> - Facilitating Learning in Math: 5th thru 8th (2) <b>ED 524B</b> - Developing Literacy (2)	<b>ED 517A</b> - Facilitating Learning in Science (2) <b>ED 518</b> - Facilitating Learning in the Arts (1) <b>ED 519</b> - Facilitating Learning in Health and Fitness (1) <b>ED 524C</b> -Advanced Literacy (2) <b>ED 525A</b> -Facilitating Learning in Social Studies and Lit. for Children (2)	<b>ED 505</b> - Essential Educational Concepts (2) <b>ED 524A</b> - Literacy Foundations (2) <b>ED 549</b> - Child Safety Issues & Internship Seminar (1) <b>SPED 525</b> - Essential Knowledge and Skills for Special Education Teachers (2)	<b>ED 582E</b> -Elementary Teaching Internship (5) or <b>ED 582M</b> - Middle School Teaching Internship (5) <b>ED 557D</b> - Curriculum, Instruction, Management and Assessment II (3) Plus Submission of <b>PCAI</b>
<b>7 Credits</b>	<b>7 Credits</b>	<b>8 Credits</b>	<b>7 Credits</b>	<b>8 Credits</b>

## **POLICIES AND PROCEDURES**

### **1. COURSE GUIDELINES AND EXPECTATIONS:**

**A. Audio visual materials:** Video recording of lessons is required as part of the Final Portfolio Assessment. Instructions in video recording, transferring to video, editing, converting, and compressing video will be provided.

**B. Use of Technology:** All Candidates are required to upload assignments to Anthology. Candidates will also upload their Final Portfolio Assessment electronically through Anthology. Candidates are required to submit video evidence for feedback and, if necessary, complete virtual teaching experience.

### **2. REQUIRED TEXT(S) AND STUDY AIDS:**

**A. Required readings:** As assigned by the faculty.

**B. Recommended readings:**

- Curriculum guides and materials
- School policies and procedures
- Weekly bulletins
- Professional journals and articles

## **CO-TEACHING INTERNSHIP REQUIREMENTS AND GRADING POLICY**

### **1. CORE TEACHER AND/OR MENTOR FINAL RATING:**

- Receive a final evaluation score of 3 or 4 on the Final Rating Sheet from his/her Cooperating Teacher if applicable, (Route 3 students only).
- Receive a final evaluation score of 3 or 4 on the Final Rating Sheet from his/her Field Supervisor (Route 3 & 4 students).

### **2. FINAL PORTFOLIO ASSESSMENT:**

Complete and submit all documents for a Final Portfolio Assessment which includes the Professional Competencies Assessment Instrument (PCAI) and other forms of evidence. Candidates will complete their Final Portfolio Assessment in their final semester of the program. Submission of the Final Portfolio Assessment is a requirement to receive a **Pass** grade for the clinical practice internship and to graduate. Candidates must pass the Final Portfolio Assessment to be recommended for teacher certification. A passing score is a rating of three; however, a Candidate may receive three twos if no more than one of these is received in the same criterion. Candidates cannot receive a score of one for any competency and pass the PCAI.

*At midterm, if the level of competence warrants, the Candidate, with the help of the Field Coordinator, may be asked to develop an improvement plan.*

### 3. DISPOSITION EVALUATION:

Receive a Candidate Disposition Evaluation Form showing no concerns by the end of the semester.

*A rating of 'Unsatisfactory' for any disposition brought forth by the Cooperating Teacher or Field Supervisor at any time during the internship will require an improvement plan written by the Candidate with guidance and input from the Field Coordinator, Field Supervisor, and Cooperating Teacher.*

### 4. PRACTICUM and CO-TEACHING ATTENDANCE POLICY:

- Teacher candidates in Route 3 and Theory To Practice programs will be required to complete a clinical practice internship. Route 4 will be required to complete clinical practice hours as the teacher of record in a classroom.
- Teacher Candidate hours must match those required by the Cooperating Teacher's school/district.
- Candidates will complete an attendance log of student contact hours in classroom and seminar (Required by PESB).
- If illness or other emergency prevents you from attending school, notify your Cooperating Teacher and Field Supervisor as soon as possible.
- Attendance at scheduled seminars is **required**. If you are unable to attend, you must notify the course faculty.
- **Heritage's co-teaching internship is September through May.** The Professional Educator Standards Board (PESB) requires a minimum of 570 contact hours for Alternative Routes (MIT); however, Heritage's semester schedule requires candidates to remain in the classroom for 14 weeks if they are pursuing a TTP route, which is 450 hours. Start and end dates may vary depending on the district in which the candidate is placed.
- A Candidate's internship may be extended at the discretion of the Field Coordinator, and/or Teacher Preparation Exceptions Committee if competencies and/or requirements have not been met.

## **NOTES:**

### **Strikes**

Teacher strikes are sensitive issues and often can have long-lasting effects in a school district. Generally, a Heritage University teacher candidate assigned to a school district in which a teacher strike occurs should not report to the clinical internship setting until the strike is concluded. In most cases, you should not engage in any activity that could be interpreted as support for either the school district or the teacher association. However, if circumstances are such that you believe it is important to take a position, please contact the Teacher Preparation Program Chair to discuss the implications.

If, as the result of strike activity, the internship is substantially shortened, the Teacher Preparation Program will make a reasonable effort to enable you to meet established course requirements for credit. Under these circumstances, it may be necessary to extend the internship or find a new field placement.

### **Remote Learning:**

Technology has made it possible for school districts to educate students remotely in case of weather shutdowns, staff shortages, pandemics, and other emergencies. If a school district, school building, or class goes to remote learning, the teacher preparation candidates placed within the district, school or class can continue their field experience or clinical practice internship in the virtual classroom. If the administration, Cooperating Teacher or student is not comfortable continuing during the time the school or class is remote, they can arrange to continue in person once learning returns to the classroom if the school is remote for only a short period. If the school goes remote for an extended period and, as a result, the clinical practice is substantially shortened, the Teacher Preparation program will make a reasonable effort to find an alternative placement, or it may be necessary to extend the student clinical practice to meet the requirement for the program.

## **RIGHTS AND RESPONSIBILITIES**

Please review the [Heritage University Student Handbook](#) as well as the [Student Code of Conduct](#) for the University's overarching policies.

### **Academic Honesty Policy**

Heritage University students have the responsibility to adhere to academic honesty in all their educational endeavors. Faculty has the responsibility to model academic honesty and to prevent, detect, and confront students who violate it. Academic dishonesty is serious and will carry appropriate sanctions ranging from a written record of the violation being placed in the student's file, to course failure, and even to suspension or dismissal from the university. Academic dishonesty includes, but is not limited to, cheating, plagiarism, and all behavior inconsistent with academic integrity and honesty. Candidates are expected to adhere to the highest standards of academic honesty and to refrain from any dishonest or unethical action. In all academic exercises, exams, papers and reports, candidates are expected to submit their own work. The use of the words or ideas of others is always to be indicated through an acceptable form of citation. To plagiarize is "to use another person's idea or part of their work and pretend that it is your own" (Cambridge Dictionary of American English).

