



WASHINGTON STATE UNIVERSITY
TRI-CITIES

**College of Education, Sport, and Human
Sciences**

**Department of Teaching and Learning
Washington State University**

**Master in Teaching
Program and Internship Handbook
and Resource Guide**

Tri-Cities Campus

<https://tricitities.wsu.edu/education/graduate/mit/>

*This handbook was updated Fall 2025 and is subject to change

Welcome to the Master in Teaching (MIT) program at Washington State University. The purpose of this program is to prepare candidates for a successful career in the field of teaching. The MIT is a practitioner-oriented master's degree that integrates research to prepare teachers. The program is rich in teaching experiences and theory. Course assignments and field experiences are based on an inquiry-oriented reflective model that includes a process of asking questions related to social justice, creating safe spaces, democratic processes, fairness, inclusion, choice, authenticity, and respect for personalized learning. Ethical leaders in the field of education is an expectation for all of our teacher candidates.



The College of Education, Sport, and Human Sciences (CESHS) 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.

Notice of Non-Discrimination

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WSU Support List for Teacher Candidates

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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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Communication Ladder:

Academic Concerns: For classroom concerns, first talk with your instructor. If you are not able to solve the issue with your instructor, contact the Academic Director or your advisor.

Field Services: 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.
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The MIT Program

Description of the Program: The MIT degree is a high quality, intensive, practitioner-oriented, teacher preparation program designed for those with non-education bachelor's degrees. The program offers an intensive 13-month alternative preservice preparation format, by using a unique combination of teaching immersion with research-based pedagogy and methods preparation, in conjunction with the master's degree requirements to be completed following certification coursework. The students admitted each year are selected through a careful screening process that seeks those who are not only academically capable but who are passionate about the education of elementary, middle, and high school students. This practitioner-oriented teacher preparation program provides students with opportunities to become skillful in thinking about and using research to improve education.

The MIT program at Washington State University is an integrated course of study and field experiences (53 credits elementary, 46 credits for secondary) that includes:

- Coursework to meet the State of Washington elementary or secondary certification requirements;
- Coursework to meet Washington State University requirements;
- A constructivist, research-based approach to teaching and learning;
- Pre-Internship/Internship experiences working with elementary or secondary students; and,
- Coursework leading to a Master in Teaching degree.

The MIT program differs from typical master's degree programs in that the degree is focused on preparing teachers. "Master in Teaching" is used nationally to denote a specific type of master's degree, one that is focused on quality teaching.

Please see the MIT program timeline, and the course sequence for both elementary and secondary candidates beginning on page 17.

Research Integration with a Practitioner Focus: The MIT program integrates the understanding, analysis, synthesis, and critique of research into all required coursework. That is, students in the MIT program learn how to be critical consumers of and thinkers about educational research in the process of constructing unit and lesson plans across the curriculum.

MIT students are instructed in the analysis and synthesis of research within each of the content areas, with a particular focus on choosing evidence-based methods, strategies, and teaching approaches that have been verified through research. MIT students become familiar with the research "conversations" in each of these areas, by reading and discussing current articles from the field. In this manner, the MIT methods courses combine research and pedagogical preparation.

Because the MIT is practitioner-oriented, students are immersed in elementary, middle, or high school classrooms and cultures, while simultaneously completing certification courses. The experiences in these educational settings are used as anchors to which content/methods courses are linked. The experience in the classroom then becomes the focus of the program, the core experience, and the context through which research and pedagogy are viewed.

During this program due to time commitments it is not recommended you hold outside jobs while juggling WSU coursework and your internship/practicum. If you choose to serve as Academic Student Employees (ASEs) also known as assistantships, please note your required workplace review will be separate from your Academic Annual Review. For more information about ASEs please see Chapter 9 of the [Graduate School Policies and Procedures](#) - Graduate Assistantships.

As time is limited for each of the methods courses, classroom settings are used to facilitate and enhance the pedagogical preparation in each content area. Because some of the pedagogical training is achieved in classroom settings, the methods courses are then freed up to focus on research practices specific to each content area. Therefore, through the combination of experience in the field and research integration in the methods courses, MIT students become research-based practitioners. MIT students are prepared to use research in thinking about instruction, in the choice of methods, in the selection of teaching strategies, and in the design of curriculum/unit plans.

The culminating project consists of a final project in collaboration with the committee chair and the members of the committee. The purpose of the project is to demonstrate an understanding of how to systematically approach—and possibly resolve—a question related to students as future practitioners.

Curriculum: The Master in Teaching program is based on national teaching standards (i.e., NCATE, INTASC), state accreditation requirements, and research-based effective practices. The curriculum is designed to provide students with a foundation of knowledge in the first summer and build on that foundation throughout the next two semesters by linking course work to teaching practice in the schools. The goal of the MIT program is to provide learning opportunities for students to acquire the critical skills and abilities needed to become effective teachers and to provide opportunities for reflective practice and inquiry.

Requirements may change from the handbook to meet current state requirements, check with your campus program coordinators, the WSU University Catalog <https://catalog.wsu.edu/> and the WSU Time Schedule <https://schedules.wsu.edu/> for current course offerings.

Department Learning Outcomes: The Department of Teaching and Learning has developed learning outcomes derived from the conceptual framework, state, and national standards for teacher education, and research on effective teacher education. These outcomes are aligned with the course work and field experiences in the MIT program. Students experience different aspects of these learning outcomes throughout the program.

