



WASHINGTON STATE
UNIVERSITY

Field Supervisor Orientation

Fall 2023



A special thanks to STCU for their support!



WASHINGTON STATE UNIVERSITY
TRI-CITIES

FALL EDUCATION SUMMIT

+++ FOR TEACHERS & ADMINISTRATORS

KEYNOTE PRESENTATION
FEATURING
+++
JERAD KOEPP
(WUKCHUMNI)

Washington State Teacher of the Year 2022

Jerad is a teacher, leader, and advocate for Native American education. His work with school districts, governments, and tribal partners focuses on increasing equity and is enriching K-12 education across the state.

\$15 COST INCLUDES:
Lunch
Six Clock Hours
Three Sessions of your choice
Keynote Address



Saturday, Oct. 14
WSU Tri-Cities Campus
Collaboration Hall

REGISTER NOW!
bit.ly/43HE5BI



Sponsored by **stcu**

Today's Topics

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





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Welcome & Introductions

Field Services, Faculty, Supervisors

Field Services – Tri-Cities



Dr. Judy Morrison
Academic Director
jamorrison@wsu.edu



Dr. John Mancinelli
Field Services Director
John.Mancinelli@wsu.edu



Lindsay Lightner
AR Program Director
llightner@wsu.edu



Chris Gana
Traditional/MIT Program
Director
cgana@wsu.edu

Tricities.fieldservices@wsu.edu



Field Services – System



Ms. Emily Deen
Director
Emily.deen@wsu.edu



Heidi Ritter Program
Specialist
hritter@wsu.edu



Staci Bickelhaupt
Certification Coordinator
sbickel@wsu.edu



Ashley Burke
Program Specialist -
Certification
Ashley.m.burke@wsu.edu



WSU Tri-Cities Faculty



Dr. Yuliya Ardasheva
English Language Learning
 Yuliya.Ardasheva@wsu.edu



Dr. Jonah Firestone
Math/Science/Tech/Assessment
 Jonah.firestone@wsu.edu



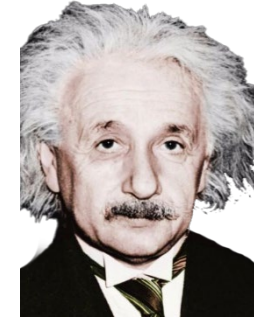
Dr. Eric Johnson
Multilingual Education
 e.Johnson@wsu.edu



Dr. Sarah Newcomer
Literacy Education
 Sarah.newcomer@wsu.edu



Dr. Yun-Ju Hsiao
Special Education
 yhsiao@wsu.edu



Dr. Ethan Smith
Math Education
 Ethan.p.smith@wsu.edu



Dr. Judy Morrison
Math/Science
 jamorrison@wsu.edu



Dr. Yichien Cooper
Art Education Classroom Management
 ycooper@wsu.edu



Dr. John Mancinelli
Educational Leadership Classroom Management
 John.Mancinelli@wsu.edu



