



WASHINGTON STATE UNIVERSITY  
**College of Education**  
**TRI-CITIES**

# **University Field Supervisor Handbook**

Department of Teaching and Learning  
Spring 2024 Update

Dr. John Mancinelli  
WSU Tri-Cities Field Services Director



The College of Education contributes to the theory and practice of the broad field of education and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

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## Welcome!



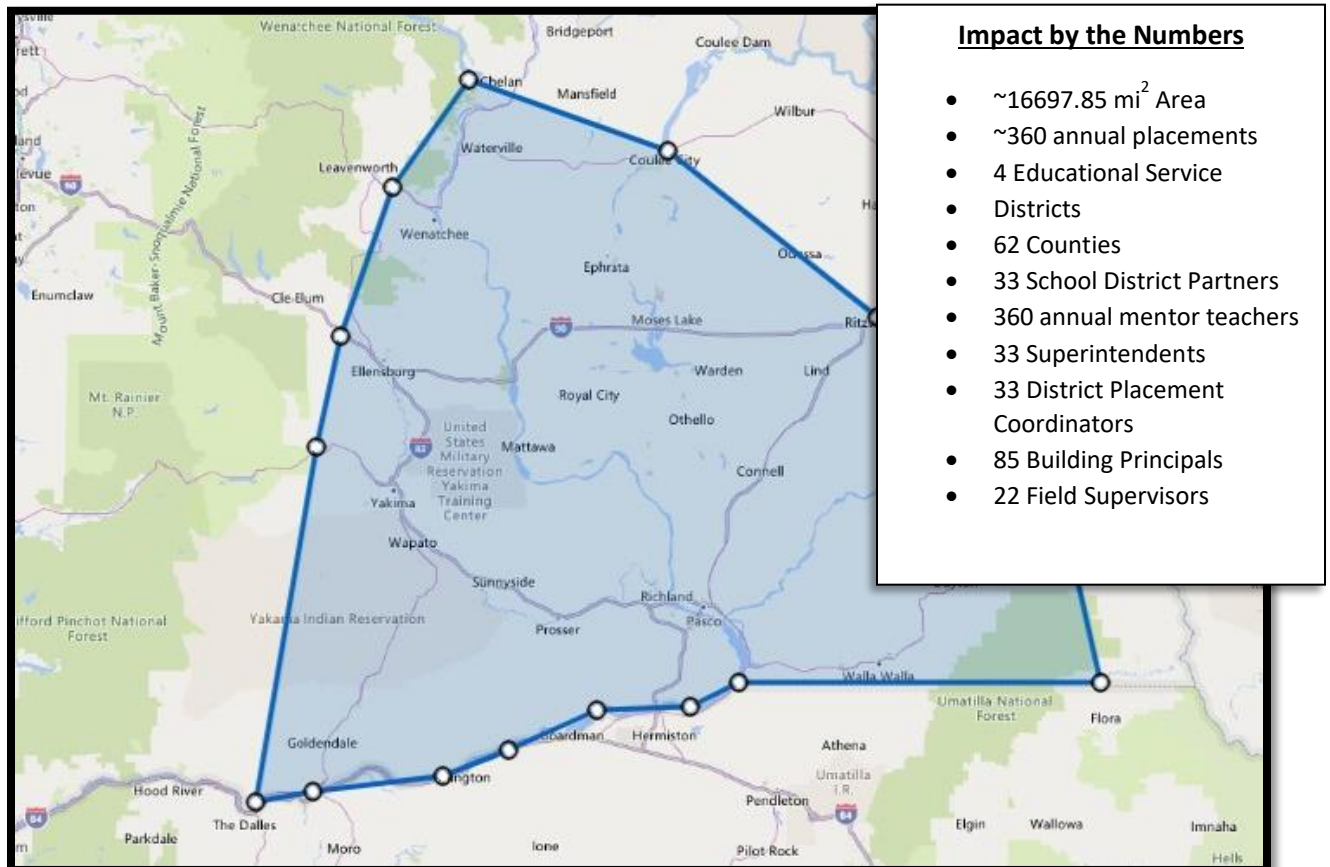
Dr. John Mancinelli  
WSU Tri-Cities Field  
Services Director

We are proud to have you on the WSU College of Education team that is dedicated to training and developing the next generation of highly effective educators.

Field Supervisors are critical for teacher candidates' journey from academia to the 'real world.' As a field supervisor, you will encourage, coach, model, and evaluate teacher candidates as part of a team. You will work with faculty, mentor-teachers, and building administrators to develop teacher candidates.

This rewarding work relies on your expertise and coaching abilities. We are fortunate to have you on our team!

Please keep and refer to this handbook. Always feel free to reach out to me with your questions at any time!





## WSU Tri-Cities Field Services Team



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## Role of the Field Supervisor

The University field supervisor represents the university program to the community and school systems. The field supervisor is an instructor, advisor, coach, and evaluator for the teacher candidate and a resource and support person for the mentor teacher.

The field supervisor is in close contact with K-12 school mentors, school principals, the WSU Tri-Cities Field Services Director, and the WSU Pullman Office of Field Services and Certification. Field supervisors are frequently called upon to clarify the university program, eliminate misunderstandings, or resolve conflicts between the mentor teacher, School District, and the teacher candidate. Most field supervisors possess several years of teaching, and many also have years of administration experience.

The field supervisor is evaluated and reports to the Field Services Director. The field supervisor has the authority to work with the school district, principal, and mentor teacher to adapt the field experience to meet the needs of all parties under the direction of the Field Services Director.

## Field Supervisor Qualifications and Characteristics

Individuals serving as university field supervisors must possess the following qualifications:

1. Successful public-school teaching or administrative experience.
2. A master's degree in education or five years of successful public-school teaching, at a minimum.
3. Experience mentoring and providing evaluative feedback.
4. The history of holding a Washington State teaching/administration certificate.
5. Three positive references that support the field supervisor's abilities to mentor and adjudicate teacher candidates.

Individuals serving as university field supervisors must possess the following characteristics:

1. Successful teaching experience. Field Supervisors must have the ability to demonstrate and assess effective instructional planning, lesson delivery, and assessment with care for the classroom's environment and management.
2. Effective communication and interpersonal skills. Field Supervisors must work with university students, mentor teachers, administrators, and the public to facilitate positive relationships, successful graduates, and maintain program standards.
3. Possess knowledge of various teaching, instructional strategies, and research-based best practices. Teacher candidates rely on field supervisors to analyze





their teaching performance accurately. Therefore, field supervisors must understand and articulate constructivist approaches and use instructional frameworks to provide actionable feedback.

4. *Effective Observation and Evaluation Skills.* Field Supervisors have limited time to evaluate teacher candidates comprehensively and must be efficient at using observation tools and skills to identify potential issues and recommend next steps for teacher candidates with set time limits in which to accomplish them.
5. *Timely and accurate reporting.* Field Supervisors must plan and meet programmatic deadlines. Therefore, prompt and accurate documentation is expected. The Field Supervisor is responsible for guiding and directing teacher candidates and mentor teacher completion of documentation.
6. *Timely and appropriate correspondence.* Each type of field practicum is designed to provide differing levels of feedback through written and verbal feedback. Teacher candidates and mentor teachers must receive your guidance promptly. Emails and phone calls need timely responses to ensure teacher candidate success.
7. *Timely fulfillment of program observation, conferencing, and evaluation.* Each practicum type requires different teacher candidate engagement hours, supervision contact time, evaluation feedback, and certification paperwork.
8. *Possess accurate knowledge of university, departmental, and college academic requirements and programs.* Each program has unique characteristics. Familiarization with each needs to be ongoing, and identification of the program point of contact is essential to direct teacher candidates and mentor teachers to them.
9. *Continuous Learning and Professional Development:* Field Supervisors are expected to be reflective in their practice and continue their professional development to keep current on best practices of teaching and learning, mentoring, and evaluating college teacher candidates.
10. *Professional conduct.* The Supervisor must exemplify scholarly and professional traits in teacher education. Additionally, the Supervisor must be aware of and act as a role model regarding professional, ethical, and legal standards and behaviors.
11. *Use of Technology.* The Supervisor must understand the use of technology in both the classroom and use it in the process of providing feedback and documentation.

