



COLLEGE OF EDUCATION



Internship Handbook and Resource Guide

Department of Teaching and Learning
Washington State University

2022/2023



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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College of Education
Office of Field Services and Certification

Congratulations on reaching the opportunity to participate in your internship this semester. This is the capstone experience for you at Washington State University and a huge growth opportunity in your development as a teacher. You follow a long line of successful Cougar teachers across the state of Washington. We are excited to help you successfully navigate the completion of your degree and certification requirements and help you pursue a job in education.

Please carefully read and follow the guidelines laid out in this handbook AND share it with your mentor teacher. As a teacher candidate your job is to follow the lead of your mentor teacher however different it might be from other candidate experiences past or present. With the COVID-19 pandemic continuing, we must follow university, state and district policies in regard to safety. Districts may require you to show proof of vaccination. Within this handbook are safety guidelines WSU has agreed to with partner districts.

Our goal is to help you gain greater understanding of the complex act of teaching and the relationship building, communication, and social and emotional supports that are required to be effective. We want you to gain confidence as you learn to work with students, staff, and parents and to be prepared for challenges and triumphs as you embark on your teaching career! This internship is a fulltime endeavor, and we expect that it will bring out the best in you and help prepare you for your own classroom. Good teachers are caring, service minded, have strong communication skills, are professional, put the needs of their students first, and are adaptable to new experiences. We look forward to you being a great representative of WSU, your school of placement, and yourself.

Have a great internship experience and do not hesitate to contact us if you have any questions.

Sincerely,

Dr. Tariq Akmal
Department Chair and Director of Teacher Education
Washington State University



GO COUGS!

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WSU Support List for Teacher Candidates

Office of Field Services and Certification

Staci Bickelhaupt, Certification Coordinator, sbickel@wsu.edu

- certification questions

Ashley Burke, Program Specialist, ashley.m.burke@wsu.edu

- background clearance and fingerprinting questions
- e-cert questions

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- placement requests
- school district contracts
- mentor teacher and supervisor payments

Office of Undergraduate Education and Student Services

- Angie Hammond, Director, angiehammond@wsu.edu

Elementary Education Practicum Coordinator

- Lori White, whitel@wsu.edu

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- Dr. Jim Johnson, jrjohnson@wsu.edu

Regional Field Coordinators

Greater Puget Sound

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- Dr. Margaret Vaughn, margaret.vaughn@wsu.edu

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Director of Field Services and Certification

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Director of Teacher Education and Department Chair of Teaching and Learning

- Dr. Tariq Akmal, takmal@wsu.edu

Communication Ladder: Not every student teaching internship will be the same. As a guest in the classroom the teacher candidate is expected to follow the lead of the mentor teacher. If the teacher candidate has concerns about their placement, the school climate, or the responsibilities expected of them during their field experiences, the following steps should be followed:

1. Confer with University Supervisor.
2. If no resolution, contact should be made with the regional Field Coordinator.
3. If concerns continue, the next level of resolution should be made to the Director of Field Services and Certification. Consultation will then occur with the appropriate program coordinator and Director of Teacher Education.

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Washington State University Teacher Candidate Safety Guidelines During the COVID-19 Pandemic

Washington State University (WSU) continues to protect the integrity of teacher preparation while also assuring a safe environment for all involved. We continue to seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

The current COVID-19 pandemic has changed operating procedures for schools across the state, the nation, and the world. The Department of Teaching and Learning within WSU's College of Education will maintain a level of recognition, respect, and adaptability for our teacher candidates placed within our partner school districts. We support the leadership within our state that has determined face-to-face learning and open school buildings as essential to the educational and social well-being of K-12 students. Furthermore, the Department of Teaching & Learning recognizes the importance of tending to the social and emotional needs of students. The partnership between school districts and the Department of Teaching & Learning will operate in compliance with all safety procedures set forth by Washington state *and* partner school districts to combat the spread of COVID 19 and teacher candidates **must follow** these health and safety requirements and/or guidelines. This includes the expectation that all students have met the vaccination requirement as set forth by WSU policy. Please know that without vaccinations, districts are not obligated to provide a field placement.

Teacher education at WSU is dedicated to the model of teacher preparation that supports K-12 student learning *and* teacher candidate learning while also endeavoring to be as safe as possible for all stakeholders. As necessary and specific to each school district, WSU teacher candidates will:

- Offer assistance in developing strategies to support the social and emotional well-being of children.
- Help enforce safety guidelines such as social distancing and facial coverings.
- Support mentor teacher strategies of following up on students who need additional support for academic success.
- Adhere to school district policies for helping students who are, for any reason, at a disadvantage in their schooling.
- Follow various co-teaching models that provide further support to students.
- Assist in remote learning activities such as synchronous and asynchronous methods of teaching.
- Practice professionalism by supporting children, teachers, administration, and staff within the school community.