### **Academic Warning, Probation and Suspension**

A student whose midterm grade for any course is below a GPA of 2.00 may receive an academic warning in writing upon the recommendation of the course instructor.

If the semester GPA is below 2.00, the student is placed on academic probation. Once an undergraduate student is placed on academic probation, the student must attain at least a 2.00 semester GPA for the next six semester credits to continue their studies. A student on academic probation for two consecutive semesters is subject to academic suspension, which is noted on their permanent record (transcript).

After each semester, the Academic Standards Committee reviews the grades of all students who have made unsatisfactory progress and decides the action to be taken. Students are notified by letter of the committee's decision and are given the opportunity to appeal in writing to the provost/vice president of Academic Affairs if circumstances warrant.

For both undergraduate and graduate candidates, the university reserves the right to dismiss at any time a student whose conduct, academic standing or health is such that the administration believes continuance at the university is undesirable.

### **Academic Grievance Process**

#### **Student-initiated grade appeal process**

Students who feel that an academic decision affecting their grade(s) should be re-examined may present their case according to the following appeal process. Students should file an appeal in a timely manner. If the appeal is brought to the attention after a full academic year, or even semester, it may limit the ability to resolve the grade appeal due to limitations outside of our control.

1. A student confers with the instructor concerned.
2. If the student believes the matter has not been satisfactorily resolved, the student confers with the department chair or department director.

3. If the student believes the matter has not been satisfactorily resolved, the student makes an appointment with the provost/vice president of Academic Affairs to seek assistance in resolving the concern.
4. The student and the provost/vice president of Academic Affairs may request the Academic Honesty Committee to review the matter.
5. The provost/vice president of Academic Affairs communicates the final decision to the concerned student. No appeals are available after this decision has been communicated.

At any point during the student-initiated grade appeal process, the Provost/Vice President for Academic Affairs may request the Academy Honesty Committee to convene and initiate that process instead.

NOTE: If at any point in time it becomes apparent there are grievances or complaints in addition to the grade appeal, the student grievance process may be initiated.

### **Student grievance/complaint process**

Students who feel that an academic grievance or complaint not related to grades, disciplinary actions, or student conduct that they believe should be examined, may present their case according to the following grievance process. Students should file a complaint in a timely manner. If the issue is brought to the attention after a full academic year, or even semester, it may limit the ability to resolve the issue due to limitations outside of our control. The grievance process is based on a restorative justice model. Students seek a resolution through confidential discussion, investigation, and review of evidence. Student complaints and evidence are gathered as part of the investigation. The Student Affairs Office will provide an advocate to students to guide them through this process as a neutral party.

### **Initial Discussion (Intake)**

The process begins with an initial intake conversation to gather information. The initial conversation is between the student and the Student Affairs Advocate (SAA). The initial conversation is confidential, unless there is an alleged violation of policy, ADA violation, harassment, discrimination, or other mandatory reporting information that requires disclosure to appropriate personnel. The SAA will explain the investigation process (see below). Contact information for Student Affairs is below.

Once the process is explained, the SAA will assist the student with determining next steps.

1. The student decides not to proceed and the grievance is dropped.
2. The student wishes to engage in informal resolution (see below).
3. The student wishes to engage in a formal investigation (see below), and proceeds with filing a formal complaint.

### **Informal Resolution**

The informal resolution seeks to resolve the conflict, dispute, complaint, or issue by having the parties involved working towards resolution on their own without involving others.

1. The student is coached and supported through the process of working to resolve the issues with the instructor, department chair, or other individual.

2. If the student believes the matter has not been satisfactorily resolved they may return to the SAA and submit a formal complaint.

### **Formal Investigation**

The formal complaint process requires a second intake process, different from the first because confidentiality is no longer a guarantee. Individuals have a right to know who is making a complaint against them. During a formal complaint process additional information is gathered to determine the nature of the complaint and what the appropriate resolution our outcome might be that would satisfy both parties.

1. The SAA begins by gather information and opening an investigation, with the students' written permission.
2. The student begins gathering information and evidence to back up their allegations: which may include the following:
  - a. text messages
  - b. Emails, personal or work
  - c. Notes of conversations
3. The SAA may also choose to interview other students or faculty and gather additional information.
4. The SAA will also gather information from the faculty member who the grievance or complaint is against.
5. Based on the information gathered during the investigations, the SAA will submit, in writing, their findings and any recommendations for resolution to the provost/vice president of Academic Affairs. The provost/vice president of Academic Affairs and the vice president of Student Affairs will make the final decision for resolution and determine the best course of actions based on the restorative justice model. The final decision for resolution will be communicated to the student in writing. However, if the final decision for resolution contains confidential information, the student will only be notified that a resolution has been reached. There may be legal constraints on what the university can or cannot, or is required, to communicate to the student.
6. If the student believes the matter has not been satisfactorily resolved, the student may request formal mediation through a third party.

NOTE: If at any point in time, an event occurs that includes a policy violation, ADA violation, harassment, discrimination, etc., the complaint will automatically be investigated, and may involve Human Resources or legal counsel. If any findings include policy violation, the report may be escalated to Human Resources for resolution.

The Student Affairs office is located on the Toppenish campus in the Violet Lumley Rau building. You can also call or email: 509-865-0411, [studentaffairs@heritage.edu](mailto:studentaffairs@heritage.edu).

### **Attendance**

Candidates are expected to attend all classes. Should you have an emergency that prevents your attendance, it is your responsibility to notify the instructor prior to class. Due to the accelerated

timeline for the course as well as the collaborative nature of the learning opportunities, preparation, attendance, and participation affect the course grade. The instructor reserves the right to adjust the final grade in a negative direction based upon class preparation, attendance, and participation.

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance AND participation in each course are minimal requirements and expected from each candidate. Absences are counted from the first official meeting of the course regardless of the date of the candidate's enrollment. Arriving late or leaving early from any class session is calculated in the overall time missed for the course. It is advisable for candidates to establish contacts or partnerships with their course mate to obtain relevant notes and course information in the event of absence.

A faculty member may recommend an Administrative Withdrawal (WA) whenever a student misses two consecutive class sessions and does not contact the instructor. See the definition of Administrative Withdrawal in the Grading and Evaluations section of this catalog.

For all field experience and clinical practice courses, **candidates are expected to be on time and stay for the duration**, as arranged with the Cooperating Teacher.

### **Campus Security and Safety**

In case of an emergency, call 911. Campus security services provide the following services to Heritage University staff, faculty, and students: employee training; student training; increased lighting and security camera systems; jump starting batteries; help with vehicle lockouts; security escorts; tow truck assistance; secure lost-and-found areas. For these services, call (509) 865- 8555 or (509) 961-4674 or go to [CampusSecurity@heritage.edu](mailto:CampusSecurity@heritage.edu). **Important:** The University has an emergency notification system that allows students to receive notifications via email and text message to inform students of an on-campus emergency and campus closure. Updates to security contacts and services can be found in the course syllabi. You are encouraged to enroll in the Rave Mobile Safety program by logging into <https://www.getrave.com/login/Heritage>.