Dr. Kathleen Cowin
Educational Leadership
 Kathleen.cowin@wsu.edu



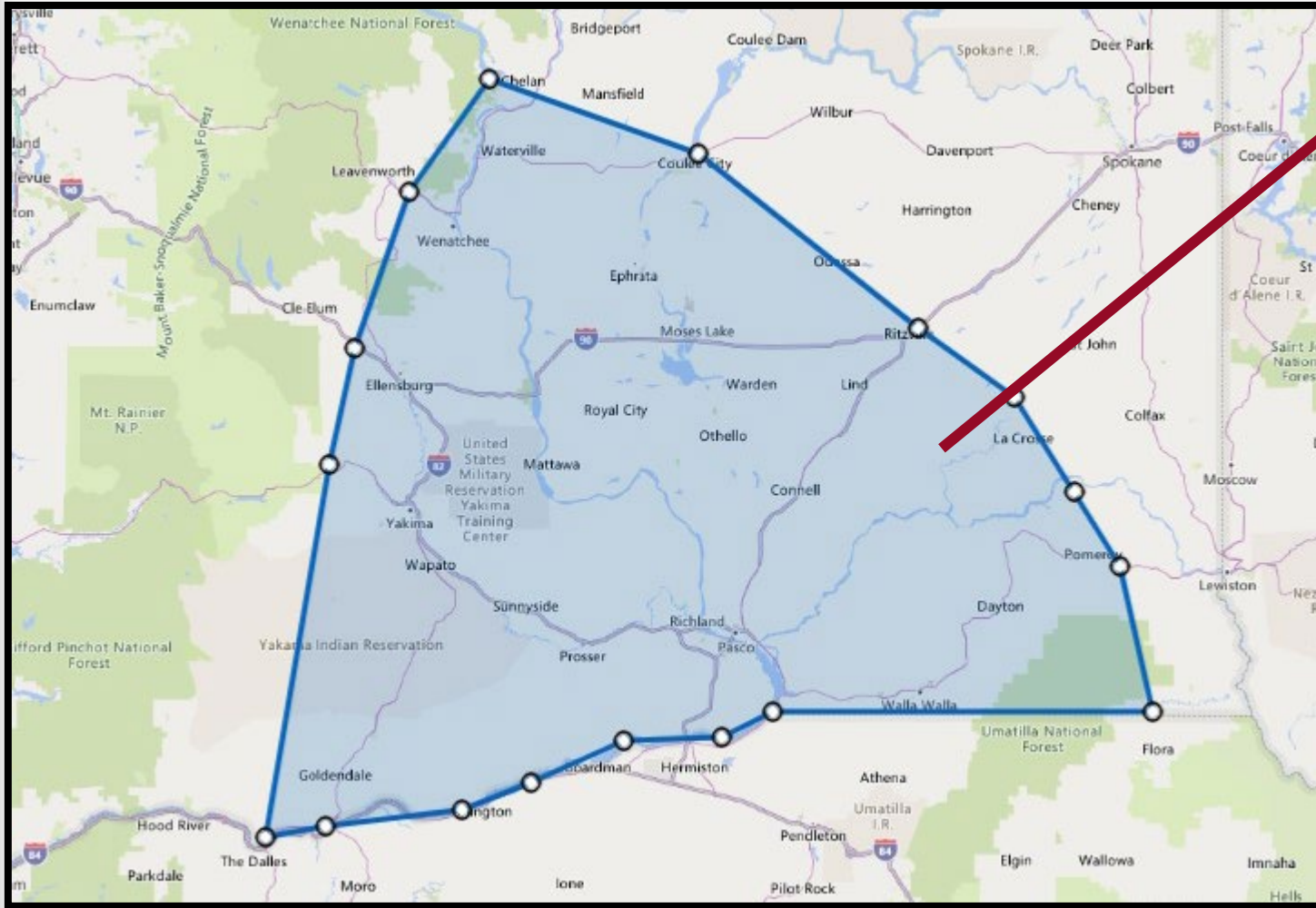
WSU Tri-Cities Field Supervisors

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



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.

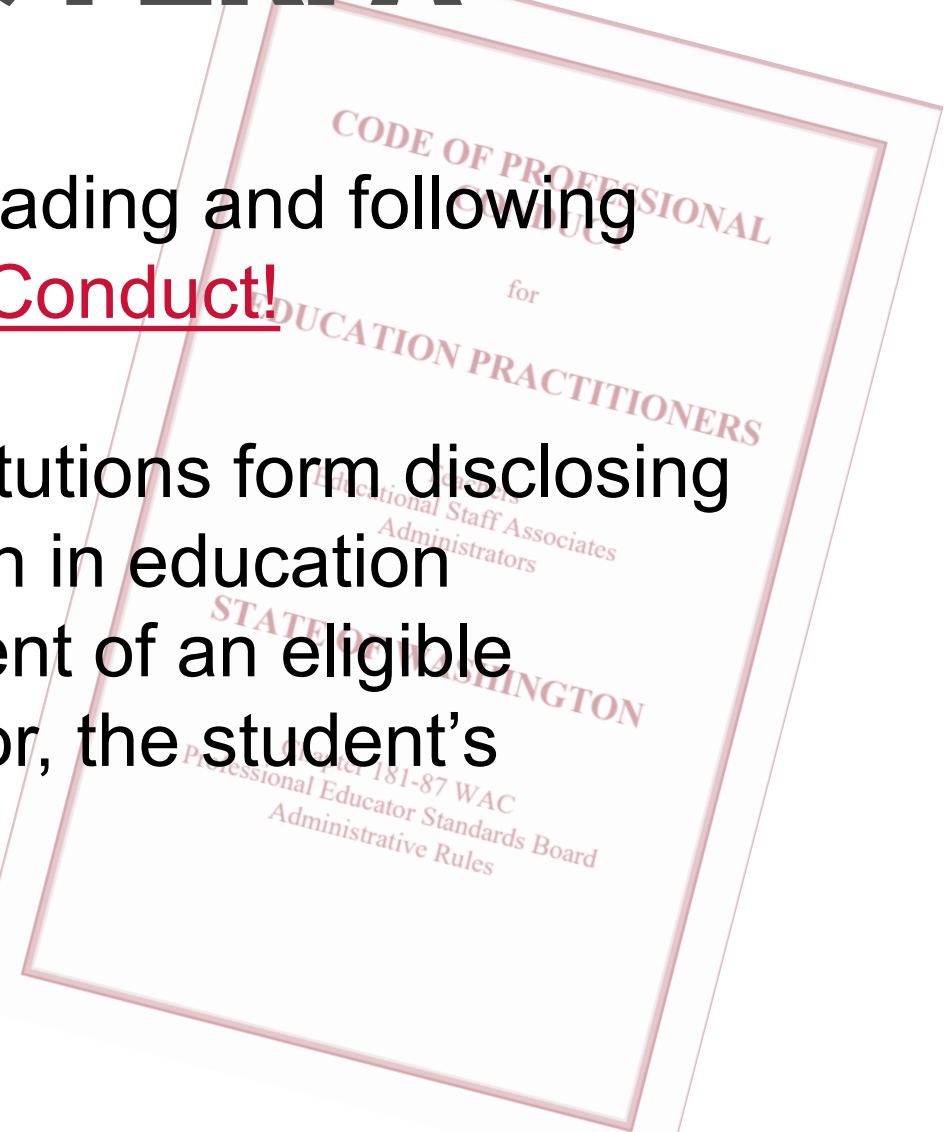
A 'hold' means you must stop your practicum until the clearance is complete.

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 \(e.johnson@wsu.edu\)](mailto: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 \(john.mancinelli@wsu.edu\)](mailto:john.mancinelli@wsu.edu) 509-372-7237
- **TCH_LRN 405** - Math and Science (3 hrs/wk, 45 hrs total)
 - [Dr. Judy Morrison \(jamorrison@wsu.edu\)](mailto:jamorrison@wsu.edu) 509-372-7176
- **TCH_LRN 590** - MIT content experience (16 hrs/wk, 210 hrs total)
 - [Dr. John Mancinelli \(john.mancinelli@wsu.edu\)](mailto:john.mancinelli@wsu.edu) 509-372-7237
- **SPEC_ED 490** - Special Education (6 hrs/wk, 90 hrs total)
 - [Yun-Ju Hsiao \(yhsiao@wsu.edu\)](mailto: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 \(llightner@wsu.edu\)](mailto:llightner@wsu.edu) 509-372-7366
- **AR TCH_LRN 490** – Alternate Route Pre-Internship (210 hrs total)
 - [Dr. Lindsay Lightner \(llightner@wsu.edu\)](mailto:llightner@wsu.edu) 509-372-7366
- **MIT 571** - Instructional Strategies, Literacy, Technology, and Assessment (16 hrs/wk, 210 hrs total)
 - [Dr. Lindsay Lightner \(llightner@wsu.edu\)](mailto:llightner@wsu.edu) 509-372-7366



