Field Supervisor Orientation

Fall 2023
A special thanks to STCU for their support!
Today’s Topics

- Introductions
- Clearances
- Code of Conduct & FERPA
- Professionalism
- Field Team Roles & Responsibilities
- Practicum Overview
  - Mid-term & Finals
- Mandatory Reporting
- Seminars & Resources
Welcome & Introductions

Field Services, Faculty, Supervisors
Field Services – Tri-Cities

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Dr. John Mancinelli
Educational Leadership Classroom Management
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WSU Tri-Cities Field Supervisors

Rick Adams (Prosser, Lower Yakima Valley)
Deena Alley (Yakima)
Ruth Ann Best (Tri-Cities)
Philip Cioppa (TBD)
Yichien Cooper (Tri-Cities)
Karen Craig (Yakima, Yakima Valley)
Susan Gailey (Tri-Cities)
Larry Gregory (Tri-Cities)
Ruth Hargis (Tri-Cities)
Carrie Hatch (North Franklin)
Sherri Jones (Tri-Cities)
Kim Lembeck (TBD)
Lynn Kunz (Walla Walla Valley, Walla Walla)
Bertha Rachinski (Tri-Cities)
Susan Lewis (Tri-Cities)
Lindsay Lightner (Any Alternate Route)
Brenda Mehlenbacher (Walla Walla, Walla Walla Valley, Tri-Cities)
Cathy Reasor (Wenatchee)
Bill Walker (North Franklin)

7+ Years of Teaching Experience
Supervision/Coaching Experience
WASHINGTON STATE UNIVERSITY

WSU Tri-Cities Field Supervisors

20 Supervisors covering Walla Walla to Yakima to Wenatchee and everywhere in between

Impact by the Numbers
- ~16697.85 mi² Area
- ~360 annual placements
- 4 Educational Service Districts
- 62 Counties
- 33 School District Partners
- 360 annual mentor teachers
- 33 Superintendents
- 33 District Placement Coordinators
- 85 Building Principals
- 20 Field Supervisors
Clearances

- Finger Printing
  - FBI & Washington State
- Insurance
- Pre-residence Clearance
- (Pre-Internship) plan your content assessments.
  Completion before Student Teaching
- Each school district has their own onboarding process and paperwork you are required to complete.

A 'hold' means you must stop your practicum until the clearance is complete.

You can not go to the classroom until cleared.
Code of Conduct & FERPA

- Candidates are responsible for reading and following Washington State **OSPI Code of Conduct**!

- FERPA prohibits educational institutions from disclosing “personally identifiable information in education records” without the written consent of an eligible student, or if the student is a minor, the student’s parents (20 U.S.C.S. § 1232g(b)).
Professionalism

Be positive – never speak negatively of students, staff, teachers, administration, or parents. It will reflect on you negatively no matter the context.

Be prepared – do your homework before hand.

Be responsible – follow through with what you say and communicate soon and frequently. Be proactive.

Be timely – To be early is on time, prepared, polite (always), follow-up when completed, detail-oriented, proactive, solution-centered.

Be supportive – Never undermine your mentor teacher. Students always know that you and your mentor teacher are a team.

Be receptive to input and guidance – positive or constructive feedback, be grateful and consider it!

Be confidential - FERPA

Dress for Success – Even though others may not, you should dress professionally every day. This is your interview; make an impression!
Field Team Roles & Responsibilities

- **Mentor Teacher**
  - Model & Coach
  - Mentor
  - Approve all activities
  - Provide Actionable Feedback
  - Observation
  - Provide input on evaluation

- **Field Supervisor**
  - Oversight of field placement progress
  - Model, Coach & Mentor
  - Approve schedules and documentation
  - Observation
  - Provide Actionable Feedback
  - Evaluation

- **Seminar Faculty**
  - Seminar instruction
  - Assignments
  - Content specialist
  - Evaluation/Grades

- **Teacher Candidate**
  - Seminar attendance
  - Seminar assignments
  - Field Experiences Documentation
  - Assignments
  - Reflection
  - Application to practice
  - Mentor assignments
Practicum Overview

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

- **TCH_LRN 401** - Bilingual/English Language Learners (6 hrs/wk, 90 hrs total)
  - Dr. Eric Johnson (e.johnson@wsu.edu) 509-372-7304

- **TCH_LRN 402** - Instructional Strategies, Literacy, Technology, and Assessment (3 hrs/wk, 45 hrs total)
  - Dr. John Mancinelli (john.mancinelli@wsu.edu) 509-372-7237

- **TCH_LRN 405** - Math and Science (3 hrs/wk, 45 hrs total)
  - Dr. Judy Morrison (jmorrisson@wsu.edu) 509-372-7176

- **TCH_LRN 590** - MIT content experience (16 hrs/wk, 210 hrs total)
  - Dr. John Mancinelli (john.mancinelli@wsu.edu) 509-372-7237

- **SPEC_ED 490** - Special Education (6 hrs/wk, 90 hrs total)
  - Yun-Ju Hsiao (yhsiao@wsu.edu) 509-372-7505

Pre-Internship
These practicums are designed to develop the teacher candidate in preparation for student teaching. The classroom is semi-released to the candidate to practice the management, instruction, and assessment of the K 12 classroom.