At the completion of the certification portion of the program, all WSU teacher candidates will be able to:

- Use enduring content and pedagogical knowledge to inform their teaching.
- Develop relevant, rigorous, and developmentally appropriate curricula.
- Modify curriculum and instruction based on the individual needs of their students.
- Use assessment of student learning and teaching to inform future instruction.
- Attend to the social and civic development of their students.
- Work respectfully and collaboratively with colleagues and community members to ensure quality instruction programs and stewardship of public schools.

Graduate Program Requirements: Every graduate student has an academic advisor; in the case of the MIT program, the MIT Coordinator will serve in this capacity. Project advisory committees will be assigned for each MIT student. The Graduate Committee consists of the Graduate Committee Chair and a minimum of two other faculty members who provide support and advice regarding the student's Program of Study and MIT 702 project. The Program of Study is a list of this committee and all coursework and credits the student will complete during the master's degree program.

MIT students will complete the Program of Study by the beginning of fall semester. MIT students are responsible for knowing the deadlines and procedures for master's degrees established by the Graduate

School. This information and the Program of Study Request form can be found at [Graduate School's Forms website](#).

When the committee is formed and program of study is filled out, the form will be uploaded through a student's myWSU Portal for approval by the committee, department chair, and ultimately the Office of the Graduate School. It is the student's responsibility to ensure that all members of the committee agree on the Program of Study before this upload and that it is complete and correct for review and evaluation. A confirmation email will be sent to the student once final approval has taken place. Approval of the Program of Study must take place before a student's Application for Graduation portal will open. Changes to the committee or program may be amended with appropriate forms on the Graduate School website.

The MIT Project (MIT 702): The purpose of the MIT 702 Project is to practice and develop the skills that experienced teachers demonstrate on a regular basis: reflection and inquiry. The goal is to guide students in their development as practitioner-researchers in P-12 school settings. Effective experienced teachers are highly reflective and understand themselves as professionals; where they are in their development and how they still need to grow to continue to be effective in their own learning to influence all students. The 702 Project is designed to provide MIT students with the background and skills for conducting and reviewing educational research around a topic of genuine interest, with an emphasis on the role of teacher researcher being a component of an effective teacher in the classroom, school, and community. The 702 Project is designed to be completed with support from MIT instructors in seminars, MIT courses in the program, the MIT 507 course, and Chair/Committee support. The project is subject to change with each cohort. Project specific details will be outlined in seminar.

Computer Recommendations for Students: Throughout the program, typical computing tasks include digital communication via email, information access on the Internet, and assignments using word processing software, multimedia presentations, and spreadsheets. Specifically, an Office Suite and an Internet connection and browser are necessary to complete assignments in many of the courses taught today. Students are highly encouraged to have their own laptops. If students are unable to secure their own there are a few resources to support student computing needs, Washington State University provides open access computing labs. Students with valid ID cards are welcome to use computers at designated locations during lab hours. Open labs offer a variety of hardware and software to meet the needs of students. Lab assistants may be available during the open hours to provide hands-on help.

WSU Email Policy. Students must establish an official Washington State University email address for use with all email correspondence. The Microsoft Academic Student Select program in cooperation with the e-Academy provides current WSU students the ability to purchase a limited selection of Microsoft products at deeply discounted prices. Students will need their WSU Network ID to purchase these programs through myWSU.

Liability Insurance, Fingerprinting, Pre-Residency Clearance: School districts require that WSU students carry liability insurance before beginning any field experience. Options for coverage are listed at <https://ceshs.wsu.edu/liabilityinsurance/>. Additionally, MIT students must complete fingerprinting and pre-residency clearance before beginning any field experience. Details are listed at <https://ceshs.wsu.edu/pre-residency-certificate-clearance/>. Contact the Office of Field Services and Certification for any questions on insurance or clearances: ceshs.fieldcert@wsu.edu.

Summary of Fees:

Teacher Certification comes with unique fees. Below is a list of potential fees for candidates. This does not include course, degree, or university fees. Prices are subject to change. Please see the [Field Services and Certification Office](#) (Dig Deeper links) for up-to-date information and current fees.

Type of Fee	Length of Validity	Due
Fingerprinting & Background Check	Two years	Before pre-Internship. Fingerprints must be valid for the entire duration of your pre-internship and student teaching internship. They must also remain valid until you apply for your teaching certificate, i.e. about two months after your internship ends.
Liability Insurance	One year	Before pre-Internship. Liability insurance must be valid for the entire duration of your pre-internship and student teaching internship.
WEST-E/NES	No expiration date	MIT secondary education students who meet endorsement requirements with their bachelor's degree must pass prior to admission. Candidates completing a secondary endorsement different from their undergraduate degree must register prior to enrollment in MIT 571 and pass the exam(s) prior to student teaching. MIT elementary education students must pass prior to admission.
* ACTFL Oral & Written	Two years	
Teaching Certificate	N/A	End of student teaching Internship
Name Badge	No expiration date	Before pre-internship

**Required if seeking Spanish and French Endorsements*

WSU Tri-Cities MIT Core Practices

Core Practice #1

Co-construct, with K-8 students, a classroom climate and culture that promotes learning and where students feel safe to be who they are, take academic risks, and make mistakes:

- To create an environment where all students can learn;
- To promote a sense of belonging for all students in the classroom;
- To enhance student sense of ownership and responsibility for collaboration and learning.
- To create a climate centered on equity where students' race and culture are honored, respected, and seen as an asset.
- To create an environment where students are free to take risks and learn from mistakes.
- To create an environment where the teacher is continually learning, adapting, and taking risks.