In developing these guidelines, WSU is following state and district guidelines as we seek classroom opportunities to develop the knowledge and skills of teaching for our candidates. While we respect our candidate's personal beliefs, we expect that in this time of uncertainty candidates will adhere to

Washington State, public health authorities (i.e., federal, state, and local) and school district and university guidelines regarding safety and health.

Our current candidate safety guidelines during the COVID-19 pandemic are intended to be updated as this public health emergency evolves and new health and safety laws, guidelines and/or standards are developed. Please note these guidelines are subject to change throughout the 2022-23 school year, so it is important that candidates closely monitor any new requirements and/or guidelines.

Official WSU Guidelines for COVID-19 Vaccinations

Washington State University (WSU), as the state's land-grant university, has an obligation to serve the public good and promote the health and safety of the communities it serves. The COVID-19 vaccine, now widely available, has been shown to nearly eliminate the chances of death or serious illness related to a COVID-19 infection, and is a critical element in protecting public health locally and worldwide.

Vaccine requirements for students

WSU system-wide will require proof of the COVID-19 vaccination for the 2022–2023 academic year for all students engaging in activities at a WSU campus or location. Students must provide proof of the initial series of COVID-19 vaccination (currently both doses in a two-dose series, or one dose in a single dose series).

WSU strongly recommends that all individuals who are able to follow the latest guidance on being up-to-date on vaccination, including getting a booster and any subsequent booster shots.

Exemptions will be allowed for those with sincerely-held religious beliefs and documented medical reasons. Information about how to submit proof of vaccination and the process to request an exemption is available on the Cougar Health Services website. (Remember that K-12 schools may require candidates to be fully vaccinated prior to entering their buildings.)

In cooperation with school district partner requests, WSU requires the following information from all students in a field experience:

1. Teacher candidates will adhere to the WSU and school district vaccination policies
2. To combat the spread of COVID-19, the teacher candidate must also be willing to submit to health screenings, social distancing requirements, and other health/safety interventions required by law, WSU and/or the assigned school district to combat the spread of COVID-19. These may include:
 - a. Daily temperature checks.
 - b. Completion of a questionnaire asking relevant health questions including a daily attestation you do not have symptoms consistent with COVID-19.

- c. Wearing a facial covering that meets safety specifications.
- d. Staying home and not being present in the assigned school when ill, a close contact (e.g., family member in the home) is ill, and/or you have been exposed to an individual with COVID-19 or suspected as having COVID-19.

3. While participating in any field experience, a teacher candidate who has come in close contact with a person infected with COVID-19 must immediately report this to the school district designee. The teacher candidate may be required to self-quarantine and/or may need to provide results of a COVID-19 test prior to returning to their assigned classroom.

4. Teacher candidates must follow all health and safety protocols and may be required to participate in any mandatory trainings implemented by the district.

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Washington State University Internship Reminders

The Internship is a **supervised** experience. Consequently, a certificated mentor teacher or administrator should be available at all times.

Placement and Calendar: Teacher candidates will follow the public school's calendar, *not the university calendar*, once the internship begins. Teaching assignments are determined by the regional field coordinator and the cooperating school district to which the teacher candidate has been assigned. Through a contractual agreement, the teacher candidate is under the direct supervision of the university supervisor and a district appointed mentor teacher in the public school system.

Attendance and Communication: Teacher candidates are expected to respond to all modes of communication in a professional and timely manner. This includes but is not limited to emails, calls and texts from university personnel, supervisors and mentor teachers. Teacher candidates are also responsible for notifying their supervisor, mentor teacher and other designated school personnel if they are going to be absent, and for giving the mentor teacher appropriate plans for the day(s), just as they would if they were planning for a substitute teacher. Absences will be made up to the satisfaction of all involved. Teacher candidates will be **required to attend scheduled internship seminars and complete assignments** during the school day or after school hours as scheduled by the university supervisor or seminar instructor.

Work Stoppage: In cases where the mentor teacher participates in a work stoppage, the teacher candidate will report to the university supervisor until such time as deemed appropriate by the university and public school for the teacher candidate to return to the classroom. Under university policy, teacher candidates are not allowed in district buildings during work stoppages or to be involved in any strike related demonstrations or activities.

Legal Responsibilities: As stated in WAC 180-44-005-060, the mentor teacher is responsible for the health, safety, and general well-being of the students. Therefore, when the mentor teacher leaves the teacher candidate in charge of the class, the mentor teacher may still be held responsible for the students. However, should harm come to any pupil through malice, negligence, or poor judgment on the part of the teacher candidate, both the teacher candidate and the mentor teacher could be held responsible.