Field Experience Time Minimums

Early Practicum

Course	Minimum Contact Time
T&L 401	6 hrs/wk, 90 hrs total
T&L 402	3 hrs/wk, 45 hrs total
T&L 405	3 hrs/wk, 45 hrs total
T&L 590	6 hrs/wk, 90 hrs total

Pre-Internship

Course	Minimum Contact Time
T&L 490	16 hrs/wk, 210 hrs total
ART&L 490	Arranged hrs/wk, 210 hrs total
MIT 571	16 hrs/wk, 210 hrs total



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...

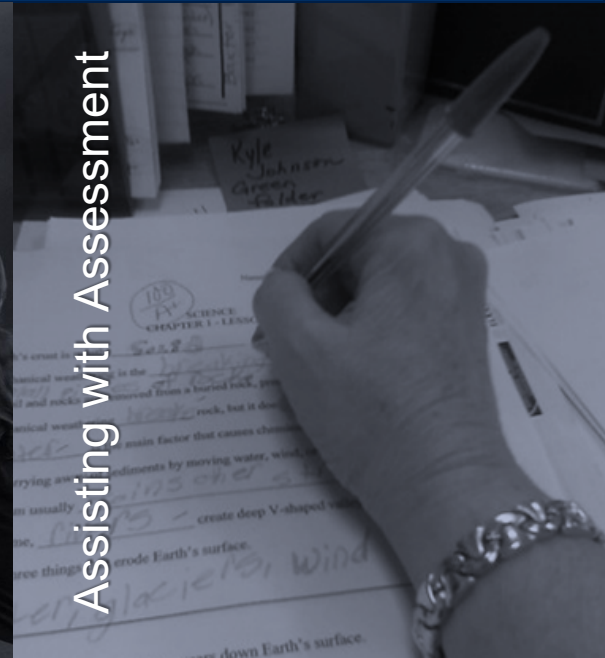




Pre-Internship Activities

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

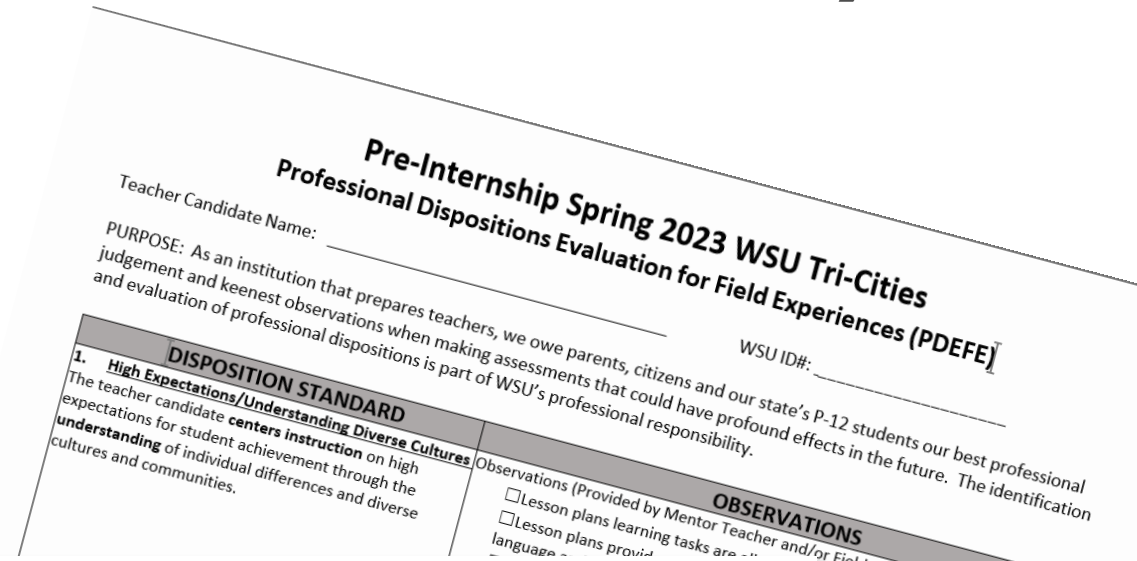
Pre-Internship Teacher Candidate Engagement looks like...



Evaluation (EPPCJ & PI-PDEFE)

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 MIDTERM

NOTE: Disposition Standards 1-6 completed by Teacher-Candidate, 7-10 completed by Field Supervisor and Mentor Teach

Disposition Standard	Comments	Score
1. Student Achievement • A) Observed and became familiar with national, state, and district standards to design high-quality learning targets; B) Observed or practiced lesson activities and assessments that progress the student to expected levels of achievement. C) Observed <u>mentor monitor</u> student performance and intervene when poor performance. D) Observed communication with families about performance.	Teacher-Candidate: List at least one example for each letter A-D: provide specific <u>examples</u> for each A-D in your journal, <u>include</u> reflections on what you observed	_____
2. Differentiated Instruction • A) Observed mentor planning and then changing instruction to meet student needs; B) Observed mentor integrating formative assessment within lessons to remediate or extend depending on student need.	Teacher-Candidate: List at least one example for each letter A-B: provide specific <u>examples</u> for each A-B in your journal, <u>include</u> reflections on what you observed	_____
3. Instructional Strategies • A) Observed effective pedagogy to create impactful knowledge and skill-building experiences for	Teacher-Candidate: List at least one example for each letter A-B:	_____



Early Practicum Performance Criteria Journal (EPPCJ)

Field Experience Evaluation

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

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Early Practicum Performance Criteria Journal MIDTERM