## Job Requirements

Field Supervisors be able to travel, walk, observe, and provide written feedback to WSU Students. Part of this requirement includes the ability to use technology and have access to a computer and smart phone. All field supervisors will use the WSU email



and Microsoft Office® to complete forms, communicate, review, and submit paperwork to the Field Services Office. Paperwork will require the field supervisor to review and electronically sign or convert physical documents to electronic documents. In-person, videoconferencing, and electronic communication are required.

## Reporting Structure

The Field Supervisor is evaluated and reports to the Field Services Director.

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## Field Supervisor Employment

Field Supervisors are Washington State University employees and are appointed as Adjunct Faculty in the College of Education Department of Teaching and Learning. The position is non-continuing and must be renewed every semester. Field Supervisors will work with Human Resources and the Business office – Payroll to complete the employment requirements in person and in the presence of a WSU payroll intake person. Required items:

- Complete a federal I-9 form.
- Present a valid government ID and social security card.
- Complete a direct deposit form and a W-4 tax exemption.

Once your employment status is confirmed, Field Supervisors will:

- Create a WSU Network ID and password to utilize a WSU email address for all official communication.
- Provide a digital color photo to create a WSU Field Supervisor ID badge for use as identification in the public school.

### Employment Term

Employment is for one semester at a time. There is no obligation to rehire or extend beyond a semester at a time. The position is non-continuing and must be renewed every semester. The Field Services Director will issue a letter of intent if your services



are required. Quantities of field supervisors depends on the semester enrollment and types of field experiences they require.

## Payment Structure

WSU paydays are the 10<sup>th</sup> and the 25<sup>th</sup> of each month. Payments are automatically deposited into your account starting the seventh or eighth week after the semester begins.

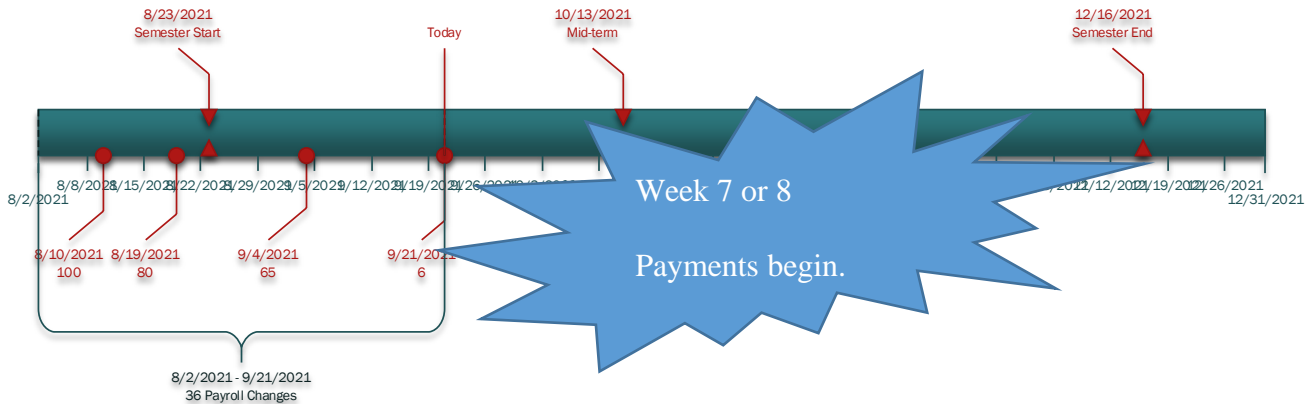
Field Supervisor appointments are paid by quantities and types of assignments based on the following scale:

Label	Experience	Super\$	Contact Hours
AR_TCH_LRN 415	Student Teaching - Alternative route	\$650.00	12
AR_TCH_LRN 490	Advanced Practicum - Alternative route	\$240.00	4
MIT 571	Pre-Internship	\$240.00	4
MIT 575	Internship	\$650.00	12
MIT 590	Advanced Practicum - MIT	\$240.00	4
Pullman 490	Advanced Practicum (Pullman)	\$120.00	2
SPEC_ED 490	Special Education Practicum	\$120.00	2
TCH_LRN 401	Bilingual/ELL Practicum	\$120.00	2
TCH_LRN 402	Literacy Practicum	\$120.00	2
TCH_LRN 405	Math/Science Practicum	\$120.00	2
TCH_LRN 415	Student Teaching	\$650.00	12
TCH_LRN 469	Advanced Practicum - Secondary Level (Pullman)	\$120.00	2
TCH_LRN 490	Advanced Practicum	\$240.00	4
TCH_LRN 590	MIT Early Practicum (Tri-Cities Only)	\$ 120.00	2

Mileage payments are calculated based on the field supervisor's home address and the address of the student placement school multiplied by the current IRS mileage reimbursement rate.



Payment Timeline



By week six or seven, the field services director will solidify the caseloads and issue an email outlining the caseload and the associated mileage.

Caseload Determination

The Field Services Director will conference with each field supervisor to determine their caseload capacity for the semester. Each field supervisor’s schedule can change their availability from taking large numbers of teacher candidates or very few. This impacts the overall number of field supervisors needed.

Next, the Field Services Director assigns caseloads to field supervisors based on a region or location. This helps make program expenses more efficient. At times, the Field Director may hire district personnel to supervise if the location is more than an hour from campus or if the number of teacher-candidates in a remote location is small. In some cases, individual field supervisors may be assigned a route with high mileage as a last resort. In this situation, we ask the field supervisor to make fewer trips and observe for longer periods of time.

Caseload Mileage

Mileage is calculated based on the following formula:

$$\text{Current IRS mileage Rate} * (\text{Miles from Home to Site} * \text{Qty of Visits})$$

**Evaluation**

Each field supervisor will receive an evaluation summary from the field services direct after the conclusion of the semester. Feedback will occur in the following areas:

1. Effective communication and interpersonal skills.
2. Possess knowledge of various teaching, instructional strategies, and research-based best practices.



3. Effective Observation and Evaluation Skills.
4. Timely and accurate reporting.
5. Timely and Appropriate Correspondence.
6. Timely fulfillment of program observation, conferencing, and evaluation.
7. Possess accurate knowledge of university, departmental, and college academic requirements and programs.
8. Continuous Learning and Professional Development
9. Professional conduct.
10. Use of Technology

Teacher candidates and mentor teachers provide field supervisors feedback directly and through an online survey at the end of each field experience. The surveys are emailed to the students and mentors from Pullman. Feedback is provided back to the Field Services Director and will be shared with you directly. If received, in time, for the evaluation summary, comments will be included.

Concerns voiced by students and mentors directly to the Field Services Director will immediately be shared with you to help address. Student and mentor concerns do not automatically result in negative evaluation. A conversation with the field services director about the concerns consider the context. In some cases, the field supervisor must hold the teacher candidate, mentor, or district accountable and can cause these types of concerns to arise. In these cases, when handled professionally and in conjunction with the field services director, there are no negative consequences.