For purposes of this core practice, classroom climate and culture refer to the classroom environment which includes but is not limited to: classroom arrangement, expectations, pedagogies, student/teacher relationships, and student voice. Classroom climate and culture should take all students into account—who they are, what they know, how they learn best, what they value and enjoy, their culture, their strengths, and their needs. Every decision a teacher makes determines classroom climate and culture—from the way students are grouped to the types of questions they are asked.

Co-creating a classroom climate and culture where students feel safe to be who they are, take academic risks, and make mistakes involves risk-taking on the part of the educator. An educator who works to create such a learning environment has to know oneself and understand how she or he engages in the world. This educator has to be willing to make mistakes, change plans, and adapt teaching and ways of being with students as needed. This educator needs to put the needs of students first and be able to recognize when a problem lies within themselves instead of assuming problems lie within the students, their situations, histories, or families.

Students need to feel genuinely cared for by their teachers, know what is expected of them, and be set up for success (Furrer & Skinner, 2003; Furrer, Skinner, & Pitzer, 2014; Hollins & Spencer, 1990; Klem & Connell, 2004; Wang & Eccles, 2013). According to researchers who study culturally sustaining pedagogies, students need to be expected to meet high standards (Gay, 2002; Howard, 2001; Ladson-Billings, 1994, 1995, 2014). Teaching in this way allows for all students to experience a classroom climate and culture where they are able to feel safe to be themselves, take academic risks, and make mistakes.

Questions you might pose to your mentor:

- How do you get to know your students and their personal identities?
- How do you begin to develop a sense of community among your students?
- How do you identify individual student's culture? How do you use this information?
- How do you build relationships with your students? Is it the same for all of your students?
- How do you communicate care for your students? Is it the same for all of your students?
- How do you promote a sense of belonging in your classroom?
- How do you promote a sense of personal responsibility within your classroom?

- How do you determine classroom expectations?
- How do you communicate and teach your students classroom expectations?
- What do you do when a student does not follow your classroom expectations?
- How do you decide how you will arrange your classroom?
- How do you decide how to group your students? How do you communicate with the parents or guardians of your students?
- How do you make sure your students are successful learners? Others?

What you might look for in your observation:

- How the classroom is arranged.
- Where classroom expectations are posted.
- How students are reminded of classroom expectations and procedures.
- How the teacher communicates with individuals.
- If there are students who appear to be isolated in the classroom and potential reasons for this isolation.
- Student work posted around the room.
- Evidence that expectations are the same for every student and that there are high expectations of every student.
- How student voice is encouraged.
- Times when your teacher adapts their pedagogy to meet the needs of students.
- Types of questions the teacher asks the students.
- Evidence of the students and teacher taking risks and making mistakes.
- Evidence of student and teacher happiness.
- Evidence of complex instruction and respect for student ideas.

References Core Practice #1

- Furrer, C., & Skinner, E. (2003). Sense of relatedness as a factor in children's academic engagement and performance. *Journal of educational psychology, 95*(1), 148.
- Furrer, C., Skinner, E., & Pitzer, J. (2014). The influence of teacher and peer relationships on students' classroom engagement and everyday motivational resilience. *National Society for the Study of Education, 113* (1), 101-123.
- Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education, 53*(2), 106-116.
- Hollins, E. R., & Spencer, K. (1990). Restructuring schools for cultural inclusion: Changing the schooling process for African American youngsters. *The Journal of Education, 172*(2), 89-100.
- Howard, T. C. (2001). Telling their side of the story: African-American students' perceptions of culturally relevant teaching. *The Urban Review, 33*(2), 131-149.
- Klem, A. M., & Connell, J. P. (2004). Relationships matter: Linking teacher support to student engagement and achievement. *Journal of School Health, 74*(7), 262-273.
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Wang, M. T., & Eccles, J. S. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *Learning and Instruction, 28*, 12-23.

Core Practice #2

Develop clear and meaningful lesson-level learning targets that help children build understanding of big ideas, concepts, processes, and practices.

The second key finding from research on how students learn (Donovan & Bransford, 2005) tells us that: “To develop competence in an area of inquiry, students must (a) have a deep foundation of factual knowledge, (b) understand facts and ideas in the context of a conceptual framework, and (c) organize knowledge in ways that facilitate retrieval and application” (p. 2).

This informs our ideas about effective teaching – it would be accurate to infer that teachers need the same competencies! Understandings about specific concepts (and practices) are built across lessons that connect and activities that help learners organize facts and ideas into a conceptual whole. Yet there is strong evidence that “students can experience instruction as a series of unrelated [and isolated] lessons. They may not understand how [lesson activities] fit together to create usable knowledge ...” (Windschitl, Thompson, & Braaten, 2018, p. 19).

Thus, this core practice builds on the *Understanding by Design* (Tomlinson & McTighe, 2006) framework and the guidelines for developing meaningful learning targets (Moss & Brookhart, 2012) you studied and practiced in EdAd 510. Through focused observations and a collection of evidence in your placement classrooms this academic year, you have the opportunity to explore the ways in which teachers develop learning targets where “the lesson resides in a larger learning trajectory” and how they “identify the next steps students must take to move toward the overarching understandings described in standards and unit goals” (Moss & Brookhart, 2012, p. 2).

Our MIT program goal for you is to develop your own deep understanding of how to think on a unit-level in order to develop lesson-level learning targets that are “solid, teachable, assessable, and appropriately derived from curricular goals and state standards” (M&B, p. 29).