NOTE: Disposition Standards 1-6 completed by Teacher-Candidate, 7-10 completed by Field Supervisor and Mentor Teacher

Disposition Standard	Comments	Score
1. Student Achievement <ul style="list-style-type: none"> A) Observed and became familiar with national, state, and district standards to design high-quality learning targets; B) Observed or assessed lesson activities and student to expected levels of achievement. C) Observed mentor monitor student performance and intervene when poor performance. D) Observed communication with families about performance. 	Teacher-Candidate: List at least one example for each letter A-D: <div style="border: 2px solid yellow; padding: 10px; height: 40px;"></div>	
2. Differentiated Instruction <ul style="list-style-type: none"> A) Observed mentor planning and then changing instruction to meet student needs; B) Observed mentor integrating formative assessment within lessons to remediate or extend depending on student need. 	provide specific examples for each A-D in your journal, include reflections on what you observed Teacher-Candidate: List at least one example for each letter A-B: <div style="border: 2px solid yellow; padding: 10px; height: 40px;"></div>	
3. Instructional Strategies <ul style="list-style-type: none"> A) Observed effective pedagogy to create impactful knowledge and skill-building experiences for students; B) Observed mentor assessment of effectiveness of instruction. 	provide specific examples for each A-B in your journal, include reflections on what you observed Teacher-Candidate: List at least one example for each letter A-B: <div style="border: 2px solid yellow; padding: 10px; height: 40px;"></div>	
4. Assessment	provide specific examples for each A-B in your journal, include reflections on what you observed Teacher-Candidate: List at least one example for each letter A-B: <div style="border: 2px solid yellow; padding: 10px; height: 40px;"></div>	



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.

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Early Practicum Performance Criteria Journal MIDTERM

NOTE: Disposition Standards 1-6 completed by Teacher-Candidate, 7-10 completed by Field Supervisor and Mentor Teacher

Disposition Standard	Comments	Score
1. Student Achievement A) Observed and became familiar with national, state, and district standards to design high-quality learning targets; B) Observed or assessed lesson activities and student to progress the achievement to expected levels of monitor student performance and intervene when poor performance. C) Observed mentor D) Observed communication with families about performance.	Teacher-Candidate: List at least one example for each letter A-D: _____ _____ _____ _____	_____
2. Differentiated Instruction A) Observed mentor planning and then changing instruction to meet student needs; B) Observed mentor integrating formative assessment within lessons to remediate or extend depending on student need.	provide specific examples for each A-D in your journal, include reflections on what you observed Teacher-Candidate: List at least one example for each letter A-B: _____ _____ _____	_____
3. Instructional Strategies A) Observed effective pedagogy to create impactful knowledge and skill-building experiences for students; B) Observed mentor planning, execution, and assessment of effectiveness of instruction.	provide specific examples for each A-B in your journal, include reflections on what you observed Teacher-Candidate: List at least one example for each letter A-B: _____ _____ _____	_____
4. Assessment	provide specific examples for each A-B in your journal, include reflections on what you observed Teacher-Candidate: List at least one example for each letter A-B: _____ _____ _____	_____



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.

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NOTE: Disposition Standards 1-6 completed by Teacher-Candidate, 7-10 completed by Field Supervisor and Mentor Teacher

Early Practicum Performance Criteria Journal
MIDTERM

Disposition Standard	Comments	Score
1. Student Achievement <ul style="list-style-type: none"> A) Observed and became familiar with national, state, and district standards to design high-quality learning targets; B) Observed or assessed lesson activities and assessments that progress the student to expected levels of achievement. C) Observed mentor monitor student performance and intervene when poor performance. D) Observed communication with families about performance. 	Teacher-Candidate: List at least one example for each letter A-D: provide specific examples for each A-D in your journal, include reflections on what you observed Teacher-Candidate: List at least one example for each letter A-B:	<input type="text"/>
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4. Assessment	provide specific examples for each A-B in your journal, include reflections on what you observed Teacher-Candidate: List at least one example for each letter A-B:	<input type="text"/>



Pre-Internship Professional Dispositions evaluation for Field Experiences (PI-PDEFE)

1. The teacher candidate will enter the evidence in the form before sending it to their mentor and field supervisor.

**WSU Tri-Cities Pre-Internship PDEFE
(TCH_LRN 490/MIT 571) MIDTERM
Professional Dispositions Evaluation for Field Experiences (PDEFE)**

Teacher Candidate Name: _____ WSU ID#: _____

PURPOSE: As an institution that prepares teachers, we owe parents, citizens, and our state's P-12 students 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	OBSERVATIONS
<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>Observations (Provided by Mentor Teacher and/or Field Supervisor)</p> <p><input type="checkbox"/> Lesson plans learning tasks are aligned to standards. <input type="checkbox"/> Lesson plans provide opportunities for students to understand academic language and vocabulary. <input type="checkbox"/> Respects gender/ethnic/cultural differences</p> <p>Mentor and/or Supervisor Notes</p> <hr/> <p>Evidence (Provided by Teacher Candidate)</p> <hr/> <hr/>
<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>Observations (Provided by Mentor Teacher and/or Field Supervisor)</p> <p><input type="checkbox"/> Lesson plans include learning experiences that address individual and whole class needs. <input type="checkbox"/> Lesson plans include informal and/or formal assessments to determine student learning and understanding.</p> <p>Mentor and/or Supervisor Notes</p> <hr/> <p>Evidence (Provided by Teacher Candidate)</p> <hr/> <hr/>
<p>3. Instructional Strategies The teacher candidate demonstrates effective teaching practices and knowledge of content that use a variety of instructional <i>strategies</i> and <i>technologies</i> to <i>engage learners</i> in <i>critical thinking</i>, <i>creativity</i> and <i>collaborative problem solving</i> focused on the <i>learning targets</i>.</p>	<p>Observations (Provided by Mentor Teacher and/or Field Supervisor)</p> <p><input type="checkbox"/> Uses effective voice (modulation, enunciation, volume). <input type="checkbox"/> Engages students in learning. <input type="checkbox"/> Understands and presents concepts and directions clearly.</p> <p>Mentor and/or Supervisor Notes</p> <hr/> <p>Evidence (Provided by Teacher Candidate)</p> <hr/> <hr/>
<p>4. Assessment The teacher candidate understands and uses both formative and summative methods of assessment, as well as student voice, to engage</p>	<p>Observations (Provided by Mentor Teacher and/or Field Supervisor)</p> <p><input type="checkbox"/> Lesson plan includes checks for understanding. <input type="checkbox"/> Monitors students and provides feedback pointing out strengths and makes suggestions to improve student learning.</p> <p>Mentor and/or Supervisor Notes</p>