Clock Hours: Mentor teachers are eligible to receive twenty clock hours for mentoring a teacher candidate during the internship experience. The university will distribute the clock hour form with other WSU documents.

Recommendations: The teacher candidate is encouraged to request recommendations from their mentor teacher, university supervisor, and anyone else who has seen them teach and work with young people. With the move to a more electronic application and interview process, traditional placement files have become obsolete. Many school districts use their own recommendation forms that the writer may be asked to complete.

Code of Professional Conduct: WAC 181-87 addresses the Code of Professional Conduct for Education Practitioners. By definition, the purpose of this chapter of the WAC is to set forth policies and procedures related to reprimand, suspension, and revocation actions respecting certification of education practitioners for acts of unprofessional conduct including, but not limited to: misrepresentation; alcohol or controlled substance abuse; sexual misconduct; and failure to report. This chapter also defines good moral character and personal fitness necessary to serve as a certificated employee in a Washington school. The teacher candidate was provided a complete copy prior to their internship. Full details can be found at:
<http://www.k12.wa.us/ProfPractices/CodeConduct.aspx>

Academic Integrity: WSU's Academic Integrity Program requires that any plagiarized materials be submitted to the University Conduct Board for review. See <http://conduct.wsu.edu/policies>.

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in the student teaching internship, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

Requirements for Teacher Candidate to Successfully Complete Student Teaching Internship:

- Demonstrate ability to successfully plan, instruct, and assess
- Receive MET ratings on the PDEFE
- Attend scheduled seminars and complete all assignments
- Complete the Draft Professional Growth Plan
- Complete the EBI Benchmark Survey
- Complete the Electronic Internship Exit Slip
- Complete the Electronic University Supervisor Evaluation

Lesson Planning: Effective teaching is purposeful and must be guided by a written lesson plan to assist the teacher in focusing on what is to be taught in the time allotted.

The teacher candidate will have been trained in lesson planning. **Teacher candidates are expected to complete daily lesson plans** for any content they are responsible for teaching. The mentor teacher may wish to give suggestions as to the kinds of plans most appropriate for the particular classroom involved. Most important, every lesson has a plan. See lesson plan template on page 29.

Daily lesson plans should be submitted to the mentor teacher at least a day in advance in order for the mentor teacher to make suggestions and ascertain that planning has been thorough. Plans submitted the morning of a lesson are too late for proper evaluation and conferencing.

Suggested Time Line for Internship: The teacher candidate is expected to meet with their mentor early in the experience and create an internship timeline. Adaptations are expected as the teacher candidate, mentor teacher, and university supervisor personalize the schedule. See page 25.

Co-Teaching: Everything schools and teacher candidates do together should lead to student learning. Co-Teaching is defined as two teachers working together with groups of students – sharing the planning, organization, delivery and assessment of instruction, as well as the physical space. This model depends on effective communication with a gradual shifting of roles for primary responsibility from mentor teacher to teacher candidate keeping the constant focus on P-12 learning. See page 27.

Observation and Conferencing Resources: Communication and feedback is critical for the teacher candidate to grow and develop as an educator. Materials have been developed to support this process and strengthen the communication between the mentor teacher, teacher candidate and university supervisor. See pages 31-32.

The Internship Weekly Conference Form is designed to encourage communication between the mentor teacher and teacher candidate. Focus should be on what the mentor teacher has observed during the week and suggestions for the next week. This will provide a snapshot of the week and focus for the following one. A notebook or folder of these “week in review” conference forms should be available for the university supervisor to look over when they are in the classroom. See page 31.

The Professional Dispositions Evaluation for Field Experiences (PDEFE) should be used to give feedback throughout the internship experience. Focus can be on specific areas and then feedback is given on only those dispositions being observed. The intent is to provide a way to track progress/competency across the span of the internship experience and assess from the perspective of a growth mindset. To be effective, illustrative examples or observation notes should be provided for each disposition being observed. All ten dispositions should be addressed at the midterm and all dispositions must be met with evidence provided at the end of the internship experience. See page 33.

Role of the University Supervisor: The university supervisor is a member of the College of Education faculty who serves as a supervisor, mentor, coach, and advocate for the teacher candidate, a consultant for the mentor teacher, and a liaison between the College and public school. As a mentor, the WSU supervisor oversees the teacher candidate’s progress and provides guidance as the candidate reflects on their own practice and makes plans for moving forward in a systematic and developmental way. As a consultant, the supervisor facilitates on-going communication and feedback regarding the teacher candidate’s effectiveness in the K-12 setting. And, as a liaison, the WSU supervisor works actively to promote a partnering relationship with principals and teachers.