- **TCH_LRN 490** – Pre-Internship (16 hrs/wk, 210 hrs total)
  - Dr. Lindsay Lightner (llightner@wsu.edu) 509-372-7366

- **AR TCH_LRN 490** – Alternate Route Pre-Internship (210 hrs total)
  - Dr. Lindsay Lightner (llightner@wsu.edu) 509-372-7366

- **MIT 571** - Instructional Strategies, Literacy, Technology, and Assessment (16 hrs/wk, 210 hrs total)
  - Dr. Lindsay Lightner (llightner@wsu.edu) 509-372-7366
# Field Experience Time Minimums

## Early Practicum

<table>
<thead>
<tr>
<th>Course</th>
<th>Minimum Contact Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>T&amp;L 401</td>
<td>6 hrs/wk, 90 hrs total</td>
</tr>
<tr>
<td>T&amp;L 402</td>
<td>3 hrs/wk, 45 hrs total</td>
</tr>
<tr>
<td>T&amp;L 405</td>
<td>3 hrs/wk, 45 hrs total</td>
</tr>
<tr>
<td>T&amp;L 590</td>
<td>6 hrs/wk, 90 hrs total</td>
</tr>
</tbody>
</table>

## Pre-Internship

<table>
<thead>
<tr>
<th>Course</th>
<th>Minimum Contact Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>T&amp;L 490</td>
<td>16 hrs/wk, 210 hrs total</td>
</tr>
<tr>
<td>ART&amp;L 490</td>
<td>Arranged hrs/wk, 210 hrs total</td>
</tr>
<tr>
<td>MIT 571</td>
<td>16 hrs/wk, 210 hrs total</td>
</tr>
</tbody>
</table>
Early Practicum Activities

- Observing classroom functions
- Observing Mentor Teacher
- Assisting Mentor Teacher with tasks, small groups and individual support.
- Reflection and practicing.

Early Practicum Teacher Candidate Engagement looks like…
Pre-Internship Activities

• Observing Mentor Teacher
• Assisting Mentor in all aspects of the classroom
• Teach 4 – 50/60 minutes lessons
• Receiving actionable feedback
• Reflection and application

Pre-Internship Teacher Candidate Engagement looks like…

- Small Groups
- Remediation & Extension
- Individual Support
- Work with Para-educators
- Teach 4 – 50 minute Lessons
- Assisting with Assessment
Ten Dispositions aligned to the inTASC standards.

1. Student Achievement
2. Differentiated Instruction
3. Instructional Strategies
4. Assessment
5. Classroom Management
6. Communication & Collaboration
7. Professional Development
8. Seeks Feedback
9. Reflection
10. Professionalism
Early Practicum Performance Criteria Journal (EPPCJ)

Field Experience Evaluation

The teacher candidate completes the narrative in disposition standards 1 – 6.
Early Practicum Performance Criteria Journal (EPPCJ)

Field Experience Evaluation

The teacher candidate completes the narrative in disposition standards 1 – 6.

One week before the mid-term and final conference, the candidate emails the EPPCJ to the mentor and field supervisor for review and completion.
Early Practicum Performance Criteria Journal (EPPCJ)

Field Experience Evaluation

The mentor provides input to the field supervisor, who completes the narrative in disposition standards 7 – 10.

The mentor provides input to the field supervisor, who scores all ten (1-10) dispositions as:

- Met
- Approaching
- Not Met
- Not Observed

The field supervisor prepares the EPPCJ for the conference.
1. The teacher candidate will enter the evidence in the form before sending it to their mentor and field supervisor.
2. The mentor and field supervisor will discuss the candidate's performance and determine missing elements.

3. The mentor and field supervisor will check the observed actions in the form.

4. The mentor and field supervisor will list any missing elements for improvement.

5. The mentor and field supervisor will determine the candidate's readiness to progress to student teaching. (Yes/No)
2. The mentor and field supervisor will discuss the candidate’s performance and determine missing elements.