Unethical, immoral, or illegal behavior by a field supervisor will result in termination/non-renewal and additional legal steps if appropriate. Comments about these concerns are placed in the #9 Professional Conduct category of the evaluation.

## **District Instructional Frameworks**

There are three instructional frameworks approved by the Office of Public Instruction. Each school district selects a framework used by all teachers under their employment. All contain similar concepts but are organized slightly differently. Field Supervisors are encouraged to use the framework-specific language with teacher candidates during observation and feedback sessions.

The frameworks and resources can be found at: [Frameworks and Rubrics | OSPI \(www.k12.wa.us\)](http://www.k12.wa.us)

The Field Services Office will provide field supervisors with copies of the instructional frameworks upon request.

Our goal is to acclimate teacher candidates to the professional language used in practice.



## Actionable Feedback

The Washington Administrative Code and the Professional Educator Standards Board require that teach candidates receive 'actionable feedback' periodically throughout their field experiences and program to be prepared for the rigor, depth, and breadth of our state's education profession context (PESB Domain 6.c.i).

Actionable feedback is explicit recommendations faculty, field supervisors, and mentors provide the teacher candidate to make improvements to their skills, knowledge about curriculum, instruction, planning, management, professional development, and professional relationships.

Actionable feedback is specific, measurable, and time sensitive. The feedback informs the teacher candidate where they are on the continuum of development and what they need to demonstrate or accomplish to progress to the next level of development. For instance, actionable feedback could look like this:

"Meg, in today's lesson you had a good start with providing direct instruction to the whole class. It was evident that that you knew the topic and were well prepared to give the lesson. The lesson pacing, however, was fast and students appeared to be lost and eventually frustrated because you were going too quickly. I recommend that you slow the tempo of your words down and check for understanding more frequently. There are several ways to check for understanding that engage students in conversation or demonstrate their understanding. At your next lesson, please demonstrate your understanding of lesson tempo and incorporate checking for understanding."

This type of actionable feedback should happen verbally and in written form. Make personal notes to follow up on the actionable feedback.

## Mandatory Reporting

State and private higher education employees, professional school employees, social service counselors, psychologists, placement, and liaison specialists, licensed or certified childcare providers or their employees, and law enforcement are required to report child abuse and neglect. Additional individuals required to report are listed in RCW 26.44.030.

- Any person who has cause to believe that a child has suffered abuse or neglect should report such incidents.
- Employees must report child abuse or neglect to at the first opportunity (no longer than 48 hours):



- Department of Children, Youth & Families (DCYF), Child Abuse hotline, 866-363-4276 toll-free, 24/7 866-END-HARM, or
- Law enforcement
- Inform the Field Services Director in the event you, as a Field Supervisor, make a report to DCYF or the WSU system listed here.
- Mandated reporters who knowingly fail to make a report, or cause a report to be made, shall be guilty of a gross misdemeanor. RCW 26.44.080.
- RCW 26.44 protects individuals from retaliation when they make good-faith reports about child abuse or neglect.
- All WSU employees must report sexual harassment and sexual misconduct (including sexual assault, nonconsensual sexual contact, stalking, domestic violence, and dating violence) to Compliance and Civil Rights (CCR) or the Title IX Coordinator at [ccr@wsu.edu](mailto:ccr@wsu.edu), 509-335-8288, or via the [CCR online form](#).
- All WSU employees with supervisory responsibility are required to report all other instances of discrimination to CCR at [ccr@wsu.edu](mailto:ccr@wsu.edu), 509-335-8288, or via the [CCR online form](#).

## Communication and Intervention

The WSU field supervisor is expected to communicate with teacher candidates, mentor teachers, and the Office of Field Services and Certification responsively throughout the semester.

Most observations should be scheduled ahead of time, with lesson plans reviewed at least a day prior. Field supervisors should communicate with the candidate about their progress and growth, honestly and directly with actions to make next time, and what is going well. Clear and consistent feedback and communication are expected, with documentation of feedback provided to the candidate. WSU provides observation forms that can be utilized for this purpose.

If there are concerns about the candidate's performance or progress, communication with the Director of Field Services and Certification is critical. Depending on the situation, candidates may be placed on an improvement plan. Frequent and timely communication and documentation are the critical pieces in these situations, including observation notes and emails from candidates or mentors.



## Field Supervisor Meetings

The Office of Field Services facilitates three meetings each semester located on the WSU Tri-Cities campus. The first meeting is within the first week of the semester, the second is before mid-terms and the final meeting will be via zoom or a phone call. You will be paid mileage to attend the meetings held in person. All Field Supervisors are expected to attend. These meetings will contain important updates and information, professional development, collaboration, and mentorship.





## Field Supervisor Paperwork

Throughout the semester, field supervisors will receive various documents and forms that need to be completed, distributed, and collected from teacher candidates and mentor teachers.

Most of the paperwork occurs during mid-terms and finals. Here is a list of the paperwork and how you are involved with it:

### Early Practicum Mid-Term Packet

Paperwork	Student	Mentor	Field Supervisor
Early Practicum Performance Criteria Journal Mid-Term	Complete the narrative of sections 1 – 6.	Comments in sections 7-10; scores 1-10	Comments in sections 7-10; scores 1 - 10
Log Sheet	Documents weekly activities approved by mentor.	Initials weekly	Reviews

### Early Practicum Final Packet

Paperwork	Student	Mentor	Field Supervisor
Early Practicum Performance Criteria Journal Final	Complete the narrative of sections 1 – 6.	Comments in sections 7-10; scores 1-10	Comments in sections 7-10; scores 1 - 10
Observation Feedback	Reads, reflects, and reacts.	Observes and writes a minimum of two feedback.	Observes and writes a minimum of two feedback.
Log Sheet	Documents weekly activities approved by mentor.	Initials weekly	Reviews

### Pre-Internship Mid-Term Packet

Paperwork	Student	Mentor	Field Supervisor
PDEFE Mid-term	Writes a single paragraph work summary of each disposition. Submits to mentor and supervisor 1 wk.	Reads summary and considers in the PI-PDEFE evaluation and feedback.	Reads summary and considers in the PI-PDEFE evaluation and feedback.



Paperwork	Student	Mentor	Field Supervisor
	before midterm or finals.		
Log Sheet Mid-Term	Documents weekly activities approved by mentor.	Initials weekly	Reviews

*Pre-Internship Final Packet*

Paperwork	Student	Mentor	Field Supervisor
Pre-internship PDEFE Final	Complete the narrative of sections 1 – 10.	Comments in sections 1-10; scores 1-10	Comments in sections 1-10; scores 1 - 10
Observation Feedback	Reads, reflects, and reacts.	Observes and writes a minimum of two feedback.	Observes and writes a minimum of two feedback.
Log Sheet Final	Documents weekly activities approved by mentor.	Initials weekly	Reviews

*Student Teaching Internships Mid-Term Packet*

Paperwork	Student	Mentor	Field Supervisor
PDEFE Summary Mid-Term	Writes a single paragraph work summary of each disposition. Submits to mentor and supervisor 1 wk. before midterm or finals.	Reads summary and considers in the PI-PDEFE evaluation and feedback.	Reads summary and considers in the PI-PDEFE evaluation and feedback.
PDEFE Mid-Term	Reviews, reflect, reacts to input.	Contributes to feedback sections 1-10; scores 1-10	Receives mentor input and writes feedback sections 1-10; scores 1-10.
Log Sheet	Documents weekly activities approved by mentor.	Initials weekly	Reviews