The supervisor will visit teacher candidates on both a scheduled and drop-in basis. The supervisor will use the PDEFE to measure growth and encourage communication.

Role of the Mentor teacher: The mentor teacher is selected for being an exceptional educator who is willing to share students, classroom responsibilities, and professional expertise. The mentor has been given the responsibility to help the teacher candidate develop a sense of confidence and security and the skills necessary to successfully begin their teaching career. The following suggestions are intended to assist the mentor teacher.

- Welcome the teacher candidate as a fellow professional and a part of the learning community.
- Model and demonstrate teaching strategies that work for you.

- Take time before and after teaching to explain what is taking place and why, keeping in mind that while you know clearly what you are doing, your teacher candidate may not.
- Keep lines of communication open with the teacher candidate and the WSU supervisor.
 - It cannot be stressed enough that this is one of the key factors in the success of the experience for all involved.
- Collaborate with the teacher candidate in daily and long-range lesson planning and assessing teaching performance and student learning. *see Co-Teaching strategies on page 27.
 - Establish a regular routine for consultation, collaboration, and team planning.
 - Try not to let a day go by without some acknowledgment of the efforts of the teacher candidate. Verbal and written feedback is invaluable.
 - Use the PDEFE to measure progress and set goals toward meeting all dispositions at the end of the experience.
- During the experience, the teacher candidate should take the lead in planning and teaching for an agreed upon duration of instruction. *see Suggested Timeline for Internship on page 25.
 - Mentors should assume the role of observer, collaborator, and provider of feedback.
 - During this time it is crucial that the teacher candidate have the opportunity to be the lead teacher and to be aware of how they are performing in that role.
- Assist the teacher candidate in reflecting on their teaching and analyze strengths and areas in which to improve.
 - Current teacher education literature reinforces the advantages of teacher candidates engaging in reflection.
- Continue to develop teacher candidate's awareness of the professional community.
 - Assist the teacher candidate in becoming aware of the benefits of belonging to and participating in professional organizations.
- Provide time for the teacher candidate to visit and confer with other staff members, specialists, and classroom teachers.
 - Observation of other classrooms and teaching styles is important to the candidate's growth as a teacher.
 - Observing other professional educators broadens a candidate's knowledge of teaching and management strategies.
- Provide the teacher candidate with both formal and informal feedback.
 - Meaningful, systematic observations will enable the teacher candidate to study more in-depth the concepts of teaching and learning.
- Suggestions when observing lessons and debriefing:
 - Let the teacher candidate clarify lesson objectives and decide what the focus of the observation should be.
 - Pay attention to observable behaviors, avoiding inference and judgment.
 - Note strengths, improvements, and successes in the identified area of focus. Record what happened in the lesson.
 - Meet with the teacher candidate as soon as possible after the lesson to debrief.
- Regular feedback is what is important. The following suggestions are possible options for feedback: anecdotal notes, district TPEP, the Weekly Conference Form on page 31, the PDEFE form on page 33, or whatever works for you as mentor.
- When using the Internship Weekly Conference Form provided on page 31:

- Begin by asking questions that allow the teacher candidate to feel positive about the experience: “What do you feel were the strengths of your lesson? What worked well? Why is it working well?” Focus on what is helping to bring about these successes.
- In situations where it is difficult for the teacher candidate to identify successes, point out observed examples of success and if the teacher candidate expresses a concern regarding the lesson, assist in drawing connections between previous successes and possible alternatives/solutions to the concern.
- At the end of the conference, discuss the teacher candidate’s continuing growth and encourage him/her to set goals and use past successes to move forward.
- Give a copy of any observation notes/summaries to the teacher candidate and share with the WSU supervisor.

Role of the Building Administrator: The building administrator plays a key role in selecting qualified mentor teachers, helping teacher candidates become a welcomed addition to the teaching staff in the school and serving as a resource person and observer. Please share this information with your building administrator. It is very beneficial for the teacher candidate if the administrator will:

- Welcome and introduce the teacher candidate to school staff members.
 - Teacher candidates tend to be nervous the first several days of the field experience. Taking time for introductions and a brief tour of the building helps the teacher candidate feel part of the school and aids the important transition from student and coursework to teaching.
 - Include the teacher candidate on the staff mailing list and in staff workshops and social functions. If possible, provide a mailbox and an identification badge. Teacher candidates view these actions as symbols of belonging on the school staff.
- Orient the teacher candidate to school policies.
 - An overview of the staff and student handbooks, building goals and staff member expectations helps the teacher candidate become familiar with policies and procedures. It also helps the teacher candidate better understand their role in the school. Some administrators include the teacher candidate in new teacher orientation.
- Conduct at least one formal observation and conference and several informal visits.
 - Observations enable teacher candidates to gain feedback and also become familiar with the professional evaluation system. It also provides opportunity to observe potential hires.
- Maintain communication with the WSU supervisor to monitor the teacher candidate’s progress.
 - Open communication enables all participants to have input throughout the experience. If a problem should develop, everyone is informed and better able to assist the teacher candidate. Communication also is necessary to assess fairly the teacher candidate’s performance when time comes for final evaluation.
- Participate in the teacher candidate’s exit process.
 - If asked, write a recommendation for the teacher candidate. Arrange a simulated (or actual) job interview with the teacher candidate. After the interview, discuss the rationale for including specific questions and suggest interview strategies for the teacher candidate to consider.