3. The mentor and field supervisor will check the observed actions in the form.

4. The mentor and field supervisor will list any missing elements for improvement.

5. The mentor and field supervisor will determine the candidate’s readiness to progress to student teaching. (Yes/No)
1. The teacher candidate is responsible for logging, maintaining and seeking approval by the mentor teacher/field supervisor.
2. Enter in the date, times, total time (in hours), and general activities.
3. Review upcoming schedule with mentor weekly.
4. Notify mentor and field supervisor of absences (illness) before hand/at the time it occurs.
1. The mentor teacher and field supervisor will provide you with written feedback of their observations.

2. Save all feedback and select the required ones for submission at the end of the semester.

3. Feedback can be handwritten or typed. Either on a simple notepad or on one of the templates we provide the mentor and field supervisor.
Field Experience Documentation

Early Practicum
- Log sheet
- 1 Field Supervisor written feedback/observation
- 2 Mentor Teacher written feedback/observations
- Early Practicum Performance Criteria Journal (EPPCJ)

Pre-Internship
- Log sheet
- 2 Field Supervisor written feedback/observation
- 2 Mentor Teacher written feedback/observations
- 4 Lesson Plans
- Pre-Internship PDEFE

Pullman 490/T&L 469
- Provide input to mentor teacher on PI-PDEFE
Student Teaching Overview

COURSES:

- **TCH_LRN 415** – Student Teaching (Full-time from 8/22 to 12/15)
- **AR TCH_LRN 415** – Alternate Route Student Teaching (Full-Time for 8 weeks)
- **MIT 575** – Student Teaching (Full-time from 8/22 to 12/15)

Student Teaching is designed to develop the teacher candidate into an autonomous professional educator. The classroom is released to the candidate to demonstrate the management, instruction, and assessment of the K 12 classroom.
# Field Experience Time Minimums

<table>
<thead>
<tr>
<th>Course</th>
<th>Minimum Contact Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>T&amp;L 415</td>
<td>40 hrs/wk, ~620 hrs total</td>
</tr>
<tr>
<td>ART&amp;L 415</td>
<td>Arranged hrs/wk, 210 hrs total</td>
</tr>
<tr>
<td>MIT 575</td>
<td>40 hrs/wk, ~620 hrs total</td>
</tr>
</tbody>
</table>

*NOTE*
Candidates are expected to attend all meetings and professional development that the mentor teacher attends. This includes, but is not limited to: parent meetings, IEPs, MDTs, Bus duty, district training days, etc.
Student Teaching Activities

- Observing Mentor Teacher and assisting in all aspects of the classroom
- Teach full-day by 6th week.
- Receiving actionable feedback, reflection and application
- Communication (students, families, colleagues)

Student Teacher Candidate Engagement looks like…

- Small Groups
- Remediation & Extension
- Individual Support
- Work with Para-educators
- Whole Group Instruction
- Assisting with Assessment
Conversations about Teaching

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

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

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

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

Appendix B: Co-teaching Strategies

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.

One Teach, One Observe
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 noting specific behaviors.

One Teach, One Assist
An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with work, monitors behaviors, or corrects assignments.

Station Teaching
The co-teaching pair divides the instructional content into parts—each teacher instructs one of the group and 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.

Parallel Teaching
Each teacher instructs half the students. The two teachers address and present the same instructional material using the same teaching strategy. The greatest benefit of this approach is reducing the student-to-teacher ratio.

Supplemental Teaching
This strategy allows one teacher to work with students at their expected grade level. In contrast, the other teacher works with those students who need the information and/or materials retaught, extended, or remediated.

Alternative (Differentiated)
This strategy provides two different approaches to teaching the same information. The purpose is to cater to the differing needs of the students and the strategy is typically used with students who have different learning styles or abilities.
Summarize your student teaching as it pertains to each of the ten dispositions. Write a single paragraph for each disposition in a Word® document and submit it to your mentor and supervisor a week before mid-term conference and your final conference. Teacher candidates submit the summary as an assignment in seminar.

1. Student Achievement
2. Differentiated Instruction
3. Instructional Strategies
4. Assessment
5. Classroom Management
6. Communication & Collaboration
7. Professional Development
8. Seeks Feedback
9. Reflection
10. Professionalism
Professional Dispositions evaluation for Field Experiences (PDEFE)

1. The mentor and field supervisor will discuss the candidate’s performance and determine missing elements.
2. The mentor and field supervisor will check the observed actions in the form.
3. The mentor and field supervisor will list any missing elements for improvement.
4. Mid-term may reflect multiple areas “Approaching”
5. The candidate must “meet” every disposition to pass.