### **Email Policy**

Candidates will obtain an electronic mail (email) address through Heritage University. Candidates are responsible for **reading email daily**, as this is the primary way of communicating important information to candidates.

Heritage faculty reserves the right to utilize email communication for class assignments, announcements, etc. Email will be used periodically to send information from the College of Education regarding scholarship opportunities and other pertinent announcements. Heritage email may be forwarded to a personal email address.

### **Technology**

Candidates have access to My Heritage, Heritage email, online course evaluations, Anthology and the College of Education web page. Candidates may be expected to access education related websites and literary sources. Unless stated otherwise, candidates complete all written

assignments using a word processing program.

### **Tutorial Support**

Heritage University has made a commitment to provide peer-tutoring learning communities. The ASC offers several tutoring options to fit your academic needs. During regular ASC hours, you may schedule a virtual Zoom appointment with one of our incredible college tutors. Or for 24-hour assistance, you may connect with a qualified, off-campus tutor via Smarthinking online tutoring.

The ASC is committed to providing high-quality academic support while protecting the health of our tutors, students, and the community at large. We appreciate your patience as we adjust our services to meet the evolving needs of the Heritage learning community.

### **Contact ASC:**

Phone (509) 865-8517

Email [ASC@heritage.edu](mailto:ASC@heritage.edu)

## **DISABILITY POLICY (RCW 28 B.10.912)**

### **Americans with Disabilities Act of 1990 (ADA Policy)**

The current law of the Americans with Disabilities Act of 1990, states the following:

“A disability can be a physical or mental impairment that substantially limits one or more major life activities of an individual.” The ADA law prohibits discrimination and ensures that individuals with disabilities have “the same opportunities as everyone else to participate in the mainstream of American life - to enjoy employment opportunities, education, to purchase goods and services, to participate in State and local government programs and services.” As an institution of higher education, Heritage University commits to making reasonable accommodations to students with disabilities.

If you believe you have a disability which may warrant you an accommodation, the first step is to contact the Office of Ability Services to schedule an appointment at: 509-865-8515 or e-mail [OfficeofAbilityServices@heritage.edu](mailto:OfficeofAbilityServices@heritage.edu)

For more information about disability services online, please visit:

<http://www.heritage.edu/AboutHeritage/PresidentsWelcome/PresidentsCabinet/AccessandAccommodationsforPersonswithDisabilities.aspx>

## **POSSESSION AND USE OF FIREARMS AT HERITAGE UNIVERSITY**

### **Policy Statement**

The possession or use of any firearm on university (or school) property is strictly prohibited.

### **Policy Standard/Procedures**

No air gun, firearm, rifle, shotgun, or weapon may be possessed, stored, discharged, loaded, or used on property owned or leased by Heritage University with two exceptions:

1. A firearm in the possession of a uniform or nonuniform officer of the law, and
2. A firearm in a vehicle unloaded and locked within the vehicle and concealed from view.

Severe disciplinary action up to and including termination will be taken against any employee discovered in possession of an unauthorized firearm or similar weapon on their person while on university property. Disciplinary action up to and including dismissal from academic courses, will be taken against any student discovered in possession of an unauthorized firearm or similar weapon on their person while on university (or school) property.

## ESSENTIAL ELEMENTS OF CO-TEACHING



## CO-TEACHING STRATEGIES

**One Teach, One Observe:** One teacher has primary instructional responsibility while the other gathers specific observational information on student or teacher behavior. During the co-planning session the team should determine what specific behaviors will be observed. The key to this strategy is to focus the observation. It is important to remember that either teacher could take on either role.

**One Teach, One Assist:** One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or gives students immediate feedback on their assignments. The teacher assisting often lends a voice to students or groups who would hesitate to participate or add comments.

**Station Teaching:** The co-teaching team divides the instructional content into parts. Each teacher instructs one of the groups. Groups rotate or spend a designated amount of time at each station. Additional stations can be led by trained parents or paraprofessionals. The difference between station teaching and centers is that a teacher or adult leads stations.

**Parallel Teaching:** Each teacher instructs half of the students. The two teachers are addressing the same instructional material, using the same teaching strategies. During the co-planning session, this option will be chosen when the team determines that the students would benefit from a reduced student-teacher ratio.

**Supplemental Teaching:** This option allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information taught at an extended level or re-taught for remediation.

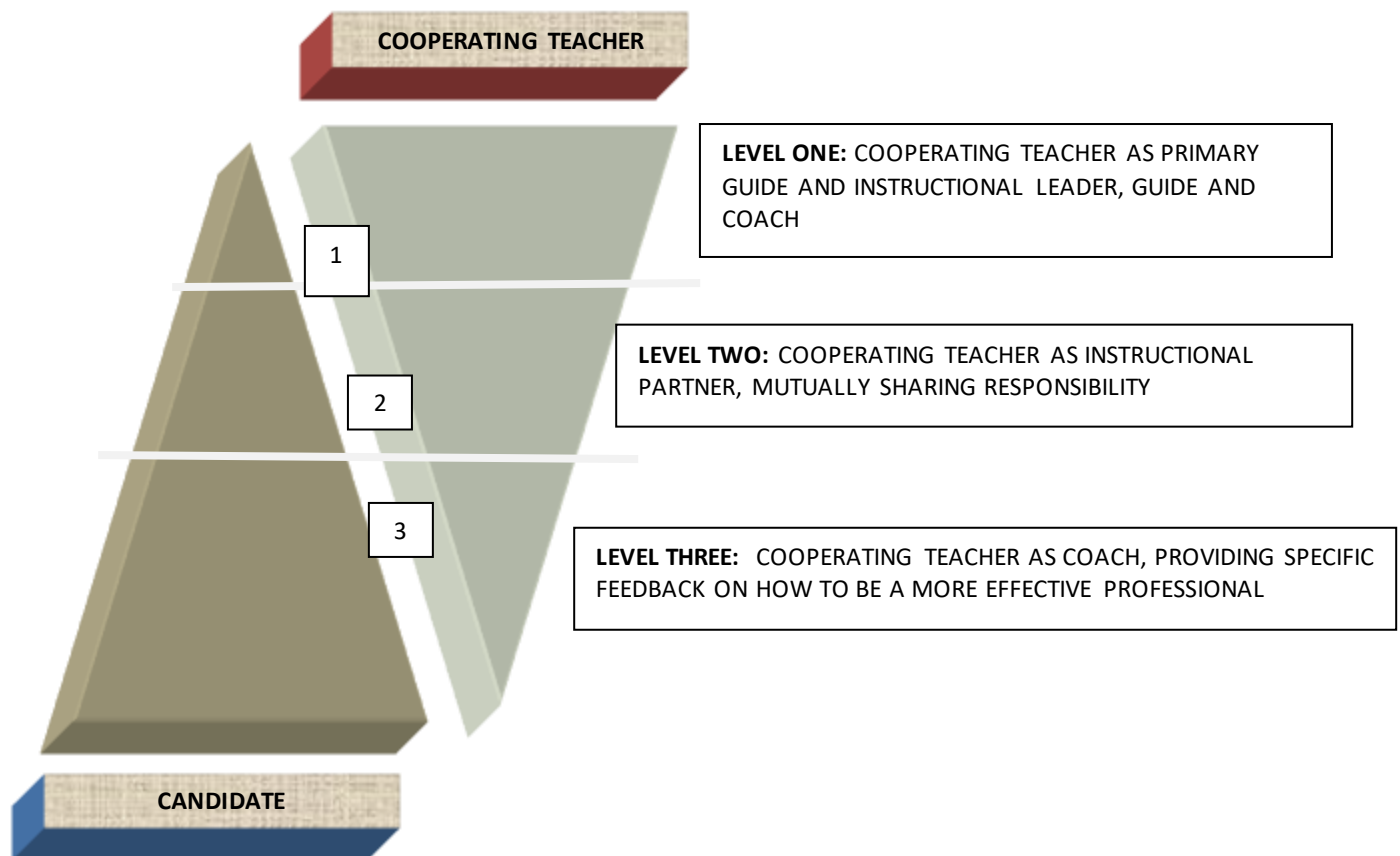
**Differentiated Teaching:** Differentiated instruction strategies provide two different approaches to teaching the same information. The objective is the same for all students, however the avenue for getting there is different.