What you might ask your mentor about: (connections to other core practices are noted)

- How do they develop a learning target for a lesson? How important do they think it is? How do they align to standards?
- What do they consider when developing a learning target? (CP #1; CP#4)
- Does the above vary by discipline? If so, why?
- How do they consider language learning targets as well as content learning targets? (CP#3)
- How do they determine the scale of a learning target; i.e., how much content should be in a given lesson? (a developmental perspective)
- Where, when, how, do they support learners in making connections across activities? (CP#3)
- How do they share learning targets /goals with students?
How do they get students focused on a lesson purpose?
- How do they plan opportunities for students to reflect on their learning with respect to the learning target? (CP#4)

What you might look for and think about:

- What do students say when you ask them why they are doing what they are doing in a lesson?
- Is the lesson target about students' knowledge acquisition, meaning making, or transfer of understanding? (per *Understanding by Design*)
- Does the way in which students are engaged support knowledge acquisition, meaning making, or transfer? I.e., is there an alignment between the learning target and the nature of students' activity during the lesson?
- How do learners interact with or relate what they are doing to a learning target or focus question?
- What do you notice if you map the content of a series of lessons over time? (This may be hard to do this semester, given your limited time in the classroom.)
- How would you describe the "storyline" of any given lesson? How does the learning target map onto the storyline?
- How might the 5E learning cycle map onto the sequence of activities in the lesson?
- What would be different if you planned this lesson? Why?

Please focus your observations on this core practice. Record your observations, questions, and evidence that supports your inferences.

References Core Practice #2

- Donovan, S. M. & Bransford, J. D. (2005). Introduction. In Donovan, S. M. & Bransford, J. D (Eds.), *How students learn: History, mathematics, and science in the classroom* (p. 1-21). Washington, DC: National Academies Press.
- Moss, C. M. & Brookhart, S. (2012). *Learning targets: Helping students aim for understanding in today's lesson*. Alexandria, VA: ASCD.
- Tomlinson, C.A. & McTighe, J. (2006). *Integrating differentiated instruction + understanding by design*. Alexandria, VA: ASCD.
- Windschitl, M., Thompson, J., & Braaten, M. (2018). *Ambitions science teaching*. Boston: Harvard Education Press.

Core Practice #3

Engage K-8 students in productive discourse related to specific content:

- To elicit and make visible K-8 student thinking.
- To thoroughly explore and extend student thinking through the use of teacher questions.
- To move K-8 students toward justifying mathematical reasoning, warranting interpretive claims (ELA, SS), and constructing evidence-based explanations (science).
- To help K-8 students make sense of the activity in which they are engaged.

One of the most important aspects of student-centered teaching is facilitating productive discourse. Vygotsky (1978) claims that cognitive growth is "more likely when one is required to explain, elaborate, or defend one's position to others, as well as to oneself; striving for an explanation often makes a learner integrate and elaborate knowledge in new ways" (Vygotsky, 1978, p. 158). If reflection and communication are the two most important cognitive activities in meaningful learning (Hiebert, 1992), then investing the time and energy into classroom conversations is absolutely necessary.

Unfortunately, classroom talk often takes the form of Teacher Initiation – Student Response – Teacher Evaluation (IRE) cycles of brief interaction, where teachers ask factual or low-level questions that require a one-word or brief student response, followed by the determination of correctness by the teacher (Mehan, 1979; Cazden, 1986). This kind of talk is tightly controlled and lacks the space for student sense-making, creativity, questioning, and reasoning. It also can generate inequities in regard to opportunities for students to participate, learn, and be recognized.

Fortunately, there are many other ways in which teachers can engage learners in conversations that make student ideas public and powerful. The creation of solid conversational classroom norms can open up natural spaces for students to immerse their own ideas into a public space, and challenge each other. There are also some very specific “talk moves” (e.g., waiting, paraphrasing, probing) teachers can enact in order to promote a more productive level of classroom talk (Herbel-Eisenmann, Steele, & Cirillo, 2013; Michaels & O’Connor, 2012; Nystrand, 2006). Teachers can also focus on the “language of the content areas” to develop disciplinary-oriented talk. Classroom talk should always take into account the various differences (linguistic, cultural, personal, etc.) that might exist amongst students.

One MIT program goal for you is to develop your own deep understanding of how to initiate, facilitate, and orchestrate productive discussions with students about important content.

What you might ask your mentor about: (connections to other core practices are noted)

- What do you do throughout the year to set up a classroom environment conducive to conversations? Consider whole class, small group, and student-student situations. (CP#1)
- How do you get conversations going? How do you plan for this?
- How do you set up and maintain a focus on big ideas? (CP#2)
- How do you elicit meaning making throughout conversation?
- How do conversations uncover evidence of student thinking? (CP#4)
- How do you get *all* students participating? How do you engage “silent voices” or more reticent students? How do you handle an over-participating student?
- Other?

What you might look for:

- Who is talking? Who controls the flow of the discourse? Who has entryway into the discussion, and who does not?
- What is the intellectual level of the discourse? Is the discourse productive? Are big ideas and concepts a part of the discussion, or is it about facts and low-level content? Are students expected to make claims, argue, explain, and justify?
- What specific talk moves do you notice your mentor teacher using? How were these planned into the lesson (or were they spontaneous)?
- What kinds of questions does the teacher ask?
- What kinds of questions does the students ask?
- What are the interactive norms that exist in the classroom? How much of the discourse emerges from these norms, and how much emerges through conversational processes and routines?
- Other?

Please focus your observations on this core practice. Record your observations, questions, and evidence that supports your inferences.

