Mentor Orientation

Spring 2022

WSU Tri-Cities Field Services Office

Please mute!

https://tricities.wsu.edu/education/field-experiences/
A special thanks to STCU for their support!
Welcome & Introductions
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WSU Tri-Cities Field Supervisors

Rick Adams (Prosser, Lower Yakima Valley)
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Ruth Ann Best (Tri-Cities)
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Karen Craig (Yakima, Yakima Valley)
LaDonna Fogle (Wahluke School District)
Susan Gailey (Tri-Cities)
Larry Gregory (Tri-Cities)
Ruth Hargis (Tri-Cities)
Yun-Ju Hsiao (Special Education)
Donna Janovitch (Yakima, Yakima Valley)
Sherri Jones (Tri-Cities)
Lynn Kunz (Walla Walla Valley, Walla Walla)
Bill Leonard (Tri-Cities)
Susan Lewis (Tri-Cities)
Lindsay Lightner (Any Alternate Route)
Brenda Mehlenbacher (Walla Walla, Walla Walla Valley, Tri-Cities)
Cathy Reasor (Wenatchee)
Today’s Topics

- Your Role
- Your Field Team
- Teacher-Candidate Expectations
- Practicum Overview
- Paperwork Responsibilities
- Seminars
- FERPA
- Resources
General Teacher-Candidate Expectations

• Code of Conduct: Teacher-Candidates are responsible for reading and following Washington State, OSPI Code of Conduct!

• FERPA: Teacher-Candidates are responsible to comply with FERPA
Professionalism (Teacher Candidates)

- Be positive – never speak negatively of students, staff, teachers, administration, or parents. It will reflect on you negatively no matter the context.
- Be prepared – do your homework before hand.
- Be responsible – follow through with what you say and communicate soon and frequently. Be proactive.
- Be timely – To be early is on time, prepared, polite (always), follow-up when completed, detail-oriented, proactive, solution-centered.
- Be supportive – Never undermine your mentor teacher. Students always know that you and your mentor teacher are a team.
- Be receptive to input and guidance – positive or constructive feedback, be grateful and consider it!
- Be confidential - FERPA
- Dress for Success – Even though others may not, you should dress professionally every day. This is your interview; make an impression!
Mentor Expectations

- Model good practice.
- FERPA: Confidentiality of Teacher-Candidate performance.
- Communicate & Coach Teacher-Candidate
- Communicate and use Field Supervisor
- Observation and written feedback
- Mid-term & Final reviews (final packets)
- Document signatures
Early Practicum Overview

TCH_LRN 401, 402, 405, 590, SPEC_ED 490

These practicums are designed to acquaint you with the public school environment. Each course offers a different focus to observe and practice elements of teaching.

The “Early Practicum Performance Criteria Journal” a tool used to measure your progress. You journal in sections 1 through 6 and your mentor and supervisor provide feedback in areas 7 through 10.

Seminar may have additional requirements.
Early Practicum Performance Criteria Journal

TCH_LRN 401, 402, 405, 590, SPEC_ED 490

Performance Standards

Professional Disposition Evaluation for Field Experiences (PDEFE) standards are used as the Advanced Practicum and Student Teaching success criteria. Students in an early practicum become acquainted with each standard. What the score means:

“Met” means that you are on track and are encouraged to continue with your growth trajectory.

“Approaching” means that you should seek to develop your skills and knowledge in this area to be prepared for your Advanced Practicum experience.

“Needs Work” means that you demonstrate a significant or consistent need for improvement in this area. While slight progress could be made, this area may impede your readiness for the advanced practicum.

“Not Met” means a lack of consistent evidence to show adequate progress or improvement in this area.

“Not Observed” means there was no consistent evidence to show adequate progress or improvement in this area.

Any score below “Approaching” demonstrates a lack of readiness for the Advanced Practicum and may result in a recommendation to repeat a course and/or NOT to proceed to the Advanced Practicum.
Ten Dispositions aligned to the PDEFE/inTASC
1. Student Achievement
2. Differentiated Instruction
3. Instructional Strategies
4. Assessment
5. Classroom Management
6. Communication & Collaboration
7. Professional Development
8. Seeks Feedback
9. Reflection
10. Professionalism
Early Practicum Performance Criteria Journal

TCH_LRN 401, 402, 405, 590, SPEC_ED 490

Initial Team Meeting
Schedule Calendar Deadlines
Expectations

Midterm Team Meeting
Midterm EPPCJ
All Signatures

Midterm Team Meeting
Final EPPCJ
All Signatures

Teacher Candidate
Scans signed documents
Emails final packet
to their Supervisor

Supervisor & Mentor
Review

Supervisor & Mentor
Review

Mentor & Supervisor Observations

Field Services Office

Supervisor
Advanced Practicum Overview

TCH_LRN 490, MIT 571, Pullman TCH_LRN 490

These practicums are designed to release more responsibility to the Teacher Candidate preparing them for Student Teaching. Teacher Candidates have a significant commitment to time in the field observing, preparing lessons, providing sections of instruction, assessment, classroom management, classroom environment, and relationships with students, parents, administration, and colleagues.

The “Professional Dispositions Evaluation for Field Experiences” (PDEFE) a tool used to measure your progress. Your mentor teacher and supervisor evaluate you in all 10 areas.