**Team Teaching:** Well, planned and team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority; both teachers are actively involved in the whole group lesson. From the students' perspective, there is no clearly defined leader as both teachers share the instructions are free to interject information, and are available to assist students and answer questions.

## MODEL OF COOPERATION: COOPERATING TEACHER AND CANDIDATE

### Shifting Influence in a Mentored Pathway

The co-teaching model expects that for much of the time both Cooperating Teacher and Candidate will be actively involved in the delivery of instruction. Candidates, however, do need some time to get the experience of managing the class individually. Therefore, an 80%/20% division of the time between coteaching and solo teaching is required.



***NOTE: The shift of the responsibilities of the Cooperating Teacher to the Candidate should begin no later than midterm. The Cooperating Teacher and Field Supervisor will monitor the progress the student makes in moving from one level to the next.***

## CO-PLANNING INSTRUCTION

Co-planning is a cornerstone of successful co-teaching. If the candidate and the Cooperating Teacher don't co-plan, they will struggle to co-teach effectively.

Co-planning time is essential for fostering the communication and collaboration that make co-teaching work.

**As a student teacher, you are expected to spend at least one hour per week co-planning with your core teacher at a mutually agreed-upon time.** Both of you should treat this co-planning time as a high priority.

The Team Planning Schedule described in the next section includes a sample of the Team Planning Sheet. This weekly co-planning worksheet helps you organize lessons and roles for the week ahead. Together, you and your core teacher will create a plan that considers:

- Any schedule changes
- Upcoming curricula
- Lessons to be co-taught
- Teaching strategies and approaches
- The needs of all learners
- The roles each of you will play in co-taught lessons

In the early part of your internship, your Cooperating Teacher will lead these planning sessions. Over time, you should take on more responsibility and eventually lead the planning yourself. (See the Model of Cooperating Teacher and Candidate Shifting Influence on the previous page)

While you and your core teacher won't co-teach every single lesson, you're encouraged to try out each co-teaching strategy and find ways to combine them to best support your students.

Finally, remember that you'll also spend time planning on your own. Use this time to prepare for your individual role in each lesson.

## CO-EVALUATING STUDENT PROGRESS

**Co-assessment.** The team is responsible for completing adequate assessments for all students. It is the expectation of Heritage University that the team will complete all three purposes of assessment in the critical areas of reading, language arts, and mathematics. It is expected that the data from assessments will be used to set individual and group goals and objectives/targets and will help inform lesson design.

There are three common levels of assessment:

**Diagnostic assessment:**

A diagnostic assessment assesses what the learner already knows and/or the nature of difficulties that the learner might have, which, if undiagnosed, might limit their engagement in new learning. It is often used before teaching or when a problem arises.

**Formative assessment:**

This assessment is used to determine how a student is progressing on a very specific task which is monitored daily or nearly daily. Teachers use formative assessment data to adjust the instruction design when learning is not occurring as planned.

**Summative assessment:**

This assessment is used to determine overall retention of information previously taught and assumed to have been learned. The results of summative assessment can be used to reset goals and objectives/targets.

## STUDENT CO-TEACHING FIELD PLACEMENT

The classroom internship experience is a vital part of the Heritage Teacher Preparation process. The Field Placement Coordinator makes every effort to ensure that students are placed for a classroom environment that best suits the candidate's academic certification path and the needs and preferences of the student; however, student Co-Teaching placements are facilitated by the area school districts, which are under no obligation to place Heritage University students.

**Placement Process:**

1. Prior to field placement, students must complete the Pre-Residency Clearance Application on the OSPI website and be fingerprinted. Even if you have previously been fingerprinted for a specific district, you will likely need to have your fingerprints done at the Pre-Residency Clearance. We cannot request field experience or clinical practice placements for you until your Pre-Residency Clearance is complete and all other placement requirements are met.
2. Students complete the Field Placement Application, complete with resume and letter of introduction, by the stated deadline for each placement that is needed. Some districts have strict deadlines for placement requests and will not accept students after the established district deadline.

3. The Field Placement Coordinator and/or the Internship Placement team review applications to ensure that all the applications have the correct information and that the requests fall within the requirements of the program. We also pay particular attention to those who indicate that they currently work with a school district requested.
4. The Field Placement Coordinator and/or the Internship Placement team create the Field Placement request lists and send formal requests for placement to the school district offices.
5. Placements are made at the district level. The school district generally contacts the school building principals regarding placement requests. Please note—Not all Teachers are qualified to host and mentor Student Co-teaching Placements.
6. The school district contacts the Field Placement Coordinator or the Internship Placement Team regarding students they are interested in hosting or placements they can facilitate.
7. Once a Student Co-teaching placement has been found, the student candidate will be contacted and an email finalizing the placement and connecting the Cooperating Teacher and teaching candidate.
8. Once the introduction email is received, contact your Cooperating Teacher within 48 hours to ensure that all district requirements have been met, and schedule a start date and practicum or co teaching schedule.