References Core Practice #3

- Cazden, C. B. (1986). Language in the classroom. *Annual Review of Applied Linguistics*, 7, 18-33.
- Herbel-Eisenmann, B. A., Steele, M. D., & Cirillo, M. (2013). (Developing) teacher discourse moves: A framework for professional development. *Mathematics Teacher Educator*, 1(2), 181-196.
- Hiebert, J. (1992). Reflection and communication: Cognitive considerations in school mathematics reform. *International Journal of Educational Research*, 17(5), 439-456.
- Mehan, H. (1979). 'What time is it, Denise?': Asking known information questions in classroom discourse. *Theory into Practice*, 18(4), 285-294.
- Michaels, S. & O'Connor, C. (2012). *Talk science primer*. Cambridge, MA: TERC.
- Nystrand, M. (2006). Research on the role of classroom discourse as it affects reading comprehension. *Research in the Teaching of English*, 40(4), 392-412.

Core Practice #4

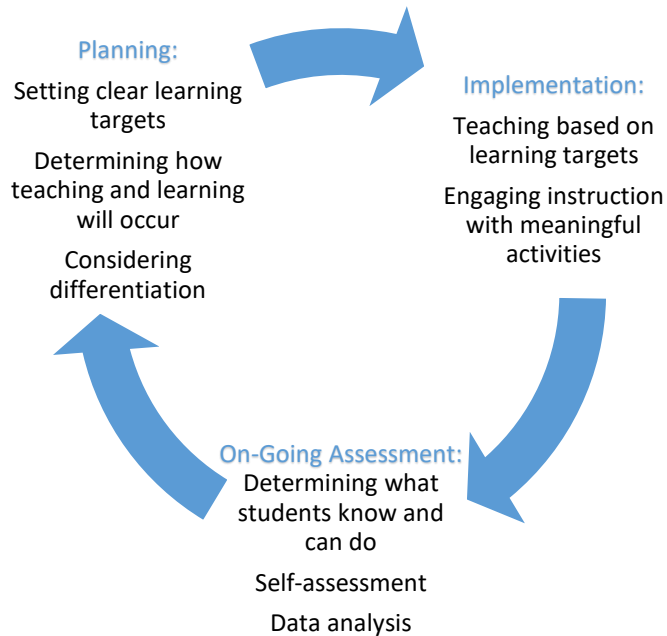
Use evidence from formative assessments and students' self-assessments and adapt and differentiate instruction to respond to this evidence. Formative assessments are used:

- To guide K-8 instructional planning and action.
- To surface and provide evidence of learners' understandings and abilities.
- To adapt K-8 instruction to better meet the academic needs of students.
- To allow for meaningful differentiation of K-8 instruction to meet the varying needs of students.

For the purposes of this core practice, assessment for learning is defined as, "A set of high impact strategies that collect evidence to show learners where they are, where they are going, and what's the next step" (McCafferty & Beaudry, 2018). Unlike summative assessments that typically take place at the end of the learning unit or lesson, formative assessments and students' self-assessments take place *during* learning and are used to direct the next step in the learning process.

Using formative assessments gives us an opportunity to know what students know and are able to do on a more regular basis. It allows us to change up our lesson or unit as needed as each is progressing. It allows us to better meet the needs of our individual students in the moment. Using formative assessments is a part of the learning cycle (Figure 1), as it allows teachers to determine "what students know and can do" in an ongoing manner. Students' self-assessments, an important formative assessment tool, provide opportunities for metacognition, a key principle from *How Students Learn* (National Research Council, 2005).

Figure 1: Teaching/Learning Cycle



Questions you might pose to your mentor:

- What types of formative assessments do you regularly rely on to inform your day-to-day instruction?
- How do you know during your lesson, if a student needs additional and varied experiences with a concept?
- How do you vary your instruction to provide additional learning experiences with a concept?
- What do you do throughout the year to set up a classroom environment conducive to self-assessment?
- How do you teach students to evaluate their own understandings?
- How do you create an environment where students are receptive to specific feedback?
- How do you plan for differentiation?
- How do you decide when to provide specific written feedback to students on their work?
- Other?

What you might look for in your observations:

- Formative, on-going, informal assessment.
- Reteaching based on formative assessment.
- Change in teaching strategy based on formative assessment during lessons.
- Differentiation of instruction based on formative assessment.
- Clear learning targets that are in student friendly language.
- Clear descriptions of learning outcomes.
- Students being asked to self-assess their learning.
- Use of specific feedback on assignments.

Please focus your observations over the next two weeks on this core practice. Record your observations, questions, and evidence that supports your inferences.

References Core Practice #4

- Chappuis, J. (2015). *Seven strategies of assessment for learning* (2nd ed.). Upper Saddle River, NJ: Pearson Education.
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge.
- McCafferty, A. S., & Beaudry, J. S. (2018). *Teaching Strategies That Create Assessment-Literate Learners*. Thousand Oaks, CA: Corwin Press.
- National Research Council. (2005). How Students Learn: History, Mathematics and Science in the Classroom. Committee on How People Learn, A Targeted Report for Teachers. *Center for Studies on Behavior and Development, National Research Council*.

Washington State University MIT Pre/Internship Reminders

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

Placement and Calendar: In summer session #1, MIT interns will complete learning walks in some of WSU's Laboratory Schools. During these learning walks, MIT interns will observe classrooms in real-time with a field supervisor and debrief afterwards; they will be guided by investigation journals. They will follow the calendar set forth by the field services office. In the fall pre-internship, MIT interns follow the Washington State University calendar. During the spring internship, interns will follow the public school's calendar. 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 seminars and complete assignments** during the school day or after school hours as scheduled by the university supervisor or seminar instructor. MIT students will not be excused from university classes to attend school-based events, parent conferences, IEP meetings, or any other school event that conflicts with the student's course schedule.