Pre-Internship Professional Dispositions evaluation for Field Experiences (PI-PDEFE)

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)



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<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>Observations (Provided by Mentor Teacher and/or Field Supervisor)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson plans include learning experiences that address individual and whole class needs. <input type="checkbox"/> Lesson plans include informal and/or formal assessments to determine student learning and understanding. <p>Mentor and/or Supervisor Notes _____ _____ _____</p> <p>Evidence (Provided by Teacher Candidate) _____ _____ _____</p>
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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.

Log Sheet



WASHINGTON STATE UNIVERSITY
College of Education

Practicum Log Sheet

Name: _____ Semester: _____ Year: _____

Practicum Course: _____

Practicum Requirements:

Course	Minimum Requirements
T&L 401	6 hrs/wk, 90 hrs total
T&L 402	3 hrs/wk, 45 hrs total
T&L 405	3 hrs/wk, 45 hrs total
T&L 415	40 hrs/wk, 600 hrs total
T&L 490	16 hrs/wk, 210 hrs total
T&L 590	6 hrs/wk, 90 hrs total
T&L 469	40 hrs/wk, 210 hrs total
MIT 571	16 hrs/wk, 210 hrs total
MIT 575	40 hrs/wk, 600 hrs total

School District: _____ Building: _____

Grade Level: _____ Subject: _____

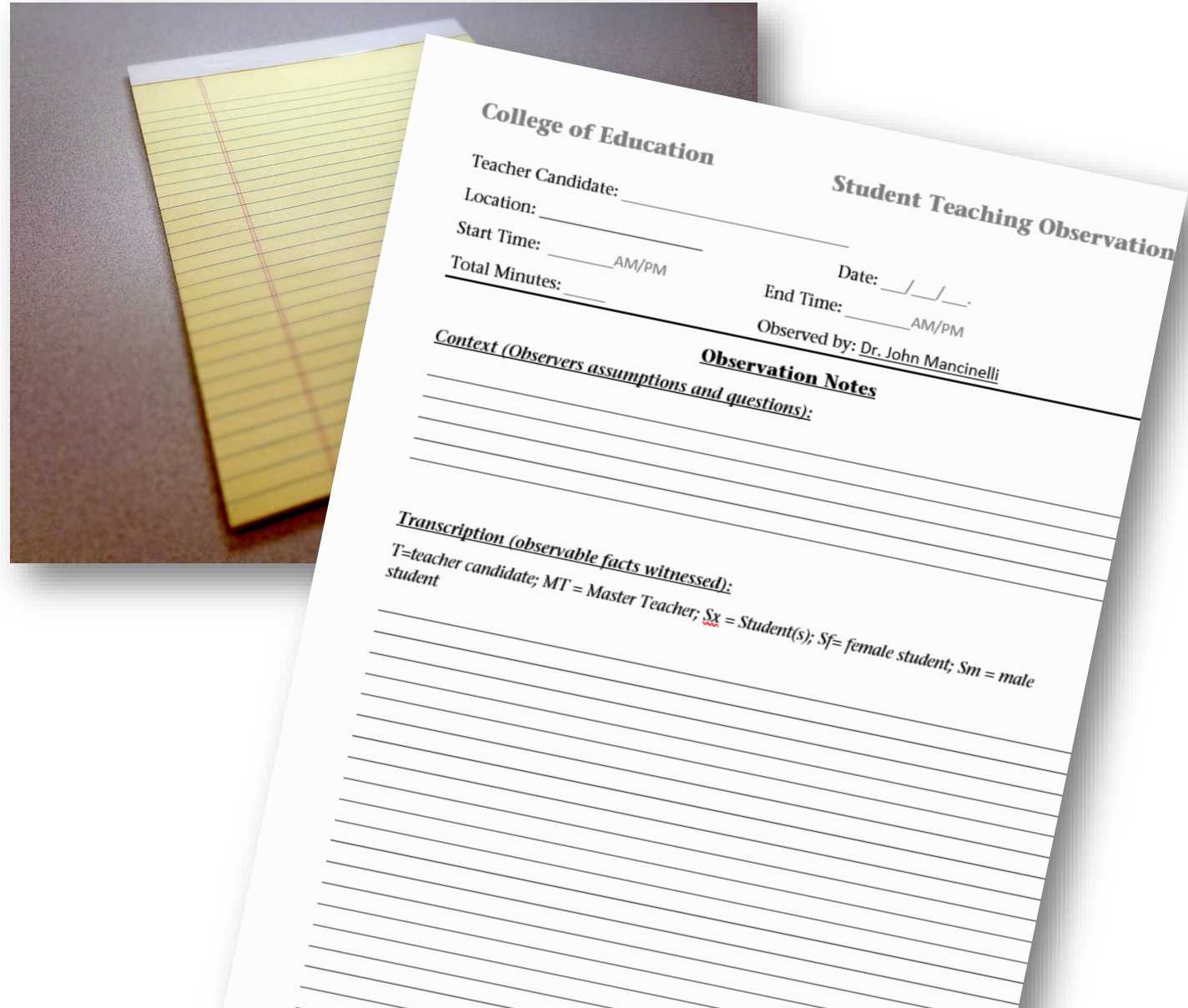
Mentor Teacher: _____ Supervisor: _____

Date	Time	Hours	Activities
9/7/2019	11AM - 2PM	3	Math, spelling, read aloud, small group
Midterm Total			(Make a copy and submit in packet to field supervisor before mid-term due date)