*Student Teaching Final Packet*



Paperwork	Student	Mentor	Field Supervisor
PDEFE Summary Mid-Term	Writes a single paragraph work summary of each disposition. Submits to mentor and supervisor 1 wk. before midterm or finals.	Reads summary and considers in the PDEFE evaluation and feedback.	Reads summary and considers in the PDEFE evaluation and feedback.
PDEFE Final	Reviews, reflect, reacts to input.	Contributes to feedback sections 1-10; scores 1-10	Receives mentor input and writes feedback sections 1-10; scores 1-10.
PGP	Completes the CoEd PGP form.	Reviews, discusses, and advises. Sign.	NA
Observation Feedback	Reads, reflects, and reacts.	Observes and writes a minimum of two feedback.	Observes and writes a minimum of two feedback.
Diversity Documentation	Completes the form using OSPI report card demographic data of the schools they were placed for the entire program.	NA	Reviews
Log Sheet	Documents weekly activities approved by mentor.	Initials weekly	Reviews
12 Hr Documentation	Includes in final packet	NA	Documents the contact time spent with the candidate during the semester.

*Other paperwork*

Other kinds of paperwork you will find outlined in this handbook include:

- Teacher Candidate Improvement Plan
- School District Request of Intern Substitute Certification (Student Teachers Only)
- Letters of Recommendation
- Written Observations





## Working with Teacher Candidates

### Observations

Field Supervisor observations are generally scheduled. At the first meeting with the teacher candidate and the mentor, ask for a weekly schedule outlining the days, times, and subject areas the candidate will be working. This will allow you, the field supervisor to determine when and how long to observe the candidate in the various settings.

A field supervisor can plan a few unannounced visits.

If there are long gaps in your visits, please send an email to touch base with the teacher candidates to see how things are going from their perspective.

It is important that Field Supervisors communicate regularly with the teacher candidate.

### Communications

Since WSU is a public university, all records are public records and must be conducted over a WSU Email address/accounts. We do not recommend the regular use of texting as a formal communication. This makes your phone open for inspection and public records.

The WSU Tri-Cities College of Education holds professional expectations for teacher candidates including the way in which they communicate. We expect mentors and supervisors to address communication content, formatting, grammar, tone, frequency, and proactive nature of teacher candidates.

### At-Risk Teacher Candidates

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 rectify these deficits quickly. Please notify the Field Director of your concerns ASAP.

### *Direct Communication with Teacher Candidate and Mentor Teacher about Concerns.*

As soon as a pattern (3 or more) of deficit instances are observed by either mentor teacher or field supervisor, there must be immediate feedback to the teacher candidate in both verbal and written formats.

Field Supervisor steps:



- Hold a conference with the Teacher Candidate and Mentor Teacher where critical feedback on observations is shared with specificity and recommendations to fix the issue.
- Provide a time limit in which improvement is expected.
- Email a summary of the meeting to the Teacher Candidate and Mentor Teacher outlining the conference, concerns, recommendations, and timeline for improvement.

### *Teacher-Candidate Improvement Plan.*

If direct communication does not fix an issue, then move to a formal [CoEd Student Improvement Plan](#). Work with the mentor teacher to outline the specific issues. Outline concrete steps for the Teacher Candidate to follow and explain the level of performance expected. Determine deadlines.

#### Field Supervisor Steps:

- Develop the Student Improvement Plan with the Mentor Teacher.
- Meet with the Teacher Candidate and Mentor Teacher to discuss and clarify the Student Improvement Plan.
- The Field Supervisor, Teacher Candidate, and Mentor Teacher sign the Student Improvement Plan.
- Email the signed Student Improvement Plan to the Field Services Director ([john.mancinelli@wsu.edu](mailto:john.mancinelli@wsu.edu))

The Field Supervisor may 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](mailto:llightner@wsu.edu)) for all Alternative route Teacher-Candidates and Dr. John Mancinelli ([john.mancinelli@wsu.edu](mailto:john.mancinelli@wsu.edu)) for all other Teacher-Candidates.

### *Teacher Candidate Major Offenses*

#### *Unprepared*

Much of successful classroom instruction and management depends on the teacher candidate's preparation. A pattern (3 or more) of unpreparedness constitutes correction by the mentor and field supervisor. A plan of improvement should be instigated once a pattern is established.

#### *Unprofessional Behavior*

Any display of unprofessional behavior by a teacher candidate constitutes a plan of improvement or immediate action by the field services office. Unprofessional behavior must be reported immediately to the field services director for consideration of next steps.



## Teacher Candidate Evaluation

The WSU Tri-Cities Field Services program seeks to develop teacher candidate skills and knowledge through the application of practice. Therefore, all evaluations are performance-oriented with explicit demonstrable actions made by the teacher candidate.

Formatively, mentor teacher and field supervisor observations and following conferencing offer explicit feedback with actionable steps for improvement. The mid-term evaluation helps provide notice to the field director of adequate progress status of each student.

The final formal evaluation determines the teacher candidate's successful completion of the semester's field experience.

- Early Practicum Evaluation: Early Practicum Performance Criteria Journal (EPPCJ)
- Pre-internship: Pre-internship Professional Dispositions Evaluation of Field Experiences (PI-PDEFE)
- Student Teaching: Professional Dispositions Evaluation of Field Experiences (PDEFE)

See the appendices for instructions and exemplar forms.

## Seminars

Teacher candidates take mandatory seminars and workshops conducted on the WSU Tri-Cities campus by a seminar instructor. They are excused from their practicum responsibilities for full-day workshops; however, most seminars occur in the late afternoon or event to avoid conflict with practicum responsibilities. Seminars and workshops concentrate on support candidates in the field and a series of general teaching support topics such as classroom management, student voice, career services, interview strategies, and parent-teacher.



## Practicum Types

### Overview

There are three practicum types used in the WSU system. Early Practicum, Pre-Internship, Student Teaching Internship.

### A typical progression of practicums:

	Fall Jr. Yr.	Spg Jr. Yr.	Fall Sr. Yr.	Spg Sr. Yr
Tri-Cities B.A.	TCH_LRN 402	TCH_LRN 401/405 or SPEC_ED 490	TCH_LRN 490	TCH_LRN 415
Pullman B.A.	<i>Early practica are held in Pullman. We don't supervise these students.</i>		TCH_LRN 490 TCH_LRN 469	TCH_LRN 415
MIT	<i>Held in late spring and supervised in Classroom Management course.</i>		MIT 571	MIT 575
Alternative Route	<i>We don't supervise these candidates.</i>		TCH_LRN 490	TCH_LRN 415

### Early Practicums

The Early Practicums are a field experience a Teacher-Candidate has when entering the Teaching and Learning program. These teacher candidates enter the program with very few or no pedagogy or content courses under their belt. These practicums acquaint Teacher-Candidates with the public-school environment and, more specifically, content-specific (English Language Learners, Bilingual Learner Education, math, literacy, science, Special Education, etc.) curriculum applicable to the classroom.

### Early Practicum Courses & Candidate Time Requirements:

- **TCH\_LRN 401** - Bilingual/English Language Learners (6 hrs/wk, 90 hrs total)  
This practicum is for teacher candidates seeking BLE/ELL endorsements.
- **TCH\_LRN 402** - Instructional Strategies, Literacy, Technology, and Assessment (3 hrs/wk, 45 hrs total)  
All teacher candidates begin with this practicum to become oriented to the public K-12 system.
- **TCH\_LRN 405** - Math and Science (3 hrs/wk, 45 hrs total)  
This practicum is for teacher candidates seeking Math or Science endorsements.
- **SPEC\_ED 490** - Special Education (6 hrs/wk, 90 hrs total)  
This practicum is for teacher candidates seeking a special education endorsement.