Field Issues: If the mentor teacher, building administrator, or university supervisor has concerns regarding placement or performance during the field experience, the following steps will be implemented:

1. Remediation: a clear, written plan (Plan of Improvement) upon which all parties agree (mentor teacher, teacher candidate, and university supervisor).
2. Probation: a written contract explaining that the teacher candidate will be evaluated on a weekly basis to ensure that they are meeting expectations; they are not allowed to continue teaching the following week unless expectations are met.
3. Extension: used in cases where progress is being made but it is agreed that additional time is needed to demonstrate competency. This extends responsibilities for the mentor teacher and university supervisor; usually requires additional tuition.
4. Removal: The Department of Teaching and Learning reserves the right to remove any teacher candidate from any internship situation when one or more of the following occurs:
 - The mentor teacher, building principal, and/or district placement coordinator request that the experience be terminated.
 - The university supervisor indicates that after repeated feedback and observation, documented in writing, sufficient progress is not being achieved.
 - The teacher candidate violates the WSU Student Code of Conduct and/or the Professional Dispositions of Teachers (see PDEFE).

In the event a teacher candidate is removed from an internship placement, the following will occur:

1. Department personnel will gather information from school personnel, the university supervisor, and others as appropriate to document the reason for removal. The teacher candidate is required to work through department personnel and their university supervisor to resolve issues regarding their placement and may not directly contact school district personnel regarding the placement unless authorized by the department to do so.
2. Before a teacher candidate is given a new placement, the candidate must submit a formal request letter to their placement coordinator. This letter should reflect why they would like a new placement, what they learned from their last placement, and what they will do differently this time around for a successful internship.
3. A college review committee consisting of five representatives selected from the university supervisor, program coordinator, faculty, placement coordinator, field experiences director, certification coordinator, or director of student services will examine the candidate's request along with a review of the candidate's progress in the program.
4. A meeting is scheduled to discuss the situation and next steps. The attendees will include the teacher candidate and, if desired, a support person or other mutually agreeable third party (e.g., ombudsman) and at least three members of the college review committee. At the meeting, the teacher candidate may present additional information as the situation is discussed and options are explored.

5. The Committee will make a final decision regarding removal and next steps, communicate the decision to the teacher candidate in writing, and copy the Department Chair. Possible next steps include, but are not limited to, the following:
 - A new placement is recommended and the teacher candidate begins again as soon as a placement can be arranged. The internship may need to be extended to meet time requirements. If reassigned, every effort will be made to make the placement in a different district with a different field supervisor. A formal letter stipulating conditions for the continuation of the field experience is provided to the teacher candidate, who must indicate their agreement to the conditions in writing.
 - The teacher candidate is advised to withdraw from the field experience and must meet university criteria and the published university deadlines to withdraw from the internship or cancel enrollment.
 - The teacher candidate receives a failing grade for the field experience and may be removed from the teacher preparation program. In the event the teacher candidate is removed from the program, they may be able to continue in/graduate from a departmental degree program, but without recommendation to the state for teacher licensure. The degree change may necessitate additional coursework.

The decision of the committee may be appealed to the Department Chair and if not resolved to the teacher candidate's satisfaction, through the formal grievance procedure outlined in WSU student policies.

Use of WSU Teacher Candidates as Substitute Teachers: The demand for teachers has resulted in a shortage of substitute teachers in some districts. WSU understands that the growing need for substitutes places school districts in a difficult position. However, the internship is the most valuable pre-service experience and is designed to assure that prospective teachers enter the profession successfully.

WSU will use the following policy for (a) approving an Intern Substitute Teacher Certificate and (b) allowing substitute teaching by teacher candidates who possess an Emergency Substitute Teacher Certificate:

- Determination of readiness for an Intern Substitute Teacher Certificate, or for substitute teaching by teacher candidates who possess an Emergency Substitute Teacher Certificate, will be made after formal observations by the university supervisor and with input from the teacher candidate and the mentor teacher.
- The teacher candidate must have progressed in their assignment to the point where they have demonstrated the ability to effectively solo teach and no sooner than the mid-point of the internship experience.
- The teacher candidate shall notify, in writing, the university supervisor of each substitute teaching assignment.