Progress at MIDTERM is Satisfactory or Needs Improvement

Written Observation Feedback

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

Course	Minimum Contact Time
T&L 415	40 hrs/wk, ~620 hrs total
ART&L 415	Arranged hrs/wk, 210 hrs total
MIT 575	40 hrs/wk, ~620 hrs total

NOTE

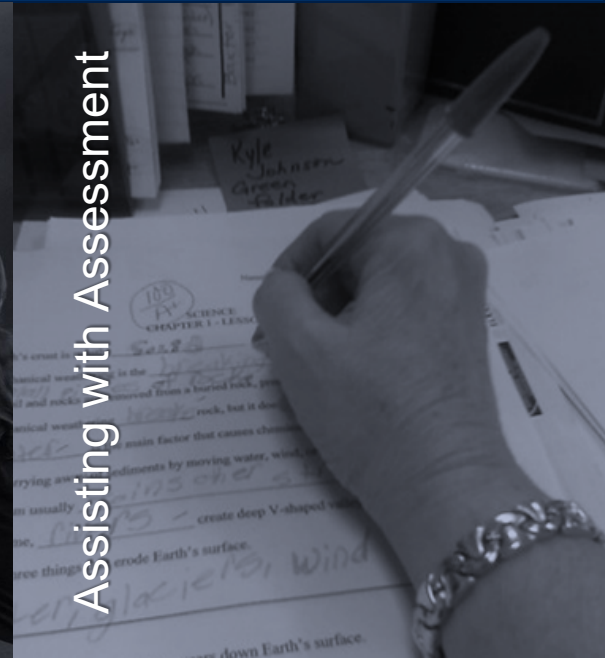
Candidates are expected to attend all meetings and professional development that the mentor teacher attends. This includes, but is not limited to: parent meetings, IEPs, MDTs, Bus duty, district training days, etc.



Student Teaching Activities

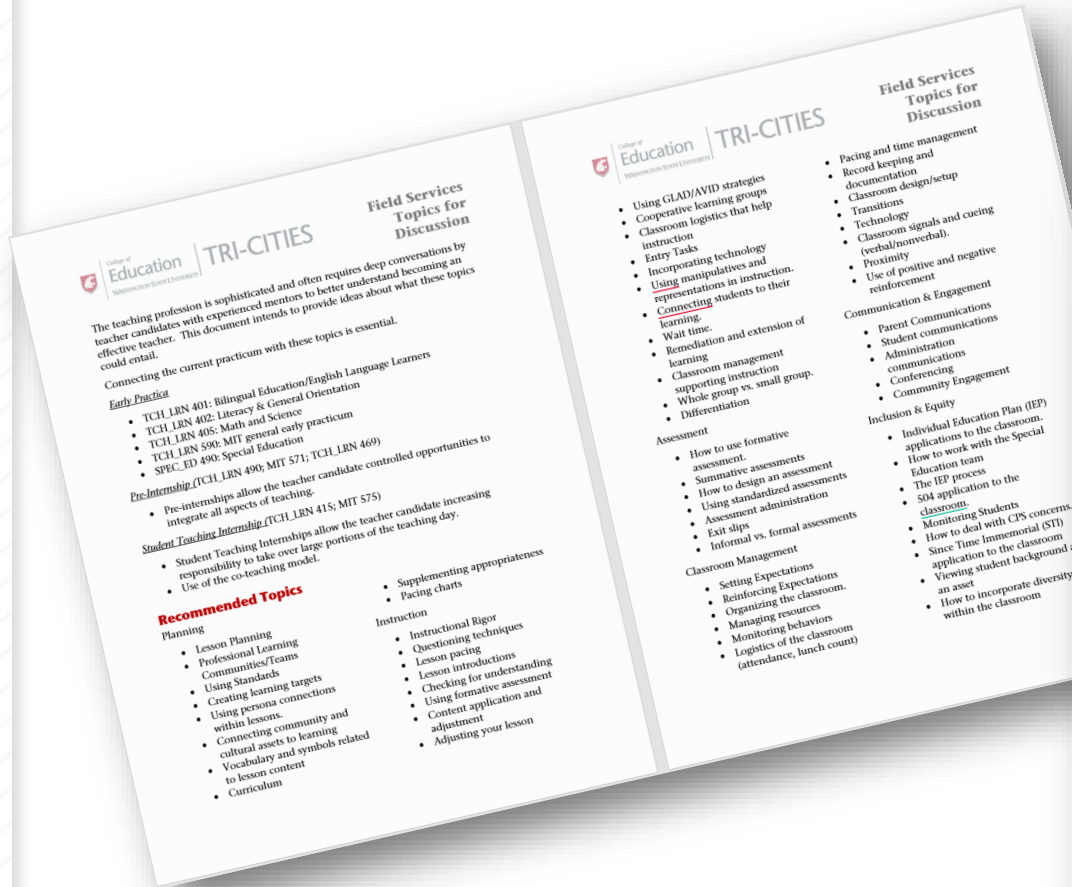
- Observing Mentor Teacher and assisting in all aspects of the classroom
- Teach full-day by 6th week.
- Receiving actionable feedback, reflection and application
- Communication (students, families, colleagues)

Student Teacher Candidate Engagement looks like...