### Teacher Candidate Early Practicum Evaluation





Field Supervisors evaluate student performance verbal, written feedback, and through the midterm and final Early Practicum Performance Criteria Journal (EPPCJ).

### *Early Practicum Performance Criteria Journal (EPPCJ)*

The EPPCJ consists of the ten (10) PDEFE dispositions but are reworded to appropriately measure a beginning/emerging teacher candidate. The teacher candidate is expected to write narrative for areas one through seven during their practicum. The teacher candidate responds to the prompts included in the form. One week before mid-term or the final conference, teacher candidates are expected to send the completed form to their respective mentor and field supervisor for review and completion of the form.

The EPPCJ requires the mentor and field supervisor score each of the ten areas one of the following:

The Mentor and Field Supervisor are to collaborate on narrative in sections 8 through ten and score ALL ten areas.

### *Early Practicum Activities:*

- Observations
  - Mentor-Teacher – a minimum of 2 written observations
  - Field Supervisor – a minimum of 1 written observation
  - Others – Practicum/Lab/Course professors may also observe.
- Mid-term Packet:
  - Evaluation: [EPPCJ Mid-Term](#) (Field Supervisor and Mentor-Teacher)
    - Mentor: Review EPPCJ sections 1 through 6; Provide input to supervisor for EPPCJ scores and sections 7 through 10.
    - Supervisor: collect input from mentor, score EPPCJ sections 1-10; write narrative for sections 7 – 10.
  - Approved [log sheet](#)
    - Mentor: review log sheet weekly with candidate to arrange schedule and approve.
    - Supervisor: review mid-term and ask mentor for feedback; sign once it is accurate.
- Final Packet: Checklists/Cover Sheet (Teacher-Candidate)
  - [Log Sheet](#)
    - Mentor: review log sheet weekly with candidate to arrange schedule and approve.
    - Supervisor: review mid-term and ask mentor for feedback; sign once it is accurate.



- Exit Survey (will be sent to the teacher candidate via WSU email from Pullman)
- 1 University Field Supervisor Observation (Field Supervisor)
  - The supervisor may provide more than two written observations. The candidate chooses two of the written observations provided to include in the final packet.
- 2 Mentor Teacher Observations (Mentor-Teacher)
  - The mentor teacher may provide more than two written observations. The candidate chooses two of the written observations provided to include in the final packet.
- Final Evaluation: [EPPCJ](#)
  - Mentor: Review EPPCJ sections 1 through 6; Provide input to supervisor for EPPCJ scores and sections 7 through 10.
  - Supervisor: collect input from mentor, score EPPCJ sections 1-10; write narrative for sections 7 – 10. Meet with the teacher candidate, and mentor to provide feedback and sign documents.

## *Early Practicum Field Supervisor Responsibility Timeline*

- Week 1: Meet with the Teacher Candidate and Mentor Teacher to review practicum expectations, resources, timelines, and deliverables. Request weekly teaching schedule from the Teacher Candidate to arrange observation dates and times. Schedule observations for the term with Teacher Candidate and Mentor Teacher.
- Week 2-6: Contact the Teacher Candidate and Mentor via email or phone to see how things are going.
- Week 6: Receive the EPPCJ from the teacher candidate.
- Week 7: Complete the mid-term EPPCJ and request input from the Mentor Teacher to include. Discuss any areas of concern and agree on scores.
- Week 8: Meet with the Teacher Candidate and Mentor Teacher to review the mid-term EPPCJ. Have all parties sign the document and allow the student to convert the form to a PDF® file. The Teacher Candidate will then send the field supervisor the signed EPPCJ and log sheet. The Field Supervisor reviews the documents for accuracy and submits the completed EPPCJ and Log sheet to the Field Services office via the Field Services email ([Tricities.fieldservices@wsu.edu](mailto:Tricities.fieldservices@wsu.edu)).
- Week 9 – 14: Observe the Teacher Candidate and provide written feedback for the required observation.
- Week 14: Receive the EPPCJ from the teacher candidate.
- Week 15: Complete the Final EPPCJ and request input from the Mentor Teacher to include. Discuss any areas of concern and agree on scores.
- Week 16: Meet with the Teacher Candidate and Mentor Teacher to review the Final EPPCJ. Have all parties sign the final document and allow the teacher



candidate to convert the signed document to a PDF®. The teacher candidate will email the signed EPPCJ and log sheet to the Field Supervisor for final submission. The Field Supervisor will review the final packet for accuracy and email the completed EPPCJ and log sheet to the Field Services Office ([tricityservices@wsu.edu](mailto:tricityservices@wsu.edu)) for final submission.



## Pre-Internships

### *Pre-Internship Courses and Candidate Time Requirements*

- WSU Tri-Cities Bachelor of Arts (**TCH\_LRN 490**) - (16 hrs/wk, 15 wks, 210 hrs total)  
Pre-internships are designed to prepare the Teacher-Candidate for Student Teaching. Teacher Candidates are placed with a mentor teacher in a public school at the beginning of the semester (August/January). Pre-interns have an increased level of responsibility in delivering four (4) formal 60-minute lessons, leading small groups and individual instruction and assessment.
- MIT Pre-Internship (**MIT 571**) – (16 hrs/wk, 15 wks, 210 hrs total)  
Pre-internships are designed to prepare the Teacher-Candidate for Student Teaching. Teacher Candidates are placed with a mentor teacher in a public school at the beginning of the semester (August/January). Pre-interns have an increased level of responsibility in delivering four (4) formal 60-minute lessons, leading small groups and individual instruction and assessment.
- Alternative Route Program (**AR\_TCH\_LRN 490**) – (Arr Schedule, 8 wks, 210 hrs total)  
Alternative route (AR) Program teacher candidates follow a condensed schedule arranged between the school district and WSU Tri-Cities to accommodate the para-educators work schedules and logistical issues. AR term is usually eight (8) weeks in length rather than the traditional 16 weeks. All activities mentioned below are the same; they complete tasks in half the time.
- Pullman Bachelor of Arts (**Pullman 490**) – (40 hrs/wk, 5 wks, 210 hrs total)  
Because Pullman teacher candidates must travel so far and often incur housing expenses during their TCH\_LRN 490 practicum, we arranged for a more intense and condensed term. Instead of shadowing their mentor teacher part-time over the semester, Pullman Teacher Candidates will shadow full-time. As a result, the Pullman TCH\_LRN 490 term is usually four to five weeks in length rather than the traditional 16 weeks. All activities mentioned below are the same; they complete tasks sooner.

There is no mid-term evaluation or packet. The Teacher Candidate will turn in all the final packet paperwork directly to the practicum instructor; if there are areas of concern that the candidate needs to work on before student teaching, share them with the Field Services Director and the Pullman instructor.

- Pullman Bachelor of Arts (**TCH\_LRN 469**) – (40 hrs/wk, 5 wks, 210 hrs total)  
This practicum is the same as Pullman 490; however, secondary certification candidates participate in this course. All have the same expectations.

### *Teacher Candidate Evaluation*



Field Supervisors evaluate student performance verbally, with written feedback and through the midterm and final Professional Dispositions Evaluation for Field Experiences (PI-PDEFE).