In addition to the above policy, WSU encourages school districts to adhere to the following practices:

- Teaching as a substitute should be limited to no more than three consecutive days and 10 days total during the entire internship.

- The teacher candidate shall not be penalized in any way, including performance evaluations, for refusing to accept an assignment as a substitute teacher.

The Intern Substitute Certificate is **valid only during the internship experience**. Substitute service during the internship phase (1) must be in the mentor teacher's classroom, (2) must be approved by the university supervisor, (3) cannot exceed 10 days of the entire internship experience, and (4) is limited to a maximum of three consecutive days per occurrence.

Information and directions for applying for the Intern Substitute are available on our website at <https://education.wsu.edu/internsub>

If the teacher candidate currently holds a valid Emergency Substitute Certificate, applying for the Intern Substitute Certificate is not needed. *Please Note:* Some districts do not support the use of teacher candidates as substitutes.

The Draft Professional Growth Plan: Washington Administrative Code (WAC) requires the development of an initial, or draft, Professional Growth Plan (PGP) as a program exit requirement and for issuance of the Residency Teacher Certificate. This mandated plan focuses on the residency level standards. To access the draft form and directions for completing the PGP, go to: <https://education.wsu.edu/professionalgrowthplan>.

Teacher Certificate: After successful completion of the internship and the conferment of the bachelor's degree, WSU will recommend teacher candidates for a Residency Teacher Certificate. It is important that teacher candidates **do not** apply for the certificate in E-Certification until an email is received from coe.certification@wsu.edu outlining their next steps. Emails are typically sent a week after the conclusion of the semester. Failure to follow our directions may result in the teacher candidate paying an additional fee that is *not* refundable (per OSPI policy).

The Residency Teacher Certificate is based on an endorsement system and is intended to align endorsement requirements with the state's learning goals and to provide school districts with teachers who are able to demonstrate a positive impact on student learning. More comprehensive information can be found at the OSPI Certification website <http://www.k12.wa.us/certification/default.aspx>.

Residency Teacher Certificate: To be issued a Residency Teacher Certificate the following requirements must be met:

- Completion of a state approved preparation program
- One endorsement
- Hold a bachelor's degree
- Prove good character and fitness to teach
- Meet all testing requirements:
 - Basic skills
 - Subject content exams plus ACTFL for World Language endorsements

The Residency Teacher Certificate (First Issue) is valid until the teacher has completed two years of successful service and has accumulated at least 1.5 years FTE. At this time, they will apply to have the certificate reissued and will have five years to complete the equivalent of 100 clock hours.

Common Core State Standards Washington: Common Core is a real-world approach to learning and teaching. Developed by education experts from 45 states, these K-12 learning standards go deeper into key concepts in math and English language arts. The standards require a practical, real-life application of knowledge that prepares Washington students for success in college, work and life.

Common Core provides:

- Consistent learning expectations for all students.
- Clear standards that focus on understanding over memorization.
- Emphasis on the critical topics students need to succeed after high school.
- Faster testing results with a better, more focused online assessment system.

Additional information is available at www.k12.wa.us/CurriculumInstruct/ccss/

The SMARTER Balanced Assessment Consortium: The SMARTER Balanced Assessment Consortium (SBAC) is one of two multistate consortia awarded funding from the U.S. Department of Education to develop an assessment system based on the new Common Core State Standards (CCSS). SBAC is charged to develop a balanced set of measures and tools to provide student data throughout the academic year that will inform instruction, guide interventions, help target professional development, and ensure an accurate measure of each student's progress toward career and college readiness. www.smarterbalanced.org and www.k12.wa.us/smarter

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Helpful Resources and Readings

The following resources have been compiled on our website beginning at <http://education.wsu.edu/studentteaching> to assist both teacher candidate and mentor teacher.

- Suggested Timeline for Internship
- Co-Teaching Strategies
- Lesson Plan Format
- Internship Weekly Conference Form
- Weekly Reflection Questions
- PDEFE

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Suggested Time Line for Internship

(Ultimate authority of teacher candidate progression will be determined by mentor)

Prior to school starting

- Set up an initial meeting with mentor(s) before the placement begins. Establish teacher candidate time frame and daily schedule. Review resources, routines, and working space. Clarify expectations. Communicate with the building principal and send a thank you note along with a re-introduction.
- Check with placement school HR department and school office regarding district e-mail, keys, identification badge, teacher workdays, and district orientations.
- Look over Internship Handbook and College of Education website <http://education.wsu.edu/field/>. Become familiar with the placement school (handbook, website, tour of building etc.).
- Research the curriculum and pacing plans, and subject specific resources for the grade level of your placement.