Coursework: MIT interns are required to concurrently attend university classes during the yearlong pre-internship and internship placements. Interns register for full-time jobs in the fall and spring semesters. During the fall pre-internship field experience, elementary and secondary interns spend 2 days per week in their public school classroom placements. The spring internship is full-time in the public school classroom Monday through Friday for the entire semester – whenever the school starts back in January through the end of the WSU Spring semester.

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.

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

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

- Department of Children, Youth & Families (DCYF), Child Abuse hotline, 866-363-4276 toll-free, 24/7 866-END-HARM, or
- Law enforcement

Inform the Field Services Director in the event you, as a Field Supervisor, make a report to DCYF or the WSU system listed here. Mandated reporters who knowingly fail to make a report, or cause a report to be made, shall be guilty of a gross misdemeanor. RCW 26.44.080. RCW 26.44 protects individuals from retaliation when they make good-faith reports about child abuse or neglect. All WSU employees must report sexual harassment and sexual misconduct (including sexual assault, nonconsensual sexual contact, stalking, domestic violence, and dating violence) to Compliance and Civil Rights (CCR) or the Title IX Coordinator at ccr@wsu.edu, 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](#).

Clock Hours: Mentor teachers are eligible to receive twenty clock hours for mentoring a teacher candidate during the culminating field 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 the student teaching 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 MIT Internship:

- Demonstrate ability to successfully plan, instruct, and assess
- Receive MET ratings on the Professional Dispositions Evaluation for Field Experiences (PDEFE)
- Attend scheduled seminars and complete all assignments
- Complete the Draft Professional Growth Plan
- Complete the Electronic Student Teaching 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 26.

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 Timeline for MIT Internship Semester: The teacher candidate is expected to meet with their mentor early in the experience and create a student teaching internship timeline. Adaptations are expected as the teacher candidate, mentor teacher, and university supervisor personalize the schedule. See page 23.

Co-Teaching: Everything schools and teacher preparation programs do 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 26.

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 28-30.

The Student Teaching 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 28.

The Professional Dispositions Evaluation for Field Experiences (PDEFE) should be used to give feedback throughout the student teaching internship experience. Focus can be on specific areas 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 student teaching 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 student teaching internship experience. See page 30.

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 considered to be an outstanding 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 a 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 26.
 - 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 Student Teaching Internship on page 23.
 - Assume the role of observer, collaborator and provider of feedback.
 - During this time, it is crucial that the teacher candidate has 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 28, the PDEFE form on page 30, or whatever works for the mentor.
- When using the Student Teaching Internship Weekly Conference Form provided on page 28:
 - 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 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 practicum/student teaching 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 student code of conduct and/or the Professional Dispositions of Teachers (see PDEFE).

In the event a teacher candidate is removed from a practicum/student teaching 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 student teaching 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. Washington State University (WSU) understands that the growing need for substitutes places school districts in a difficult position. However, the student teaching internship is the most valuable pre-service experience and is designed to assure that prospective teachers enter the profession successfully.

Certificate Information: 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 student teaching internship experience.
- The teacher candidate shall notify the university supervisor of each substitute teaching assignment in writing.

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 student teaching internship experience. This does not apply to the period of the MIT internship when the individual is assigned to solo teach, during which time the mentor teacher is available to mentor the teacher candidate.
- 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 MIT 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, (4) is limited to a maximum of three consecutive days per occurrence.

Information and directions for applying for the Intern Substitute is available on the web 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 as a program exit requirement and for issuance of the Residency 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 MIT internship and meeting all WSU requirements for certification, WSU will recommend teacher candidates for a residency teaching

certificate. It is important that teacher candidates **do not** apply for the teaching certificate in E-Certification until an email is received from coe.certification@wsu.edu outlining the 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.

Residency and Professional Teacher Certificates: The Washington endorsable teacher certificate has two levels. The first level is the Residency, and the second is the Professional Certificate. More comprehensive information can be found at the OSPI Certification website <http://www.k12.wa.us/certification/default.aspx>. The endorsement system 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.

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

Professional Certificate: The second level of teacher certification is the Professional Certificate. To move to the Professional Certificate candidates must hold a valid certificate issued by the National Board for Professional Teacher Standards (NBTS).

For additional information on professional certification please visit <http://education.wsu.edu/certification/>

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.

This information and links to the following are found at www.k12.wa.us/CurriculumInstruct/ccss/

Cultural Competency, Diversity, Equity and Inclusion (CCDEI) Standards Washington: A major component of advancing equity in education is ensuring that each and every student learns from well-prepared educators. As such, a critical step in an educator’s preparation journey is their ability to demonstrate cultural responsiveness, and center diversity, equity, and inclusion in the ways they support their students. Statewide standards equip educators with the tools they need to do this.

CCDEI Standards and information can be found here:

<https://www.pesb.wa.gov/innovation-policy/ccdei/>

Social Emotional Learning (SEL) Standards Washington: Social Emotional Learning (SEL) is broadly understood as a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life.

SEL Standards and information can be found here:

<https://www.k12.wa.us/student-success/resources-subject-area/social-emotional-learning-sel>

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 balance 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.

Helpful Resources and Readings

- MIT Program Timeline
- Elementary Course Sequence
- Secondary Course Sequence
- Responsibilities of MIT Interns
- Suggested Timeline for MIT Internship
- Co-Teaching Strategies
- Lesson Plan Format
- Student Teaching Internship Weekly Conference Form
- Weekly Reflection Questions
- PDEFE

Many of these resources are available on our website as individual documents.

www.education.wsu.edu/studentteaching/

And

The associated seminar Canvas page.