#### **To Facilitate Student Co-Teaching Placement:**

1. **DO NOT** try to find yourself a placement! Heritage University does not allow candidates to pre-arrange placements. Do not contact districts, principals, prospective Cooperating Teachers or facilitators prior to or during the placement process. Failure to adhere to the University policy in this area could jeopardize any placement and affect future placements of Heritage University students in the school district.
2. Complete the Pre-Residency Clearance, Fingerprinting, and Field Placement application prior to established deadlines.
3. Washington requires all state employees to be fully vaccinated. Any teacher candidates placed in a school district for the purpose of field experiences or clinical practices must abide by this same rule.
4. Be aware that the school districts use your introduction letter and resume when considering candidate placements. Make sure that the letter and resume reflects you and your education experience in the best light.
5. The more attentive you are to requirements and deadlines and the more flexible you are in your placement consideration, the more likely we will be able to place you in a timely manner.
6. Please note that the Field Coordinator and/or Internship Placement Team do everything they can to facilitate placement of candidates in field experiences and clinical practices in keeping with their academic certification program; however, the program cannot guarantee candidate placement in a particular school or within a particular semester. The

school districts accept candidates at their discretion. They are under no obligation to accept placement of Heritage University candidates.

## **ROLE OF THE CANDIDATE**

The following professional dispositions are critical for your success as a Candidate in a co-teaching internship and are expected throughout the placement:

- Come ready to learn – Be enthusiastic, show initiative, and demonstrate professionalism.
- Ask questions – Engage in honest discussions about professional topics.
- Work collaboratively – Foster a cooperative, team-oriented approach.
- Be flexible and resilient – Adapt to challenges and changes.
- Be sensitive to all members of the team – Show empathy and understanding in your interactions.
- Be prepared – Consistently demonstrate readiness and organization.
- Be open to feedback – Accept suggestions for improvement and integrate them into your practice.
- Value diversity – Show respect and appreciation for the diverse backgrounds and experiences of students and colleagues.

## **Candidate Responsibilities**

As a Candidate, you are responsible for the following:

1. Complete all internship expectations – Fulfill the requirements outlined in the Expectation Timeline, Grading, and Attendance Policy.
2. Ensure reliable transportation – You must have dependable transportation to your field placement, including potential placements outside your home district. If you have a medical condition that prevents driving, notify the Field Placement Coordinator through your Field Placement Application so it can be considered in your placement assignment.
3. Maintain punctuality and attendance – Notify your Cooperating Teacher and Field Supervisor as soon as possible if illness or an emergency prevents you from attending class. Missing more than three days in a term may require you to extend the internship.
4. Support all classroom responsibilities – Assist with record-keeping, grading, and other duties as needed.
5. Follow school policies and procedures – Understand and adhere to the expectations set by your placement school.
6. Be available for co-planning and conferencing – Work with your Cooperating Teacher and/or Field Supervisor before and after school as needed.
7. Participate in professional activities – Attend faculty meetings, parent conferences, and other events with your Cooperating Teacher as requested by school leadership.
8. Set and pursue weekly goals – Collaborate with your Field Supervisor and Cooperating Teacher to set goals that align with the Professional Competencies Assessment Instrument (PCAI) and/or Final Portfolio Assessment.
9. Complete self-evaluations – Provide your perspective at the beginning, mid-term, and

end of the internship to contribute to the evaluation process led by your Cooperating Teacher and Field Supervisor.

10. Model professional ethics – Consistently demonstrate ethical behavior and uphold professional standards.

## **ROLE OF THE COOPERATING TEACHER**

During your internship, your cooperating teacher will:

1. Implement elements of the co-teaching model – Actively incorporate co-teaching practices into the classroom.
2. Work collaboratively – Fully embrace the co-teaching model and partner with you to create a supportive and effective teaching team.
3. Help you feel comfortable – Provide guidance and encouragement as you transition into the classroom.
4. Share instructional time, ideas, materials, and workspace – Treat you as a co-teacher by sharing resources and responsibilities.
5. Introduce you to colleagues – Present you to faculty and staff as their “co-teacher,” integrating you into the school community.
6. Mentor and guide you – Provide continuous feedback and support for your professional growth.
7. Communicate concerns – Alert your University Mentor if there are issues with your performance or development.
8. Model effective teaching strategies and professional attitudes – Show you best practices in planning, instruction, and classroom management.
9. Set clear expectations and check for understanding – Regularly communicate goals and ensure you’re on the same page.
10. Discuss classroom management and behavior strategies – Share the philosophies and practices they’ve developed and work with you to find strategies that fit the co-teaching approach.
11. Provide access to curriculum materials – Share district-adopted texts, guides, and academic expectations to help you plan effectively.
12. Explain school and district policies – Review important policies, procedures, and regulations so you understand your responsibilities.
13. Schedule time for reflection and co-planning – Establish a regular time for discussing plans, progress, and next steps.
14. Support your Final Portfolio Assessment – Offer guidance and assistance as you prepare your final evaluation materials.
15. Help you set weekly goals – Work with you to set and achieve weekly targets aligned with the Professional Competencies Assessment Instrument (PCAI).
16. Evaluate your performance – Complete the PCAI summary sheet at mid-term and final evaluations to assess your progress and growth.
17. Assess your dispositions – Use the Candidate Disposition Evaluation Form at mid-term

and final evaluations to provide feedback on your professional attitudes and behaviors

### **ROLE OF THE FIELD SUPERVISOR**

Your Field Supervisor is an important resource and support for you during your internship. They will:

1. Provide co-teaching and internship information – Help you and your Cooperating Teacher understand co-teaching elements and internship requirements.
2. Facilitate team building and honest communication – Support your relationship with your Cooperating Teacher to build a strong, collaborative partnership.
3. Conduct regular observations and give feedback – Observe your teaching regularly and provide written feedback to help you grow.
4. Develop competency priorities for you – Work with you and your Cooperating Teacher to identify areas for growth and create individualized goals based on observations.
5. Develop direct intervention plans if needed – If certain competencies or expectations are not being met, your Field Supervisor will help you develop a plan to improve and document this plan using the PCAI Summary Sheet.
6. Encourage co-teaching strategies – If needed, conduct a midterm Co-Teaching Profile with you and your Cooperating Teacher to strengthen co-teaching practices. They'll submit this to the Field Experience Coordinator.
7. Inform the Field Coordinator and Teacher Preparation Chair if concerns arise – Let the faculty team know if you need additional support, intervention, or an extension of your internship.
8. Score your Professional Competencies Assessment Instrument (PCAI) – Complete the PCAI evaluations at mid-term and final points in your internship.
9. Evaluate your dispositions – Use the Candidate Disposition Evaluation Form at mid-term and final evaluations to provide feedback on your professionalism and attitudes.
10. Monitor your required certification documents – Ensure you're on track to complete all paperwork needed for certification.
11. Support your Final Portfolio Assessment – Provide guidance as you complete this important assessment.
12. Attend and participate in key activities – Take part in co-teaching seminars, mentor meetings, and training events to stay current and engaged.

### **COMMUNICATION**

Clear and honest communication is vital to achieving the goals of co-teaching. Therefore, consistent with the desire to create and sustain a healthy, professional working environment, each candidate and mentor/core teacher should work to maintain a high level of honest communication.