Week One

- Plan to arrive at school at least a half hour early and stay as long as your mentor is expected to stay.
- Introduce yourself to students and with the help of your mentor prepare a message to send to students' families.
- Ask questions, discuss observations, review routines and policies, and familiarize yourself with online learning platforms and curriculum guides.
- Learn the names of students in your classes. Study the characteristics and learning habits of the students in your class(es).
- Establish a weekly check in/reflection time with your supervisor. Submit weekly plan with goals.

Week Two

- Review with mentor teacher the PDEFE as a certification requirement. Review the ten disposition standards. Set goals and discuss opportunities to provide evidence that you are meeting standard as a professional teacher candidate.
- Familiarize yourself with your district, school, and classroom, asking questions about student backgrounds, socio-economic status of community, and the students in your classroom. Inquire about individual learning plans, pull out services for individual students, curriculum and pacing plans, and resources for the staff and teachers in your building. Having a well-rounded knowledge of your classroom and the learners themselves will inform your teaching practice and guide you as an educator.
- Seek opportunities to ease into co-teaching roles.

Weeks Three to Five

- Gradually take on more teaching opportunities that include classroom management practice. Offer to co-teach and follow the lead of your mentor.
- Prepare written lesson plans for your mentor and supervisor as you transition. Invite feedback.

- Record segments of your teaching to share with your supervisor and to evaluate your progress.
- Create general outlines of unit plans with a clear idea of what assessment you intend to use.

Weeks Six through Eight

- Solo teach if mentor determines you are ready. Prepare all ideas, resources, and plans in consultation with your mentor. Co-teaching may still occur, but not as much.
- By the end of week 8, collect assessment evidence showing the range of student learning from your lessons. Reflect on the student assessment and set goals for further planning and instruction.
- Schedule a formal observation and conference session with your supervisor. Review with your mentor and supervisor the PDEFE for midterm evaluation.

Weeks Nine through Fourteen

- Continue teaching responsibilities inviting feedback from your mentor and supervisor.
- Create a Professional Growth Plan www.education.wsu.edu/professionalgrowthplan based on your PDEFE or the TPEP model used in your district.
- Invite the building principal to observe you teaching (Most principals will not serve as a reference unless they have observed you teach).

Final Weeks

- Gradually transition all teaching responsibilities back to the mentor. Observe or assist teachers in other classes if arranged.
- Be sure all papers, assignments, and resources are graded and returned to the mentor, and that grading records are current.
- Show appreciation to all school personnel who have assisted you.
- Review and complete final WSU requirements (PDEFE, Professional Growth Plan, Exit Survey, etc.).
- Ask if mentor and supervisor are willing to be a reference for you.

Traditional Co-Teaching Strategies & Examples (Many of these strategies may be modified for remote learning instruction)

Strategy	Definition/Example
One Teach, One Observe	<p>One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.</p> <p>Example: One teacher can observe students for their understanding of directions while the other leads.</p>
One Teach, One Assist	<p>An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.</p> <p>Example: While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.</p>
Station Teaching	<p>The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.</p> <p>Example: One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.</p>
Parallel Teaching	<p>Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.</p> <p>Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.</p>
Supplemental Teaching	<p>This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.</p> <p>Example: One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.</p>
Alternative (Differentiated)	<p>Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.</p> <p>Example: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.</p>
Team Teaching	<p>Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.</p> <p>Example: Both instructors can share the reading of a story or text so that the students are hearing two voices</p>
Solo Teaching	<p>The teacher candidate is the lead planner and teacher for the lesson. The lesson is designed specifically for only one teacher.</p> <p>Example: The teacher candidate is being observed by the university supervisor for classroom management skills or how he/she specifically engages students in questioning techniques to facilitate a conversation.</p>

The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.

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Washington State University Sample Lesson Plan Template

Teacher Candidate:	Date:
Grade/Subject:	Estimated Time for Lesson:
Lesson Title/Focus:	

Materials, Resources, and Technology used in this Lesson:

Materials/Resources	
Technology	

Central Focus of Learning Segment (*Summary statement of the overarching learning outcomes associated with learning standards and learning objectives*).

State Learning Standard(s): (*Please select 1 or 2 Learning Standards from content areas*)

Learning Targets (Objectives) and Assessments:

Learning Targets: Write the objectives in student friendly language.	How will you provide opportunities for language development for students? Include: Academic vocabulary, Language function, Discourse, & Syntax	Assessments: Describe how you will gather evidence of student thinking, understanding, or performance for this learning target. Include as appropriate: Journal entries, rubrics, reflections, exit slips, etc.