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MIT Program Timeline

Prior to Admittance:

- ___ Complete MIT Application
- ___ Take WEST-B (before admittance)
- ___ Take Content exams: WEST-E, WEST-E/NES or any other test/prerequisites needed. These must be completed as listed on your Certification Evaluation form.

Before Program Begins:

- ___ Upon acceptance, meet with Field Placement Coordinator (March/April)
- ___ Enroll in summer classes: <http://registrar.wsu.edu/academic-calendar/>
- ___ Obtain clearance for being in public schools: fingerprinting & liability insurance coverage
**You will not be allowed to enroll in the Pre-Internship until you show proof of liability insurance coverage & fingerprinting clearance. Questions? Contact the Office of Field Services & Certification.*

Summer I:

- Take summer Classes (May-July)
- Enroll in fall classes <http://registrar.wsu.edu/academic-calendar/>

Fall Semester:

- Begin Pre-Internship and Fall classes (Aug)
- Complete Program of Study Request (Aug)
<https://gradschool.wsu.edu/documents/2016/08/program-study-request.pdf>
- Register for Spring Classes and Internship (Nov) <http://registrar.wsu.edu/academic-calendar/>
- Review Graduate School Deadlines and Procedures
<https://gradschool.wsu.edu/deadlines/> (scroll down to see Master's Degree Deadlines)

Spring Semester:

- Develop Resume and Cover Letter (Feb.)
- Attend Job Fair (March)
- Work with Chair/Coordinator on your 702 Project
- Apply for Graduation <https://gradschool.wsu.edu/graduation-application/>
**usually summer term as long as that is when you present your 702 project*
- Register for Summer Classes <http://registrar.wsu.edu/academic-calendar/>

Summer II:

- Begin Summer classes (May-June)
- Complete Final Examination Scheduling form and Application for Degree
<https://gradschool.wsu.edu/documents/2018/01/exam-scheduling.pdf/>
**at least 15 business days before 702 presentations*
- Complete MIT 702 Inquiry Project & Present at Gala Event (June)
- Apply for teaching certificate (upon successful completion of Internship & requirements)

Tri-Cities MIT in Elementary Education Sequence

Course #	Course Title	Credits
Summer Term #1 (Session One and Session Two)		
Session One- First 6 Weeks		
MIT 501	Learning and Development in School and Community Contexts*	3
MIT 505	Classroom Management	3
MIT 508	Curriculum and Instruction Methods	3
Session Two- Second 6 Weeks		
MIT 502	Assessment of Teaching & Learning	3
MIT 531	Literacy Development I	3
MIT 530	Elementary School Social Studies Methods*	3
KINES 536	Methods of Health and Physical Education*	2
Fall Term		
TCH_LRN 510	Theoretical Foundations of Bilingual/ESL Education	3
MIT 533	Elementary School Mathematics Methods	3
MIT 534	Elementary School Science Methods	3
Practicum/Classroom and School based Courses		
MIT 571 <i>or</i> TCH_LRN 490**	Pre-Internship and Seminar	2
MIT 532	Literacy Development II	3
MIT 535	Integrated Fine Arts into K-8 Curriculum	2
Spring Term		
SPEC_ED 520	Teaching in Inclusive Classrooms	2
MIT 575 <i>or</i> TCH_LRN 415**	Internship and Seminar	10
Summer Term #2 First 4 weeks		
MIT 507	Teacher Inquiry and Praxis	3
MIT 702**	Master's Special Problems Examination	2
		TOTAL CREDITS:
		53

*Courses that can be taken during Summer #2 to lighten the first summer load

** Courses with an ** are graded Pass/Fail and do not count in the required total of graded credits (min. of 31 credits)

Tri-Cities MIT in Secondary Education Sequence

Course #	Course Title	Credits
Summer Term #1 (Session One and Session Two)		
Session One- First 6 Weeks		
MIT 501	Learning and Development in School and Community Contexts*	3
MIT 505	Classroom Management	3
MIT 508	Curriculum and Instruction Methods	3
Session Two- Second 6 Weeks		
MIT 502	Assessment of Teaching & Learning	3
MIT 551	Literacy within the Disciplines*	3
MIT 506	Integrating Technology into Classroom Teaching	3
Fall Term		
TCH_LRN 510	Theoretical Foundations of Bilingual/ESL Education	3
MIT 550	Seminar in Middle Level Education	3
	Content Methods- varies by discipline	3
MIT 571 <i>or</i> TCH_LRN 490**	Pre-Internship and Seminar	2
Spring Term		
SPEC_ED 520	Teaching in Inclusive Classrooms	2
MIT 575 <i>or</i> TCH_LRN 415**	Internship and Seminar	10
Summer Term #2 First 4 weeks		
MIT 507	Teacher Inquiry and Praxis	3
MIT 702**	Master's Special Problems Examination	2
TOTAL CREDITS:		46

*Courses that can be taken Summer Term #2 to lighten the course load

** Courses with an ** are graded Pass/Fail and do not count in the required total of graded credits (min. of 31 credits)

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Responsibilities of MIT Interns

As you begin your internship, establish a positive working relationship with your mentor teacher. Strive to earn the role of partner and colleague as you work with students whose education futures are at stake. Invite constructive suggestions, take the initiative to ask questions and share your ideas, and genuinely show your desire to be the best you can be as a new teacher. BE A PROFESSIONAL and be proud of it. Above all, communicate!