This means that Candidates, Cooperating Teachers, and Field Supervisors should:

1. Raise concerns as soon as they arise.

2. Attempt to give feedback that is clear and unambiguous while being respectful. Over politeness may confuse the listener and not give the issue the priority it deserves.
3. Receive feedback with the understanding that the person offering it is doing so to create a stronger team. Do not ascribe any other motivation to feedback that is given.



## SECTION TWO

Professional Growth Plan (PGP),  
Disposition Form, and PCAI  
Assessment Tool

## PROFESSIONAL GROWTH PLAN (PGP)

The Professional Growth Plan is a planning tool intended for use by Heritage University teacher candidates during their clinical practice. This tool helps candidates reflect on their professional journey: where they've been, where they are, and where they want to be as educators. It is intended to be formative and developmental, showcasing each candidate's growth, successes, and aspirations within the complex field of education.

A draft of the PGP will be completed at several points in a teacher's development, from pre-service through advanced certification and experience.

### PGP Completion Timeline and Process

The PGP is completed during the final weeks of clinical practice.

1. Reflection and Identification of Competencies
  - a. The candidate reflects on their internship experience, identifying both the competencies they have acquired and areas for growth.
  - b. Next, the candidate selects three professional competencies to target as goals for their first year of teaching. These must be chosen from the Washington State standards.
  - c. Candidates should prioritize areas they anticipate will be challenging in their first year.
  - d. A rationale for selecting these goals is then documented.
2. Plan Development
  - a. Candidates create a plan to address the selected areas of growth. This plan should identify resources and strategies to develop the targeted skills.
  - b. Examples of strategies include: reading relevant research, interviewing/observing experienced educators proficient in these areas, or collaborating with their cooperating teacher.
  - c. This plan should also detail the specific activities the candidates will undertake and the evidence they will collect to demonstrate skill acquisition.
3. Analysis of the Plan
  - a. Candidates then analyze how their plan will enhance their effectiveness as teachers and its anticipated impact on student learning and achievement.

### Certification Requirements

Final documentation of the PGP is required for certification in the State of Washington. A scanned copy of the original signed by both the candidate and their Field Supervisor will be submitted to the Field Coordinator and Certification Officer as part of the certification packet.

## PROFESSIONAL CERTIFICATION STANDARDS

*The Professional Educators Standards Board (PESB) has set professional standards for teachers in the state of Washington. The Professional Certification Standards document sets the standard for effective teaching and is the foundation for the competencies expected of co-teaching candidates at Heritage.*

1. **EFFECTIVE TEACHING** - Knowledge and skills for effective teaching that ensure student learning by:
  - a. using instructional strategies that make learning meaningful and show positive impact on student learning.
  - b. using a variety of assessment strategies and data to monitor and improve instruction.
  - c. using appropriate classroom management principles, processes, and practices to foster a safe, positive, student-focused learning environment.
  - d. designing and/or adapting a challenging curriculum that is based on the diverse needs of each student.
  - e. demonstrating cultural sensitivity/competence in teaching and in relationships with students, families, and community members.
  - f. integrating technology into instruction and assessment.
  - g. informing, involving, and collaborating with families and community members as partners in each student's educational process, including using information about student achievement and performance.
2. **PROFESSIONAL DEVELOPMENT** – The knowledge and skills for professional development by:
  - a. evaluating the effects of his/her teaching through feedback and reflection.
  - b. using professional standards and district criteria to assess professional performance and plan and implement appropriate growth activities.
  - c. remaining current in subject area (s), theories, practice, research, and ethical practice.
3. **TEACHING AS A PROFESSION** – Professional contributions to the improvement of the school, the community, and the profession by:
  - a. advocating for curriculum, instruction and learning environments that meet the diverse needs of each student.
  - b. participating collaboratively in school improvement activities and contributing to collegial decision making.

## HERITAGE UNIVERSITY CANDIDATE DISPOSITION POLICY

*Heritage University's College of Education identifies a set of dispositions deemed essential for success in its program, the teaching profession, and life. Candidates are expected to demonstrate these dispositions consistently throughout their co-teaching internship.*

### **Dispositions Evaluation Procedure:**

Dispositions are formally evaluated by both the Cooperating Teacher and the Field Supervisor at midterm and final points during the internship, following this process:

- At each evaluation period, the Cooperating Teacher and Field Supervisor will separately assess the Candidate's performance in each of the disposition categories, providing written comments. They will then compare their ratings and reach a consensus score.
- Together, the Cooperating Teacher and Field Supervisor will share the final evaluation results with the Candidate.
- The University Mentor will submit a signed, scanned copy of the completed evaluation form to the Certification Officer and provide a copy to the Candidate.

If either the Cooperating Teacher or Field Supervisor assigns a rating of 'Some Concern' in any disposition at any point, the Candidate will be required to create an improvement plan with input and guidance from the Cooperating Teacher and Field Supervisor. This written plan must be submitted to the Field Coordinator. The Candidate is responsible for implementing the plan and reporting progress to the Field Supervisor. Failure to resolve concerns or any instance of 'Significant Concern' raised by any party may result in removal from the internship.

## PROFESSIONAL COMPETENCIES ASSESSMENT TOOL

*At Heritage University, we are committed to your growth and success as a future educator. To ensure you are fully prepared for certification, we employ a competency-based assessment system. The Professional Competencies Assessment Instrument (PCAI) serves as a crucial tool throughout your journey, helping to document your proficiency in each required competency.*

*To support teaching candidates in their journey toward excellence, the Professional Competencies Assessment Instrument (PCAI) aligns seamlessly with Washington state's Teacher Principal Evaluation Program (TPEP). The instrument is designed to equip candidates with the knowledge and skills needed to excel in their first-year evaluations by emphasizing the collection and analysis of high-quality, sufficient evidence. Version 11 marks our commitment to continuous improvement, integrating the latest changes to TPEP and the updated Student Growth rubrics.*

### **PCAI Evaluation Procedure:**

As part of your teacher preparation program, you will be required to complete a PCAI (Professional Competencies and Assessment Inventory) portfolio. This portfolio is designed to provide an overview of your teaching competencies, drawing from both your coursework and your clinical practice experiences in the classroom.

You will work closely with your Field Supervisor throughout the internship to develop this portfolio. The Field Supervisor will communicate specific due dates and share resources to support you in this process. Portfolio materials should be submitted through Anthology for assessment.

The PCAI portfolio will include a combination of artifacts, reflections, and evidence of your teaching practice. This comprehensive compilation will demonstrate your growth and readiness for the teaching profession.



## SECTION THREE

### Certification Information

## CERTIFICATION INFORMATION

During one of the last seminars, the University Certification Officer will make a presentation in which he/she will share the timelines for the certification process. A handout will be given regarding certification options and requirements following completion of the teacher preparation program. Candidates should come to the seminar prepared with questions for the certification officer.