Seminar may have additional requirements.
Student Teaching/Intern Overview

TCH_LRN 415, MIT 575, AR_TCH_LRN 415

These practicums are designed to release responsibility to the Teacher Candidate to become autonomous. Teacher Candidates have a significant commitment to time in the field observing, preparing lessons, providing sections of instruction, assessment, classroom management, classroom environment, and relationships with students, parents, administration, and colleagues. They are expected to be present when their master teacher is expected to be present.

The “Professional Dispositions Evaluation for Field Experiences” (PDEFE) a tool used to measure your progress. Your mentor teacher and supervisor evaluate you in all 10 areas. Seminar may have additional requirements.
Ten Dispositions aligned to the inTASC standards.

1. Student Achievement
2. Differentiated Instruction
3. Instructional Strategies
4. Assessment
5. Classroom Management
6. Communication & Collaboration
7. Professional Development
8. Seeks Feedback
9. Reflection
10. Professionalism
Final Packet Submission Process

TCH_LRN 490, MIT 571, Pullman TCH_LRN 490

Teacher Candidate
Scans signed documents
Emails final packet to their Supervisor

Supervisor
Field Services
Office

Supervisor & Mentor Review

PDEFE Summary

Midterm Team Meeting
Midterm PDEFE
All Signatures

Mentor & Supervisor Observations

Initial Team Meeting
Schedule
Calendar Deadlines
Expectations

Midterm Team Meeting
Final PDEFE
All Signatures
At-Risk Teacher Candidates

Step 1: Verbal Conference with written follow-up.
The first step when a teacher candidate demonstrates concerns is a direct conversation with them.

- Be explicit about the concern and provide a timeline in which the teacher candidate is expected to demonstrate improvement. *NOTE* if the concern violates ethical, moral, or legal expectations notify the Field Services Director (john.mancinelli@wsu.edu) immediately.
- Send a “summary of meeting” email as a follow-up to the meeting outlining what was discussed. Keep this email for your records.
At-Risk Teacher Candidates

Step 2: Teacher-candidate plan of improvement.
There are cases where a Teacher-Candidate significantly struggles or demonstrates deficits during their field experiences.

- The Field Supervisor will work in conjunction with the mentor-teacher and Teacher-Candidate to develop a Plan of Improvement. The Field Supervisor may use CoEd Student Improvement Plan to outline a clear track for improvement by the Teacher-Candidate.
- The Plan of Improvement must be submitted to the Office of Field Services: Lindsay Lightner (llightner@wsu.edu) for all Alternate Route Teacher-Candidates and Dr. John Mancinelli (john.mancinelli@wsu.edu) for all other Teacher-Candidates.
At-Risk Teacher Candidates

Additional Consequences for At-Risk Teacher Candidate Behavior.
In the event the Teacher Candidate does not make adequate improvement or lack improvement, the Field Director will hold a meeting with the Mentor Teacher, Principal, and Field Supervisor to clarify issues and interview the team.

- The Field Services Director will meet with the Teacher Candidate to discuss the issue. Once interviews are complete, the Field Services Director will determine appropriate next steps including:
  - Reassignment to another mentor teacher.
  - Removal from practicum (“F” for semester grade) and must retake.
  - A specialized intervention.
  - Termination of program.
Observation Tools

Word® Templates found at https://tricities.wsu.edu/education/field-experiences/

There are multiple ways to document and communicate observations to Teacher Candidates. The following are some tools for your consideration:

- CoEd Student Teacher Observation T-Chart (Word(r) fillable form)
- CoEd Student Teacher Observation Worksheet
- CoEd Field T-Chart Feedback (handwritten form)
- CoEd Field Service Discussion Documentation contains recommended topical conversations with your Teacher Candidate.
Conversations about Teaching

Word® Templates found at https://tricities.wsu.edu/education/field-experiences/
Resources

• Handbooks/Syllabus
• Your Field Team
• Seminars
• WSU Tri-Cites Field Experience Webpage
• Program Coordinators
# Seminars

<table>
<thead>
<tr>
<th>Seminar</th>
<th>Room</th>
<th>Session Times</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>T&amp;L 401</td>
<td>Dr. Johnson</td>
<td>Both sessions from 4:10 – 5:30 PM</td>
<td>TBA</td>
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</table>
| T&L 405 | Dr. Morrison | Room: TFLO 231  
12:15 – 2:15 PM  
1/28/22  
2/25/22  
4/8/22 | |
| SPEC_ED 490 | Dr. Hsiao | Room: 247 (TBD)  
4:10 – 6:10 PM  
1/21/22  
2/25/22  
4/15/22 | |
| T&L 490/MIT 571 | Dr. Morrison | Room: TCIC214  
Pre-Internship  
4:10 – 5:40 PM  
1/10/22  
1/31/22  
2/14/22  
2/28/22  
3/7/22  
3/21/22  
4/25/22 | |
| Internship | Dr. Hsiao | Room: 247 (TBD)  
4:10 – 6:10 PM  
1/21/22  
2/25/22  
4/15/22 | |
| T&L 415/MIT 575 | Dr. Mancinelli | Room: TCOL202  
Student Teaching  
4:10 – 6:10 PM  
1/10/22  
1/24/22  
2/7/22  
2/28/22  
3/7/22  
3/21/22  
4/18/22 | |
Upcoming Deadlines

- Spring Semester begins: 1/10/22 (Most Districts start 1/3/22)
- Mid-term PDEFE Due to the Field Services Office: 3/1/22 @ 12 PM
- Final Packets Due to you Field Supervisor: 4/28/22
- Final Packets Due to Field Services Office: 5/2/22 @ 12 PM
You will do great!

General Questions?

Thank you!