## *Pre-Internship Supervisor Activities*

This is a summary of Supervisor and Mentor activities for your awareness. Please refer to your specific syllabus or handbook ([T&L 490](#), MIT 571, T&L 469).

- Observations
  - TCH\_LRN 490 – 4 contact hours total
    - Supervisor: 2 written observations; review of four formal lesson plans.
    - Mentor: 2 written observations; review of four formal lesson plans.
  - MIT 571 – 4 contact hours total
    - Supervisor: 2 written observations; review of four formal lesson plans.
    - Mentor: 2 written observations; review of four formal lesson plans.
  - AR\_TCH\_LRN 490 – 4 contact hours total
    - Supervisor: 2 written observations; review of four formal lesson plans.
    - Mentor: 2 written observations; review of four formal lesson plans.
  - Pullman 490 and TCH\_LRN 469 – 2 contact hours total
    - Supervisor: 1 written observation
    - Mentor: 2 written observations
- Mid-term packet
  - TCH\_LRN 490 – Log sheet and mid-term PI-PDEFE
  - MIT 571– Log sheet and mid-term PI-PDEFE
  - AR\_TCH\_LRN 490– Log sheet and mid-term PI-PDEFE
  - Pullman 490 and TCH\_LRN 469 - **NONE**
- Final Packet
  - TCH\_LRN 490– Log sheet and Final PI-PDEFE
  - MIT 571– Log sheet and Final PI-PDEFE
  - AR\_TCH\_LRN 490– Log sheet and Final PI-PDEFE
  - Pullman 490 and TCH\_LRN 469– Log sheet and Final PI-PDEFE
- Log sheet: It is the Teacher Candidate’s job to keep their log sheet up to day throughout their internship. Teacher Candidates will use these documents to record their activities, diverse populations of students they work with, and progress in the practicum—The Teacher Candidate should schedule time each week to complete this documentation outside of their practicum time.
- Teaching: The Pre-Internship allows the Teacher-Candidate to gain confidence in their instruction by doing! Teacher candidates in this practicum are to design



and teach a minimum of four lessons approved by their Mentor-Teacher and Field Supervisor. The lesson plan format can be one that the Mentor-Teacher prefers or the [College of Education Template](#). The Teacher Candidate is to submit their lesson plans to both Mentor-Teacher and Field Supervisor 24 hrs before the lesson instruction.

- Observations
  - Four (two for Pullman TCH\_LRN 490) observations from your Field Supervisor. A minimum of two will be written feedback.
  - Four observations from your Mentor-Teacher. A minimum of two will be written feedback.
- [PI-PDEFE Mid-Term Packet](#)
  - PI-PDEFE Summary: The Teacher Candidate reflects on their work by summarizing activities and learning into a narrative for each of the PI-PDEFE dispositions. The Teacher Candidate submits this summary to their mentor and field supervisor one week before the Mid-term evaluation.
  - Evaluation: The Teacher Candidate Mentor-Teacher and Field Supervisor one week before mid-term about your evaluation. Schedule a conference time to go over it before the mid-term due date.
  - Logsheet: The Teacher Candidate updates the logsheet and provides it to the mentor for approval.
- [Final Packet: Checklists/Cover Sheet](#) (Teacher-Candidate)
  - [Log Sheet](#)
  - Exit Survey (will be sent to you via WSU email from Pullman)
  - 2 University Field Supervisor Observations (provided by the Supervisor)
  - 2 Mentor Teacher Observations (provided by the Mentor-Teacher)
  - PI-PDEFE Final Evaluation (provided by Supervisor and Mentor-Teacher)

### *Pre-Internship Field Supervisor Responsibility Timeline*

\*NOTE\* Pullman TCH\_LRN 490 and Alternative Route student timelines are half of what is outlined below.

- Week 1: Meet with the Teacher Candidate and Mentor Teacher to review practicum expectations, resources, timelines, and deliverables. Request weekly teaching schedule from the Teacher Candidate to arrange observation dates and times. Schedule observations for the term with Teacher Candidate and Mentor Teacher.
- Week 2-6: Observe the Teacher Candidate and provide written feedback for half of the total required observations.
- Week 7: Complete the mid-term PI-PDEFE and send it to the Mentor Teacher to contribute. Discuss any areas of concern and agree on scores.



- Week 8: Meet with the Teacher Candidate and Mentor Teacher to review the mid-term PI-PDEFE. Submit the completed PI-PDEFE to the Field Services office using the Field Services email (Tricities.fieldservices@wsu.edu).
- Week 9 – 14: Observe the Teacher Candidate and provide written feedback for the last half of the required observations.
- Week 15: You should receive the Teacher Candidate's PI-PDEFE summary. Review this summary and consider the information in the feedback you provide the candidate and evaluate them on the final PI-PDEFE. Complete the Final PI-PDEFE and send it to the Mentor Teacher to contribute. Discuss any areas of concern and agree on scores.
- Week 16: Meet with the Teacher Candidate and Mentor Teacher to review the Final PI-PDEFE. Provide the completed PI-PDEFE to the Teacher Candidate for final submission. Submit the completed PI-PDEFE to the Field Services office using the Field Services email (Tricities.fieldservices@wsu.edu).

### *Student Teaching Internship (TCH LRN 415)*

Student teacher Interns complete a full semester – 15 weeks – of a student teaching internship. They follow the school district calendar and begin their experience when the mentor teacher returns to the classroom after the summer or winter break. Teacher candidates are required to attend school for the teacher entire contracted day. This includes before or after school meetings and events. The experience is designed for the candidate to gradually take over responsibility for planning, instructing, and assessing students in their mentor's classroom with a period of 4-6 weeks of solo teaching before returning the classroom to the mentor teacher at the end of the experience.

Supervisors are expected to have an initial visit, a mid-term conference, and an exit conference with the teacher candidate and mentor and observe at least 6 formal lessons taught by the candidate. The Supervisor will observe and conference with the teacher candidate for a minimum of 12 hours. The Supervisor will complete the PDEFE with the mentor at mid-term and again prior to the end of the semester. The Supervisor is expected to provide support to the teacher candidate as they complete the edTPA. Guidelines for candidate support are available on the WSU field website and in the Student Teaching/MIT handbooks.

### *Student Teaching Activities*

- Lesson Planning
- Gradual release of responsibilities.
- Teaching Whole-Class
- Log sheet
- Diversity Documentation



- Professional Growth Plan
- Mid-term Packet
- Final Packet

## *Student Teaching Field Supervisor Responsibility Timeline*

\*NOTE\* Alternative Route (AR) TCH\_LRN 415 timelines are half of what is outlined below. Their Student Teaching Internship lasts for eight weeks rather than the full 16. Therefore, you will want to prioritize meetings and observations to meet the deadlines.

- Week 1: Meet with the Teacher Candidate and Mentor Teacher to review practicum expectations, resources, timelines, and deliverables. Request weekly teaching schedule from the Teacher Candidate to arrange observation dates and times. Schedule observations for the term with Teacher Candidate and Mentor Teacher.
- Week 2-6: Observe the Teacher Candidate and provide written feedback for half of the total required observations.
- Week 7: You should receive the Teacher Candidate's PDEFE Summary. Complete the mid-term PDEFE and send it to the Mentor Teacher to contribute. Discuss any areas of concern and agree on scores.
- Week 8: Meet with the Teacher Candidate and Mentor Teacher to review the mid-term PDEFE. Submit the completed PDEFE to the Field Services office using the Field Services email (Tricities.fieldservices@wsu.edu).
- Week 9 – 14: Observe the Teacher Candidate and provide written feedback for the last half of the required observations.
- Week 15: You should receive the Teacher Candidate's PDEFE summary. Review this summary and consider the information in the feedback you provide the candidate and evaluate them on the final PDEFE. Complete the Final PDEFE and send it to the Mentor Teacher to contribute. Discuss any areas of concern and agree on scores.
- Week 16: Meet with the Teacher Candidate and Mentor Teacher to review the Final PDEFE. Provide the completed PDEFE to the Teacher Candidate for final submission. Submit the completed PDEFE to the Field Services office using the Field Services email (Tricities.fieldservices@wsu.edu).