Prior to that time, if you have questions regarding certification, please contact the Heritage University Certification Officer at (509) 865-8696.

### CO-TEACHING CERTIFICATION CHECKLIST

The teacher candidate will submit the following paperwork as requested by the Field Supervisor. The Field Supervisor will submit the paperwork to our certification officer. Again, it is the teacher candidate's responsibility to gather signatures as needed and submit all paperwork to the Field Supervisor before the deadline.

- Co-teaching Internship Summary Sheet** - A sample of this form follows. A digital copy is available in the Co-teaching Internship section of MyHeritage.
- Original - Professional Growth Plan** signed by Candidate and Field Experience Coordinator. A digital copy of this form is available in the Co-teaching Internship section of MyHeritage.
- Original – Professional Competencies Assessment Instrument (PCAI) (Addendum)**  
Midterm and Final Summary sheets signed by Cooperating Teacher, Candidate, and Field Supervisor
- Original – Candidate Disposition Evaluation Form**  
Midterm and Final Disposition Evaluation Forms signed by Cooperating Teacher, Candidate, and Field Supervisor
- Original – Candidate Log of Time** in Classroom/Seminars signed by Cooperating Teacher and Candidate
- Original – Field Supervisor Final Rating Sheet**
- Original – Cooperating Teacher Final Rating Sheet**

## CO-TEACHING INTERNSHIP SUBSTITUTE POLICY

### WAC 180-79A-231(6)

The intern substitute certificate is issued under special circumstances for a limited period of service to an individual who is student teaching or is a co-teaching intern but does not yet meet requirements for a regular certificate. A school district, educational service district (ESD), or approved private school must formally request the intern substitute certificate, and a college/university must verify enrollment and approve the Candidate.

#### OVERVIEW:

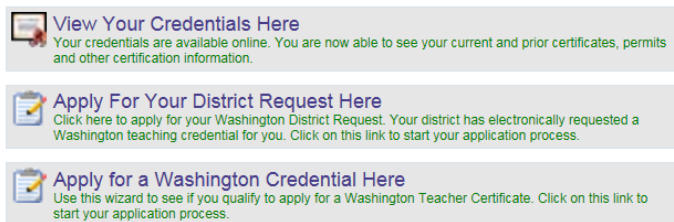
To protect the integrity of the co-teaching experience, Heritage candidates will follow these requirements regarding substitute teaching during the internship.

- At the end of **seven weeks** of co-teaching, Candidates may be eligible to request clearance to substitute in the absence of their Cooperating Teacher. Candidates may not substitute in any other room or for any other classroom teacher.
- All Candidates will substitute under the Intern Substitute Certificate only. Even if a candidate has an Emergency Substitute Certificate, he/she may NOT substitute under this certificate.
- The Intern Substitute Certificate allows the Candidate to substitute **only** for the Cooperating Teacher with whom they are placed.
- Candidates can substitute for a total of five days.
- The Intern Substitute Certificate will be requested by the ESD office or the School District when the candidate is completing the Co-teaching internship.

## E-Certification for the College/University Candidate

### Intern Substitute Applications

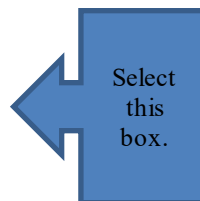
According to the WAC [181-79A-231](#), candidates may obtain an Intern Substitute Certificate. Through collaboration with the college/university preparation program, the school district, and the candidate, this type of certificate may be recommended. This limited certificate is **only available through the need and application initiated by the school district** and approved by the college or university where the candidate is conducting their field experience. In all cases, communication between the school district, preparation program, and candidate is essential. The Intern Substitute Certificate application begins at the school district level. Once Heritage University College of Education Field Experience Coordinator has verified that the Candidate is eligible for the Intern Substitute Certificate, then the District and Heritage University Certification Officer will be notified, and the appropriate recommendations will be made with the Office of Superintendent of Public Instruction (OSPI). Similar to all applications initiated by school districts or college/university programs, the candidate will enter E-Certification and “Apply for Your District Request here”.



**View Your Credentials Here**  
Your credentials are available online. You are now able to see your current and prior certificates, permits and other certification information.

**Apply For Your District Request Here**  
Click here to apply for your Washington District Request. Your district has electronically requested a Washington teaching credential for you. Click on this link to start your application process.

**Apply for a Washington Credential Here**  
Use this wizard to see if you qualify to apply for a Washington Teacher Certificate. Click on this link to start your application process.



1. After the candidate chooses to apply for the Intern Substitute Credential, the E-Certification wizard will guide you through the application process.
2. To claim and complete the application includes paying the fees associated with the certificate and/or processing of the application. Clear communication between the school district and preparation program, and preparation program and candidate can avoid the processing of an application in which the candidate applies, pays the appropriate fees, and then is denied certification.
3. At the completion of the process and upon submitting the application, the OSPI Professional Certification Office will then begin to review the application. The Professional Certification Office will confirm the approval of the Intern Substitute Certificate during the application review.
4. Upon approval and issuance of the certificate, an electronic copy of the certificate will be available within the E-Certification system.
5. The candidate, school district, and college/university program administrator will have the ability to view and print the certificate once it is issued.
6. The Intern Substitute Certificate is **valid for two years**, as evidenced by the expiration date which is printed on the certificate and are **used by the intern to serve as a substitute teacher in the absence of the classroom teacher in which the candidate is performing their field experience.**

## CANDIDATE e-CERTIFICATION STEPS

During September's Co-teaching Seminar, candidates will receive information regarding the application process of E-Certification.

The steps below summarize the process:

1. Candidates can go to <https://eds.ospi.k12.wa.us/> and login or create an account within the EDS system. Once an account has been established the candidate must select E-Certification from the "My Application List" to enter the certification system.
2. The Candidate will then be able to complete a Pre-Residency Clearance application (there is no charge for this). This will allow the candidate to be fingerprinted. (The fingerprint process is the same as it has always been.)

By following the steps above, the candidate will give Heritage access to the eCertification system and the ability to process the Pre-Residency Clearance application(s).

3. At the completion of the program Heritage will go into e-Certification and complete the recommendation for the candidate. Once Heritage submits the completed program information, the institutional application will become available to the candidate. The candidate will then complete the application and pay the fee.
4. Once the candidate has completed the application
  - a. The application will be handled by OSPI, and a review will take place to make sure all documents for issuance of the certificate are on file and fingerprint clearance is confirmed.
  - b. OSPI will continue to issue paper certificates, and these will be mailed to the candidate. The certificate will also be available for viewing and printing from the E-Certification system. Eventually, the certificate will only be issued in PDF form. At that time Heritage can review the details online and/or print a PDF copy of the certificate, if desired.