Student Teacher Internship (TCH_LRN 415/MIT 575)
Professional Dispositions Evaluation for Field Experiences (PDEFE) MIDTERM

Teacher Candidate Name: __________________________

PURPOSE: As an institution that prepares teachers, we owe parents, citizens, and our state’s P-12 students our best professional judgment and keenest observations when making assessments that could have profound effects in the future. Identifying and evaluating professional dispositions is part of WSU’s professional responsibility. All must be met by the end of the semester.

<table>
<thead>
<tr>
<th>DISPOSITION STANDARD</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. High Expectations and Understanding of Diversity</td>
<td>Supervisor &amp; Mentor notes supporting rating</td>
</tr>
<tr>
<td>The teacher candidate centers instruction on high expectations for student achievement through the understanding of individual differences and diverse cultures and communities.</td>
<td>Met</td>
</tr>
<tr>
<td>2. Differentiation</td>
<td>Supervisor &amp; Mentor notes supporting rating</td>
</tr>
<tr>
<td>The teacher candidate recognizes individual student learning needs and develops strategies for planning differentiated instruction that supports every student in meeting rigorous learning goals.</td>
<td>Met</td>
</tr>
<tr>
<td>3. Instructional Strategies</td>
<td>Supervisor &amp; Mentor notes supporting rating</td>
</tr>
<tr>
<td>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.</td>
<td>Met</td>
</tr>
<tr>
<td>4. Assessment</td>
<td>Supervisor &amp; Mentor notes supporting rating</td>
</tr>
<tr>
<td>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.</td>
<td>Met</td>
</tr>
<tr>
<td>5. Classroom Environment</td>
<td>Supervisor &amp; Mentor notes supporting rating</td>
</tr>
<tr>
<td>The teacher candidate fosters and manages a safe and positive learning environment using a</td>
<td></td>
</tr>
</tbody>
</table>
1. The teacher candidate is responsible for logging, maintaining and seeking approval by the mentor teacher/field supervisor.
2. Enter in the date, times, total time (in hours), and general activities.
3. Review upcoming schedule with mentor weekly.
4. Notify mentor and field supervisor of absences (illness) before hand/at the time it occurs.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Hours</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/17/2019</td>
<td>10AM – 2PM</td>
<td>3</td>
<td>Math, spelling, read aloud, small group</td>
</tr>
</tbody>
</table>

Midterm Total

(Write a copy and submit in packet to field supervisor before mid-term due date)
1. The mentor teacher and field supervisor will provide you with written feedback of their observations.
2. Save all feedback and select the required ones for submission at the end of the semester.
3. Feedback can be handwritten or typed. Either on a simple notepad or on one of the templates we provide the mentor and field supervisor.
Field Experience Documentation

- Log sheet
- 12-hour documentation (from your field supervisor)
- 2 Field Supervisor written feedback/observation
- 2 Mentor Teacher written feedback/observations
- 4 Lesson Plans (Seminar Only)
- Diversity Documentation
- Professional Growth Plan (PGP)
- PDEFE
- EBI Survey (final seminar)
- Exit Survey (will be emailed final week)
Example Timeline

Field Experience Documentation & Activities
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

- 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, 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, 509-335-8288, or via the CCR online form.
Fall 2023 Deadlines

- 09/04/2023 All Day Labor Day
- 09/20/2023 All Day (Email) Mid-Term PDEFE Summary and forms due to Field Supervisor and Mentor
- 10/06/2023 12:00 PM (Email) Mid-term Packets due to Field Services Office
- 11/10/2023 All Day Veteran’s Day
- 11/20/2023 12:00 AM Thanksgiving Break Starts
- 11/24/2023 12:00 AM Thanksgiving Break Ends
- 11/28/2023 12:00 PM (Email) Deadline Final PDEFE Summary to Field Supervisor and Mentor Teacher
- 12/08/2023 All Day Transition back to mentor teacher leading classroom
- 12/11/2023 All Day Final examinations begin.
- 12/12/2023 12:00 PM (Email) Final Packet Due to the Field Services Office
- 12/15/2023 12:00 AM Last Field Experience Day
- 12/20/2023 All Day Final Grades available.
Resources

- Seminar CANVAS contains forms and assignments.
- Your Field Supervisor
- Your Mentor
- Field Experiences Webpage
Dr. John Mancinelli

- John.Mancinelli@wsu.edu
- 29 yrs. K-20 experience as teacher and administrator.

College of Education Faculty:
- Teaching & Learning
- Educational Leadership
You will do great!

General Questions?

Program Questions during Break-out sessions, please!