## *Student Teacher Paperwork*

At the beginning of the semester, field supervisors will be provided with a checklist to be used as a cover sheet for all paperwork required at the completion of student teaching.





12 Hour Documentation is required as part of the end of semester paperwork and is a log of all field supervisor observations and conferences with individual teacher candidates.

Professional Dispositions Evaluation for Field Experiences (PDEFE). There are a few versions of this document. One for Advanced Practicum, one for Student Teaching, and one that is a formative tool with many examples. It is expected that the PDEFE formative tool be introduced early in the experience to the mentor teacher and candidate and can be used as a running record of progress towards meeting the dispositions. At mid-term conference, field supervisors and mentors should collaborate to discuss progress and what needs to be addressed before the end of the semester. At the final exit conference, the Student Teaching PDEFE should be completed with evidence for each disposition and signatures collected. The final PDEFE is required as part of the end of semester paperwork.

Diversity Documentation is required of every student teacher/MIT intern. Field supervisors should introduce the document during a mid-term conference and identify any areas where a student has not worked with the required populations. Arrangements may need to be made for observations in another classroom, building, or district to ensure that students have the opportunity to work with required populations. The document is required as part of the end of semester paperwork.

Professional Growth Plan (PGP). This document should be provided to each teacher candidate for reflection and completion. This is an opportunity for the candidate to think about what they want to work on after student teaching. Full instructions are provided in the Student Teaching Handbook and on the WSU website. The field supervisor should collect and review this document before signing it. The PGP is required as part of the end of semester paperwork.

Skyfactor Benchmark Assessments (EBI Surveys) will be distributed approximately the 10<sup>th</sup> week of the semester. Field supervisors in the Greater Puget Sound area are expected to plan for time during a small group seminar for student teachers to complete the survey towards the end of the semester. The survey is required as part of the end of semester paperwork.



## Working with Mentor Teachers

Mentor Teachers are extremely valuable to mentoring. Part of your role is to be supportive of the mentor teacher by being available to answer questions and provide input on how to handle situations with the candidate. Many times, the mentor teacher looks to the field supervisor to provide context about the appropriate release of responsibility to the teacher candidate.

### Communications with Mentor Teachers

- To communicate regularly with mentor teachers to ensure the success of the candidate's experience and continual growth.
- To connect between long gaps of time when you visit.
- To carefully account for all required mentor paperwork, including vouchers, clock hours, and certificates.

### Mentor Teacher Paperwork

Mentor Teacher Invoice Voucher Packets will be distributed approximately the 6<sup>th</sup> week of the semester. These packets should be delivered to the assigned mentor teachers as soon as possible. Ideally, the mentor teacher should fill out the forms and return them to you that same day. Assemble all the completed voucher packets, ensuring that all mentors are accounted for, and return them to the Office of Field Services and Certification for routing and payment. Please note: if the mentor teacher has any past affiliation with WSU and their name has changed, they will need to complete a name change through the university before a payment will be issued. Details for name changes are included in the packets.

Clock Hour Forms, Certificates of Appreciation, and a WSU mentor gift will be distributed approximately the 12<sup>th</sup> week of the semester. Field Supervisors are expected to sign the certificate as a WSU representative and present them with the gift and clock hour form to the mentor nearing the end of the experience, often during the final exit conference with mentor and candidate. Instructions for the mentor teacher are included with the clock hour form.

### Mentor Teacher Concerns

#### *Lack of Preparedness – Poor example*

Mentor Teacher's have a large impact on our teacher candidates. As you make your observations and meet with the mentor teacher and candidates, be aware of the example being provided. If there are concerns about mentor preparation for a teacher candidate, offer private coaching to the mentor that can offer tools.



In many cases you can simply address concerns of mentor preparation through questioning during your touch-bases with them. For example, "How are you feeling about your preparedness in working with a teacher candidate?" You can offer resources to them such as:

- [Field Experiences - WSU Tri-Cities](http://Tricities.wsu.edu/education/field-experiences/mentor-teachers/) webpage (Tricities.wsu.edu/education/field-experiences/mentor-teachers/)
- Orientation materials
- Handbooks

### *Unprofessional Behavior*

There are times when you may be presented with concerns from a teacher candidate about a mentor teacher. Verify concerns before reacting and contact the field services director. When you meet with the field services director, you will determine the next steps. The field services director will contact the building principal and district office to follow up with the concerns requiring a change of placement, if appropriate.

### *Mentor Level of Expectations*

Coaching mentor teachers may be required. Some mentors have experience mentoring while others have very little experience with mentoring. Some mentors expect too much of the teacher candidate while others may have too few expectations for teacher candidates. As you make your observations, be inquisitive of both the mentor and the candidates to determine what level they are operating. Once you understand where the mentor's level of expectations land, offer coaching appropriately.

## **Working with Administration**

The field supervisor is a liaison with building administration and the WSU Tri-Cities program. Creating a relationship with the building administrator is important so that problem-solving and communication is pro-active.

- It is strongly recommended that you introduce yourself to the building principal, assistant principal, and department chair if appropriate, inquire about any issues, and share key information.
- If there are questions or problems with your candidate, inform both the principal and the WSU Tri-Cities Field Services Director.

## **Working with School Districts**

### *Intern substitute requests.*



### *An explanation of each certificate type:*

- Intern sub – allows the teacher candidate to substitute in their mentor’s classroom only during student teaching. This certificate can only be used while the teacher candidate is enrolled through WSU. WAC requires WSU to approve the candidate for the intern sub.
- Emergency sub – allows the teacher candidate to sub anywhere in the district, although WSU’s policy only allows student teachers to sub for their mentor while enrolled at WSU (using the intern sub policy as a guideline). Once the teacher candidate completes their internship, they can substitute anywhere in the district.
- Emergency certificate – teacher candidates are eligible for this certificate after they have finished ALL (including student teaching) requirements except for the content exam. Student teachers are not eligible for this certificate.

The district initiates both the intern and emergency sub to the Field Supervisor. Once approved by WSU, the school district must request the teacher educator’s certificate in E-Cert. The candidate will then need to log into their E-Cert account to apply and pay for the certificate. If the district requests the intern substitute certificate, OSPI will not issue the certificate until WSU enters E-Cert approval.

The Field Supervisor’s role is to utilize the [CoEd Intern Substitute Request](#) form to facilitate the process. Once the form is complete and if the Field Supervisor approves, they email the request to Dr. John Mancinelli ([john.mancinelli@wsu.edu](mailto:john.mancinelli@wsu.edu)), WSU Tri-Cities Field Services Director, for approval.