## SECTION FOUR

# Candidate Resources

TERMS & ACRONYMS

<b>Terms and Acronyms</b>	<b>Meaning/Definition</b>
<b>Academic language</b>	The language that is needed by Candidates to understand and communicate in academic environments (University and school settings). Academic language includes such things as specialized vocabulary, acronyms, research articles, etc.
<b>Acquisition level learning</b>	Knowledge or skills that are scored from 1% to 100%
<b>Align</b>	Consistently address the same/similar learning outcomes for students.
<b>Annual student goals</b>	Based on the Washington State benchmarks, the academic goals expected in one year.
<b>Artifact</b>	Authentic work completed by you and your students, including lesson plans, copies of instructional and assessment materials, video clips of your teaching, and student work samples and self-reflections.
<b>Assessment measures</b>	Summative, formative, and diagnostic measures used to find out what a student does and does not know.
<b>Classroom management</b>	The practices and policies employed by a teacher which provide the structures within a classroom to be successful. Classroom management includes all the following: a) expectations and consequences for teacher and student behavior, b) how materials are selected, used, and stored, c) use of technologies, d) scheduling of planning and instruction times.
<b>COE</b>	College of Education at Heritage University.
<b>Common Core State Standards (CCSS)</b>	Learning standards that go deeper into key concepts in math and English language arts. They require practical, real-life application of knowledge that prepares Washington students for success in college, work, and life.
<b>Conceptual Framework of the COE</b>	The major values and priorities of the College of Education teacher preparation programs.
<b>Discourse</b>	The structures of written and oral language, as well as how members of the discipline talk, write, and participate in knowledge construction.
<b>EALRs</b>	Essential Academic Learning Requirements. Learning standards which define what all students should know and be able to do at each grade level.
<b>edTPA</b>	Teacher Performance Assessment. A set of national expectations for teacher performance. The assessments include a series of tasks required for all co-teachers.
<b>ESD 105, ESD 121, ESD 123</b>	Educational Service District 105, 121, and 123 – regional support agencies serving Yakima Valley and Central Washington, King, and Pierce counties educators.
<b>GLE</b>	Grade Level Expectations.
<b>Instructional or learning segments</b>	Lesson sets that build upon each other toward a central purpose or goal. A lesson segment does have a very specific starting and ending point and could “stand alone” if appropriate.
<b>Language Demand</b>	Specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding.
<b>Language Function</b>	The content and language focus of the learning task, represented by the active verbs within the learning outcomes. Common language functions in the language arts include identifying, analyzing, comparing, interpreting, predicting, evaluating, or interpreting etc.
<b>OSPI</b>	Office of the Superintendent of Public Instruction <a href="http://www.k12.wa">www.k12.wa</a>
<b>PCAI</b>	Professional Competencies Assessment Instrument. The assessment tool used by Candidates to measure and monitor progress on the

	acquisition of eight categories of teaching competencies associated with effective teaching. The instrument is both summative (Candidates need to score all 3's or 4's on items by the end of co-teaching) and formative (use during co-teaching to monitor progress and identify priorities.)
<b>PEAB</b>	Professional Education Standards Board. A required advisory board for the College of Education that oversees and monitors all teacher preparation programs at Heritage University.
<b>Proficiency level learning</b>	Knowledge and skills that are at 100% acquisition plus fluency (e.g., 60 words per minute; 100% for 2 consecutive days, etc.)
<b>Residency teacher preparation</b>	Washington State's term for new teachers either at the undergraduate or graduate levels.
<b>Standard V</b>	The specification, by the State of Washington, of the competencies the State believes are necessary for effective instruction. These specifications have been incorporated into the PCAI.
<b>Student Voice</b>	A phrase the State of Washington uses which means a) a student can tell you <b>WHY</b> they are learning a particular element; b) a student can tell you <b>HOW</b> they are learning the specific element; and c) a student can tell you the <b>RESOURCES AND SUPPORTS</b> they need to learn the lesson/element effectively and efficiently.
<b>Syntax</b>	The set of conventions for organizing symbols, words, and phrases together into structures (e.g., sentences, graphs, tables).
<b>TPAC</b>	Teacher Performance Assessment Consortium. Heritage University is a member of the TPAC.
<b>Triads</b>	Combination of one Core Teacher, one Candidate, and a University Facilitator working in the course-based co-teaching internship.
<b>Washington State Benchmarks Or Grade Level Standards (GLS)</b>	<b>By discipline</b> (math, literacy, science, social studies) and <b>by grade level, a listing of competencies all students should have</b> in Washington State. The Washington State Benchmarks for instruction are all provided on the OSPI website <a href="http://www.k12.wa">www.k12.wa</a> subheading: Teacher Tools.

## LANGUAGE USAGE

Over the decades, educators and others have created, used, and exploited words to describe a person's ability to learn (i.e., low functioning, high functioning, gifted, etc.). Not always, but most of the time, these words or phrases were created so we could describe and *then compare* one student's ability to another (remedial, advanced, accelerated). We then used these words to express our *judgments*. In our worst moments, we used these judgments to decide who would get educational support and in what forms.

At the very heart of Heritage University's teacher preparation programs is the belief that all learners are of equal value and that each learner, *if accepted into the learning arena at their level of competence, can grow and achieve remarkable things*. Our desire is to have our language reflect this belief.

Heritage is at a point in the development of our preparation programs where we want to become more intentional about the language we use, especially as it relates to our students, Candidates, and faculty. *We know that the language we use either supports and continues stereotypes or energizes both the speaker and the listener to consider new ways of understanding each other.*

We want to be more intentional, more focused in our language even though some of the curricular materials used in districts are intentionally designed to categorize learners. In these situations, our desire is to use the language of the curriculum only when necessary. In all other situations, *we strive to describe the academic behaviors of learners.*

The chart on the following page is intended to help each member of the College of Education (COE) community become more conscious about the words they use to describe learners and learning. It is our hope that eliminating highly judgmental words will also reduce stereotypes about who can learn, who can learn quickly, or who is easier to teach.

Eliminate these words and phrases	Use these words instead
Accelerated, advanced, gifted	The student is reading at the 3 <sup>rd</sup> grade level; is doing math at the 4 <sup>th</sup> grade level; has an enormous capacity for observing and assessing a situation
Slow, disengaged, low functioning, not smart, the entry level group, the challenge group, remedial	The student is reading at the 1 <sup>st</sup> grade level; has yet to master the developmental benchmarks for fine motor skills at the kindergarten level; has difficulty staying on task for more than 3 minutes
Does not have parental support at home	The student's parents have given us written permission to also interact with Mrs. Thomas (The student's grandmother) when we want to pass along information about this student 's progress
They're in the middle group	They're working on single digit plus single digit addition with sums to 8
Hyper, disengaged	Not yet able to sit for 5 consecutive minutes; not yet able to attend for more than five minutes
Is a "SPED" student	Receives additional support in writing from 11:15 – 11:40
Limited English proficient	English Language Learner (ELL or EL...English Learner)
Can't learn	Not yet ready for "X" skill
Does not yet have the ability to...	Is currently performing at (name the skill)