- Free yourself from additional responsibilities, outside employment, and other activities that may deter you from devoting your energies to your internship. Take advantage of the opportunity to prove to all involved that you are an OUTSTANDING MIT intern worthy of an excellent letter of reference. As such, you are expected to act in a professional, responsible manner that would be consistent with the standards to which classroom teachers are held and the policies described in this handbook.
- Assume the attitude, the bearing, and the responsibility of a person who can be entrusted with the professional education role. This requires the best possible use of good decision making throughout your pre-internship and internship.
- Demonstrate a professional attitude in all contacts with the school and community, being aware of the instances in which matters of confidence and loyalty are to be respected. Be careful during parent conferences, do not give parents information about any student other than their own son or daughter. You will oftentimes be aware of privileged information and have a professional responsibility to keep such information in strict confidence. Let your mentor teacher guide you.
- Be sensitive to what is appropriate attire for teachers. Although there is no prescribed dress code for your internships, a clean and well-groomed appearance will contribute to your success.
- Address your mentor teacher by the proper name (Miss, Ms., Mrs., or Mr.) in front of students and parents. Students should not be allowed to call you by your first name.
- Be punctual at all times. Check with your mentor teacher for building expectations regarding times to begin and end the day. In the event of illness or other emergency which makes it impossible for you to report to school, report by telephone as soon as possible to both the mentor teacher and the university supervisor. In the spring semester, you are responsible for giving your mentor teacher your lesson plans for the day, just as you would as a substitute teacher. Absences will be made up to the satisfaction of all involved.
- Attend the required field experience seminars (MIT 571 and 575). If it is impossible for you to attend a seminar, contact the university supervisor/MIT Coordinator prior to the seminar. Absences will be made up to the satisfaction of all involved.
- Know your students and learn to evaluate their growth through daily observations, learning experiences, conferences, and other activities.
- Be well prepared in subject matter.
- Complete appropriate short- and long-range planning as required by the mentor teacher and university supervisor
- Make certain that you understand the management procedures established in your classroom. Develop pro-active standards of classroom management.
- Make certain that you understand the emergency procedures in your school.
- Make yourself available for weekly conferences with your mentor teacher in order to discuss your progress in terms of your own ability and readiness for assuming the full role of a teacher. Initiate a regular schedule for consultation and team planning with your mentor teacher. Open and frequent communication is key to the success of your experience.

- Communicate to your university supervisor any changes in schedule or other aspects of your teaching which might affect his/her arrangement of visits with you in your classroom.
- Assume, under the guidance of the mentor teacher, such extra duties as study hall, playground, lunchroom, and hall supervision. Be sure you understand the assignment before you attempt the task!
- In addition to the regularly scheduled seminars, attend faculty meetings and all other professional meetings conducted by the district or other professional groups.
- Attend school functions such as club meetings, plays, concerts, dances, athletic events, PTA meetings, and open house programs. Participate in the planning and supervision of these activities whenever possible

Characteristics of the Effective MIT Intern

- On time and on task
- Effective teaching techniques are used
- Demonstrates a positive attitude
- Moves around the room
- Balances talking and listening appropriately
- Demonstrates enthusiasm
- Demonstrates decency in dealing with students
- Is visible in the classroom
- Interacts appropriately with students
- Instructional objective is clear
- Controls student behavior appropriately
- Appearance is professional
- Actively involved with students
- Demonstrates good organization
- Uses appropriate language and grammar
- Uses different modes of instruction (visual, auditory, hands-on)
- Demonstrates confidence and poise
- Classroom atmosphere is positive
- Checks for student understanding
- Demonstrates appropriate modeling
- Provides appropriate feedback to students
- Maintains a positive feeling/tone in the classroom
- Non-verbal and verbal communications are congruent
- Effectively utilizes time
- Involves all students in the instructions
- Receptive and able to handle criticism
- Has good common sense
- Responsible
- Displays a good sense of humor
- Takes initiative

Suggested Timeline for Student Teaching Internship

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

*** WSU respects that the 2025-2026 school year will not be traditional. We understand that it will be essential for mentors to establish a strong foundation for the students in their class. Teacher candidates are reminded to be service minded and to support the mentor teacher to promote the social, emotional, and educational wellbeing of students.*

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 Student Teaching Internship Handbook in Canvas(r). 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 sent to parents/guardians.
- 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	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. Example: One teacher can observe students for their understanding of directions while the other leads.
One Teach, One Assist	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. 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.
Station Teaching	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. 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.
Parallel Teaching	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. Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
Supplemental Teaching	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. 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.
Alternative (Differentiated)	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. 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.
Team Teaching	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. Example: Both instructors can share the reading of a story or text so that the students are hearing two voices
Solo Teaching	The teacher candidate is the lead planner and teacher for the lesson. The lesson is designed specifically for only one teacher. 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.

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.

Washington State University Sample Lesson Plan Template

Teacher Candidate: Grade/Subject:	Date: 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), Language Development, and Assessment

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

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? (e.g., 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? What needs remediated or extended in future lessons?

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Student Teaching 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.

Student Teacher's 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 with online 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?

Professional Dispositions Evaluation for Field Experiences (PDEFE)

Student Teaching/Internship

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	EVIDENCE
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.	Notes supporting rating: <input type="checkbox"/> Met <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.	Notes supporting rating: <input type="checkbox"/> Met <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.	Notes supporting rating: <input type="checkbox"/> Met <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.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
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.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
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.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
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.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
8. Requests Feedback The teacher candidate respectfully and openly requests, accepts and applies feedback for improvement.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
9. Reflection The teacher candidate reflects on their own practice and progress to improve instruction for all learners.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
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.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Not Met

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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