Conversations about Teaching

Word® Templates found at <https://tricity.wsu.edu/education/field-experiences/>



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Appendix D: Lesson Plan Observation Form

We encourage mentors to use this form to share feedback following lesson observations.

Teacher Candidate: _____ Date: _____

Mentor Signature: _____

The lesson plan was prepared 48 hours prior to the lesson yes no

	Met	Not Met	No Observed
Part I: Introduction			
1. Introduction is engaging to learners			
2. Learning objectives are communicated in student-friendly language			
3. Connection to prior learning is made			
Part II: Instruction and Engagement			
4. Learning experiences address individual and whole class needs			
5. Lesson and activities respect gender, ethnic, and cultural differences			
6. Teacher candidate uses engaging and effective voice			
7. Lesson engages students in learning			
8. Concepts and directions are presented clearly			
9. Questioning prompt thinking from students			
10. Pacing of the lesson is appropriate for grade level			
11. Instruction allows for various learning styles of students			
Part III: Classroom Environment			
12. Teacher candidate demonstrates an enthusiasm for teaching			
13. Teacher candidate uses positive reinforcement			
14. Teacher candidate demonstrates respect for students			
15. Teacher candidate responds appropriately to off-task behavior			
16. Materials are prepared and transitions are smooth			
Part IV: Assessment			
17. Lesson includes checks for understanding with student feedback			
18. Adjustments are made during the lesson to meet student needs			
19. Lesson includes multiple modes of assessment (formative/summative)			



Weekly Conferencing

Word® Templates found at <https://tricity.wsu.edu/education/field-experiences/>

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Appendix E: Weekly Conference Form

Teacher candidates who communicate regularly and collaborate with mentors are often more effective in the classroom. We encourage mentors to use this form to share feedback and ideas and to promote reflective practice by the teacher candidate. Teacher candidates should keep conference forms in a binder and available for viewing by the field supervisor.

Teacher Candidate: _____ Date: _____

Mentor Signature: _____

Successes (building relationships, instructional strategies, formative assessment, etc.):

--

Focus (challenge, concern, opportunity for growth):

--

Teacher Candidate's Next Steps:

--





Lesson Planning

Word® Templates found at <https://tricity.wsu.edu/education/field-experiences/>



Context for Learning

Name: _____ Semester: Fall/Spring Year: _____
 Practicum Course: _____

T&L 490 MIT 571 2 days per week 210 total hours	T&L 415 MIT 575 40 hrs/wk All Semester
--	---

Please answer the following questions based on the school where you are teaching placed in a practicum:

1. Where are you teaching?

School District: _____ Level: _____
 Building: _____
 Subject: _____
 Mentor Teacher: _____

2. List any specialized features of your school or classroom setting (classroom aide, bilingual, team taught with a special education teacher, etc.) that impact your planning or delivery of instruction, or standard instructional strategies, or standards.

3. Describe any district, school, or cooperating teacher requirements that impact your planning or delivery of instruction, or standard instructional strategies, or standards.

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Appendix C: WSU Lesson Plan Template

Teacher Candidate: _____ Date: _____ Estimated Time for Lesson: _____
 Grade/Subject: _____ 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), Language Development, and Assessment:

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	Assessment: 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 (applicant to describe teacher actions & minutes. Include major student questions, or major questions the teacher asks.)

Co-Teaching Strategies

Word® Templates found at <https://tricity.wsu.edu/education/field-experiences/>

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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 teacher for getting there differs.



Evaluation (Summary)

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.

DISPOSITION TANDARD	EVIDENCE
1. High Expectations and Understanding of Diversity The teacher candidate centers instruction on high expectations for student achievement through the understanding of individual differences and diverse cultures and communities.	Supervisor & Mentor notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Not Met
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.	Supervisor & Mentor notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Not Met
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.	Supervisor & Mentor notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Not Met
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.	Supervisor & Mentor notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Not Met
5. Classroom Environment The teacher candidate fosters and manages a safe and positive learning environment using a	Supervisor & Mentor notes supporting rating:





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.

Log Sheet



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Practicum Log Sheet

Name: _____ Semester: _____ Year: _____

Practicum Course: _____

Practicum Requirements:

Course	Minimum Requirements
T&L 401	6 hrs/wk, 90 hrs total
T&L 402	3 hrs/wk, 45 hrs total
T&L 405	3 hrs/wk, 45 hrs total
T&L 415	40 hrs/wk, 600 hrs total
T&L 490	16 hrs/wk, 210 hrs total
T&L 590	6 hrs/wk, 90 hrs total
T&L 469	40 hrs/wk, 210 hrs total
MIT 571	16 hrs/wk, 210 hrs total
MIT 575	40 hrs/wk, 600 hrs total