## Appendix A: Pullman Field Services Staff

All mail for the Office of Field Services and Certification should be addressed to:  
PO BOX 642114 Pullman, WA 99164-2114. Our Fax number is 509-335-2097

Emily Deen                      Director, Office of Field Services and Certification  
O: 509-335-0925              Email: [emily.deen@wsu.edu](mailto:emily.deen@wsu.edu)

Staci Bickelhaupt              Certification Coordinator  
O: 509-335-8146              Email: [sbickel@wsu.edu](mailto:sbickel@wsu.edu)

Heidi Ritter    Program Specialist, Field Services  
School contracts, Vouchers, Clock Hours, Travel Reimbursements  
O: 509-335-0925              Email: [hritter@wsu.edu](mailto:hritter@wsu.edu)

Nedra Murray                  Program Coordinator, Certification  
Fingerprinting, e-cert, Intern Subs  
O: 509-335-8147              Email: [nkmurray@wsu.edu](mailto:nkmurray@wsu.edu)

Guy Pitzer    Places and Supervises Student Teachers & MITs in Pullman Area  
O: 509-335-4095              Email: [gapitzer@inlandnet.com](mailto:gapitzer@inlandnet.com)

Lori White    Places and Supervises Pullman Elementary Practicum  
Coordinates TCH\_LRN 317  
Instructor for Pullman TCH\_LRN 402, 405, & 490  
O: 509-335-7984              Email: [whitel@wsu.edu](mailto:whitel@wsu.edu)

Jim Johnson    Supervises Student Teachers in Pullman Area  
Instructor for Pullman Student Teaching Seminar  
Instructor for Secondary Program TCH\_LRN 466 and TCH\_LRN 469  
O: 509-432-9336              Email: [jrjohnson@wsu.edu](mailto:jrjohnson@wsu.edu)

Kris Nilsson    Fiscal Specialist, Dept. of Teaching and Learning (PO Box 642132)  
Supervisor Appointments and Payroll  
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## Appendix B: College of Education Leadership

Mike Trevisan            Dean, College of Education  
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Phyllis Erdman        Associate Dean for Academic Affairs, College of Education  
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Tariq Akmal    Chair, Department of Teaching & Learning  
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Angie Hammond      Director, Office of Undergraduate Education  
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## Appendix C: Key Terms & Definitions

\*NOTE\* these terms and definitions come from the edTPA, inTASC, and regional school districts.

**Academic Language** – Oral, written, and nonverbal language used for academic purposes.

**Accommodations** – Variety of Learners – students who may require different strategies or support. (IEP, 504, ELL, gifted, below grade level, etc.).

**Actionable Feedback** -

**Aligned Standards** – Learning targets aligned with state and national grade level standards.

**Assets – Community** – Common experiences and resources, local landmarks, industry, events.

**Assets – Cultural and Linguistic** – Traditions, languages and dialects, worldviews, literature, art.

**Assets – Personal** – Student interests, knowledge, family backgrounds, everyday experiences.

**Central Focus** – Summarize the overarching learning outcomes associated with content standards and learning targets.

**Common Core State Standards (CCSS)** - The Common Core State Standards (CCSS) are a set of uniform academic standards for all subjects. [Learning Standards & Instructional Materials | OSPI \(www.k12.wa.us\)](http://www.k12.wa.us)

**Designed to demonstrate learning, not just memorization of facts.** – Develop richness and depth to your assessments through carefully constructed questions requiring student engagement.

**Discourse** – Oral and written communication. Learning to formulate thoughts into discussion. Uses phrases and statements such as “If...Then...Results in...”.

**Elicit and build on student responses** – Guiding students in their learning, effective questioning techniques, engaging students in their learning.

**edTPA** - edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. For each handbook field, the placement is a Pre-Kindergarten to 12th grade classroom. edTPA is a subject-specific assessment that includes versions



for 28 teaching fields. The assessment features a common architecture focused on three tasks: Planning, Instruction, and Assessment. ([www.edtpa.com](http://www.edtpa.com)) Washington State legislators eliminated the requirement of the edTPA for graduating teacher candidates; therefore, WSU College of Education is in the process of determining another assessment.

**Interstate Teacher Assessment and Support Consortium (inTASC)** – multiple state superintendents contribute to and align state requirements with the inTASC standards (<https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>). WSU College of Education aligns coursework and field experience to these standards.

**Field Experience** – refers to different types of hands-on learning to teaching and learning. WSU College of Education programs provide multiple early practica that focus on specific topics such as literacy, technology, bilingual education, English language learning, special education, as examples. Next, WSU teacher candidates have a pre-internship experience followed by a Student Teaching Internship.

**Formal/Summative Assessment** – Uses a rubric to score, worksheets, quizzes, tests, writing assignments, did they meet the learning target?

**Individual Education Plan (IEP)** – a written plan or program documenting specialized instruction and services for a child with an identified disability by a school district.

**Informal/Formative Assessment** – Thumbs up/thumbs down, problem sets, worksheets, checklists, monitor progress towards meeting learning target.

**Instructional Strategies and Supports** – Learning tasks used to develop competencies. Demonstrations, explanations, use of representations and manipulatives, “I do, we do, you do.”

**Language Demands** – How students use academic language to participate in learning tasks.

**Language Function** – The content and language focus of the learning task represented by the active verbs within the learning outcomes. (Describe, analyze, evaluate, explain, compare).

**Learning Segment** – 3-5 lessons that build toward central focus with clearly defined beginning and end.

**Learning Targets/Learning Outcomes** – What you want students to know or be able to do – SWBAT statements.





**Learning Tasks** – Purposefully designed activities in which students engage in learning to meet the learning targets.

## **Multi-Tiered Support Systems (MTSS)**

**Patterns of Learning** – Includes both quantitative and qualitative patterns for different groups of students or individuals.

**Student Strengths and Needs** – Identify what students do well AND what supports they need to be successful.

**Student Voice** – Opportunities for students to express and demonstrate their learning.

**Syntax** – Sentence structure. Both language and symbols. “A brown spotted cow jumped over a bright blue moon in the early evening.” Mathematical syntax refers to: “ $2+2=4$ ,” “ $3 \times 15$  bicep curls = 3 sets of 15 repetitions.”

**Use of representations** – Classroom resources, technology, manipulatives, examples and demonstrations.



## Appendix D: Early Practicum Documents



## Appendix E: Pre-Internship Documents



## Appendix F: Student Teaching Documents

















## Appendix G: Observation Templates



## Appendix H: Spring 2024 Deadlines



### Spring 24 Deadlines

-  01/08/2024 12:30 PM (East Aud) Early Practicum Orientation (T&L 401, 405, 590, SPEC\_ED 490)
-  01/08/2024 2:00 PM (East Aud) Pre-Internship Orientation (T&L 490/MIT 571)
-  01/08/2024 7:00 PM (TCOL 202) Mentor Teacher Orientation
-  **1/10/2024 10:00 AM (TFLO 223) Field Supervisor Meeting**
-  01/15/2024 All Day (NA) Martin Luther King Jr Day-(Observe with K-12)
-  **2/1/2024 10:00 AM TBD Field Supervisor Meeting**
-  02/16/2024 12:00 PM (Email) Mid-term PDEFE Summary to Field Supervisor and Mentor Teacher
-  02/16/2024 TBA (TBD) Mid-term signature meeting & paperwork submission to Supervisor
-  02/19/2024 All Day (NA) President's Day-(Observe with K-12)
-  02/21/2024 12:00 PM (Email) Mid-term Packets due to Field Services Office
-  **4/9/ 2024 10:00 AM (TFLO 223) Field Supervisor Meeting**
-  04/23/2024 12:00 PM (Email) Final PDEFE Summary to Field Supervisor and Mentor Teacher
-  04/23/2024 TBA (TBD) Final signature meeting & paperwork submission to Supervisor
-  04/26/2024 12:00 PM (Email) Final Packet Due to the Field Services Office