Students' Prior Knowledge or Experiences with the content of this lesson:

Sequence of Learning Activities: (beginning, middle and end - include revisiting the learning target)

- Include short descriptions of what the students will be doing (application), placed alongside corresponding teacher actions & minutes. Include major statements (such as definitions or directions, as needed). Include major questions the teacher will ask. Include a motivational intro & strong conclusion.

Sequence of Learning Activities: Incorporate UDL principles

Minutes	What will the teacher be doing?	What will the student be doing? <i>Further prompt to include both practical planning and learning demands</i>
5		

Review:

- How will you differentiate instruction and outcomes to meet needs of students?
Include as appropriate: Universal design, grouping, ELL, Special Ed, interests, culturally responsive supports, etc.
- What are your supporting theories/principles? (Why are you doing what you are doing?)
- How will you provide opportunities for student voice? (Student self-assessment, metacognition, choice related to the learning target, peer assessment)
- How does this lesson connect with what students have previously learned and a progression of future learning you have planned?

Reflection: (Complete after the lesson is taught) How did the lesson go? Why did you do what you did? What building blocks in student thinking, understanding, and performance did you observe? What needs remediated or extended in future lessons?

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Internship Weekly Conference Form

Things done well:

- 1.
- 2.
- 3.

Things to work on:

- 1.
- 2.
- 3.

Suggestions for the coming week:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Intern Signature

Mentor Teacher's Signature

Date

Weekly reflection questions for Teacher Candidates to share with Supervisors

This past week:

What prep work have I done in regard to student lessons or activities?

What have I presented or taught to my students? How did it go?

What progress have I made in building rapport with students or establishing a connection with home?

What new tips or strategies have I learned to help engage students in their learning?

What student challenges or classroom management issues have I encountered and what are some potential strategies I might try using?

What have I planned for the following week with my mentor?

What have I done to take care of my own social/ emotional well-being?

Student Teaching/Internship

Professional Dispositions Evaluation for Field Experiences (PDEFE)

Teacher Candidate Name: _____

WSU ID#: _____

PURPOSE: As an institution that prepares teachers, we owe our state's p-12 students, parents, and citizens our best professional judgement and keenest observations when making assessments that could have profound effects in the future. The identification and evaluation of professional dispositions is part of WSU's professional responsibility.

DISPOSITION STANDARD	EVIDENCE
<p>1. High Expectations/Understanding Diverse Cultures The teacher candidate centers instruction on high expectations for student achievement through the understanding of individual differences and diverse cultures and communities.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>2. Differentiation The teacher candidate recognizes individual student learning needs and develops strategies for planning differentiated instruction that supports every student in meeting rigorous learning goals.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>3. Instructional Strategies The teacher candidate demonstrates effective teaching practices and knowledge of content that use a variety of instructional strategies and technologies to engage learners in critical thinking, creativity and collaborative problem solving focused on the learning targets.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>4. Assessment The teacher candidate understands and uses both formative and summative methods of assessment, as well as student voice, to engage learners in their own growth, to monitor learner progress and modify instruction to improve student learning.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>5. Classroom Environment The teacher candidate fosters and manages a safe and positive learning environment using a variety of classroom management strategies that takes into account the cultural, physical, emotional and intellectual well-being of students appropriate to their grade level.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>6. Communication/Collaboration The teacher candidate communicates and collaborates with colleagues, parents and the school community in an ethical and professional manner to promote student learning and growth.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>7. Taking Initiative to Participate and Collaborate The teacher candidate takes the initiative to participate and collaborate with learners, families, colleagues, other school professionals and community members to advance their own professional development and contributions to the broader profession.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>8. Requests Feedback The teacher candidate respectfully and openly requests, accepts and applies feedback for improvement.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>9. Reflection The teacher candidate reflects on their own practice and progress to improve instruction for all learners.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>10. Professionalism The teacher candidate demonstrates professionalism by attending all field experiences; arriving on time and departing appropriately; preparing to participate and /or teach; dressing according to building climate, culture and expectations; observing confidentiality; and adhering to school and state code of conduct.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>

Standards adapted from the Teacher Performance Evaluation Program (TPEP) and the Interstate New Teacher Assessment and Support Consortium (INTASC).

University Supervisor Signature

Mentor Teacher Signature

Teacher Candidate Signature

Date

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Seven Habits of Amazing Interns

They take opportunities to be helpful instead of waiting to be told what to do.

They say goodbye to their comfort zones.

They share ideas.

They are direct but kind.

They embrace the grunt work.

They welcome feedback—positive and critical.

They are flexible.



**GO OUT THERE AND MAKE A POSITIVE DIFFERENCE
IN THE LIVES OF CHILDREN!**