School District: _____ Building: _____

Grade Level: _____ Subject: _____

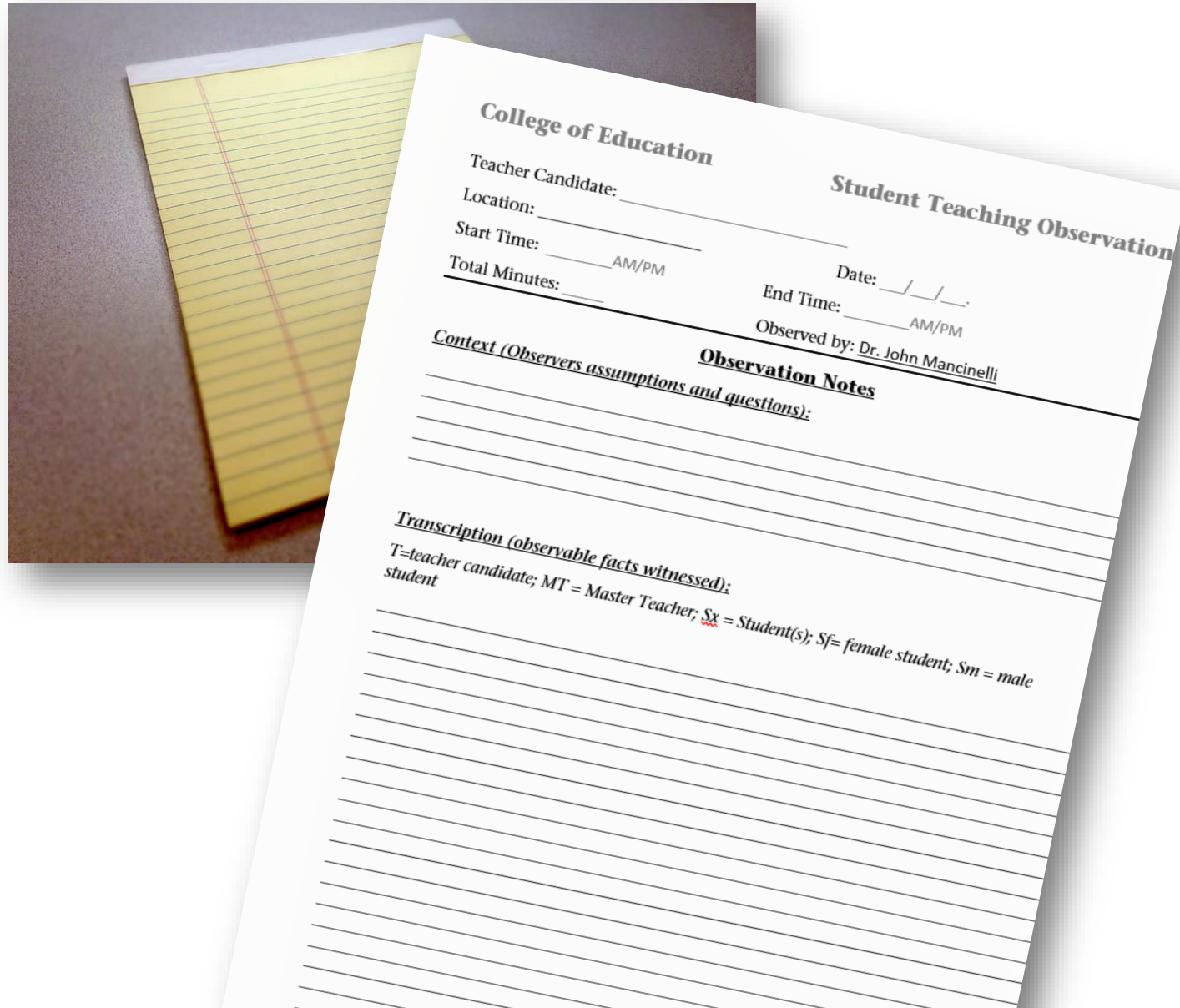
Mentor Teacher: _____ Supervisor: _____

Date	Time	Hours	Activities
9/7/2019	11AM - 2PM	3	Math, spelling, read aloud, small group
Midterm Total			(Make a copy and submit in packet to field supervisor before mid-term due date)

Progress at MIDTERM is Satisfactory or Needs Improvement

Written Observation Feedback

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

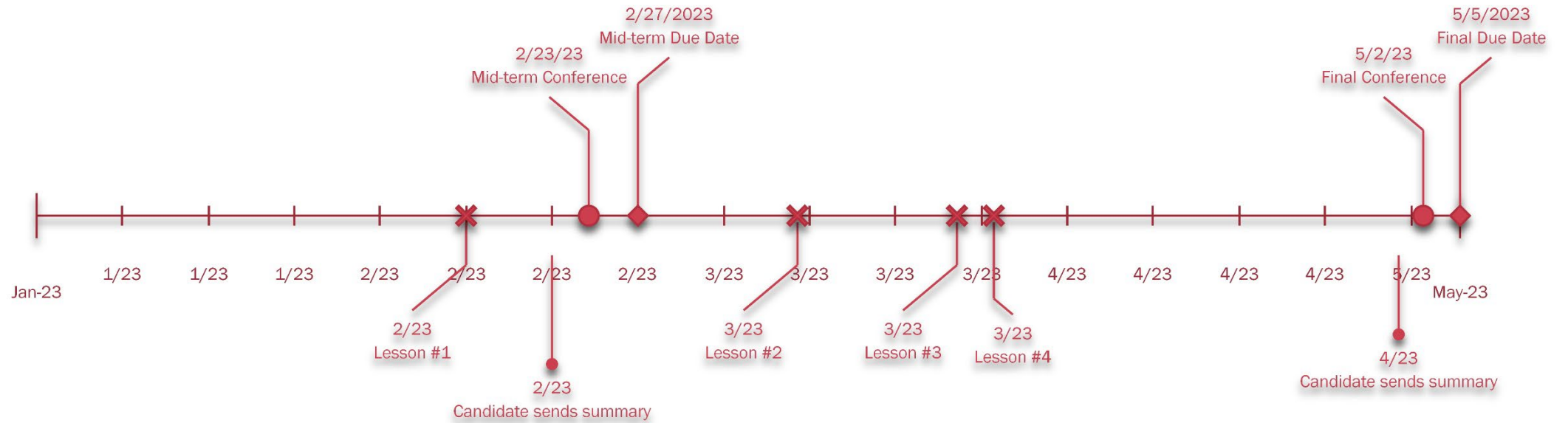
- Log sheet
- 12-hour documentation (from your field supervisor)
- 2 Field Supervisor written feedback/observation
- 2 Mentor Teacher written feedback/observations
- 4 Lesson Plans (Seminar Only)
- Diversity Documentation
- Professional Growth Plan (PGP)
- PDEFE
- EBI Survey (final seminar)
- Exit Survey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



WASHINGTON STATE
UNIVERSITY



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!