



# Pre-Internship Mentor Orientation

WSU Tri-Cities Field Services Office

<https://tricity.wsu.edu/education/field-experiences/>



WASHINGTON STATE UNIVERSITY  
College of Education

Thank you for mentoring!



A special thanks to  
STCU for their  
support!



# Welcome & Introductions

Field Services, Faculty, Supervisors



# Field Services – Tri-Cities



Dr. Judy Morrison  
Academic Director  
jamorrison@wsu.edu



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



Lindsay Lightner  
AR Program Director  
llightner@wsu.edu



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

[Tricities.fieldservices@wsu.edu](mailto:Tricities.fieldservices@wsu.edu)



# Field Services – System



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



Heidi Ritter Program  
Specialist  
hritter@wsu.edu



Staci Bickelhaupt  
Certification Coordinator  
sbickel@wsu.edu



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

# WSU Tri-Cities Faculty



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



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



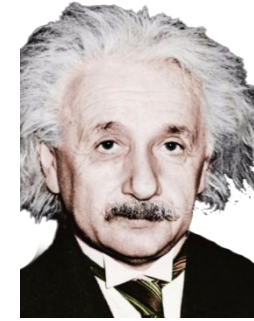
Dr. Eric Johnson  
**Multilingual Education**  
e.Johnson@wsu.edu



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



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



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



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



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



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



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



# WSU Tri-Cities Field Supervisors

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

7+ Years of Teaching Experience  
Supervision/Coaching Experience

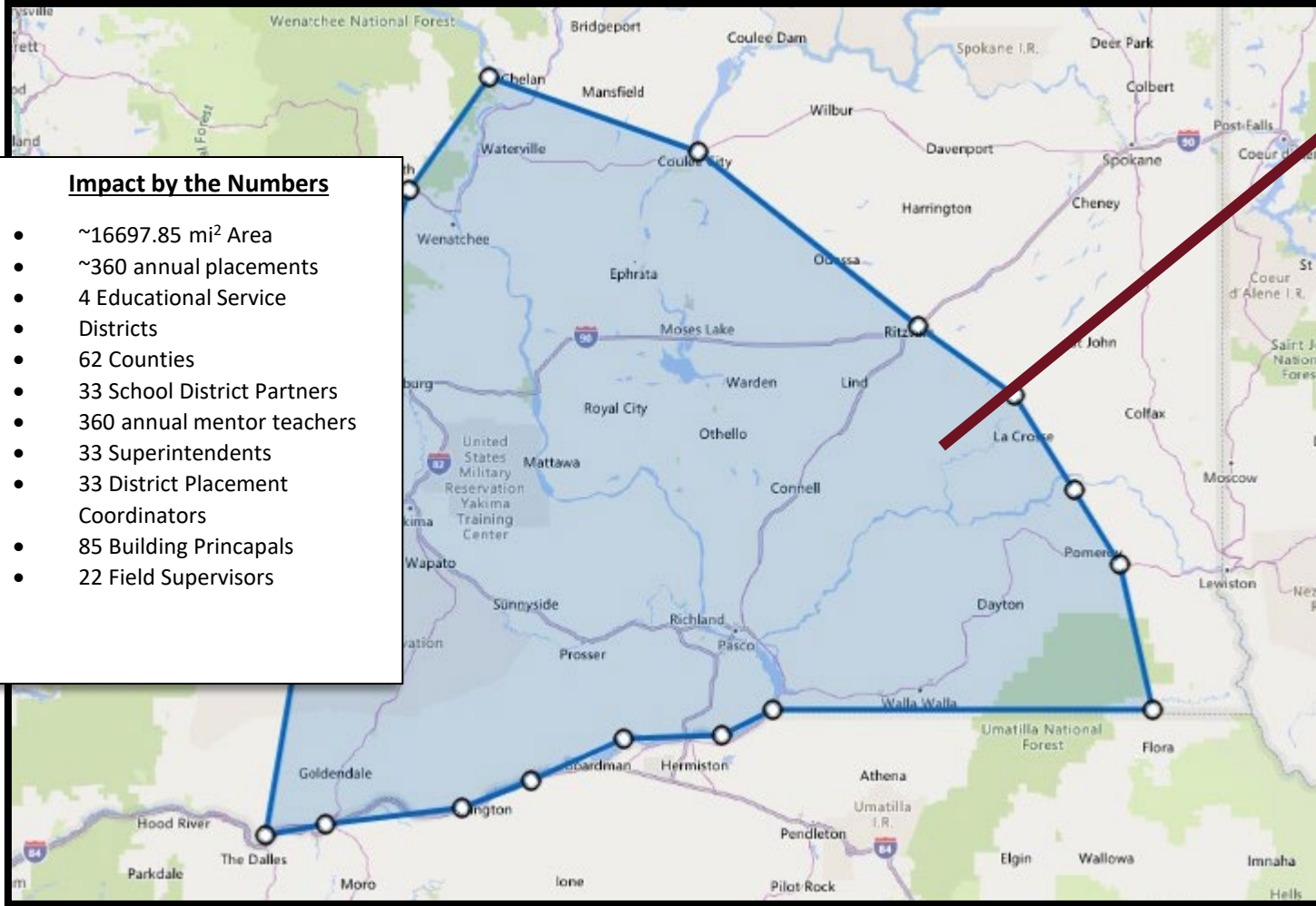




# WSU Tri-Cities Field Supervisors

## Impact by the Numbers

- ~16697.85 mi<sup>2</sup> Area
- ~360 annual placements
- 4 Educational Service Districts
- 62 Counties
- 33 School District Partners
- 360 annual mentor teachers
- 33 Superintendents
- 33 District Placement Coordinators
- 85 Building Principals
- 22 Field Supervisors



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





# Mentor Teacher's Topics

 The Pre-Internship

 Your Role

 The Team

 Evaluations

 Timelines

 Compensation



WASHINGTON STATE UNIVERSITY  
College of Education

# The Pre-Internship





# Pre-Internship Overview

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

## COURSES:

- **TCH\_LRN 490** – Pre-Internship (16 hrs/wk, 210 hrs total)
  - [Dr. Lindsay Lightner \(llightner@wsu.edu\)](mailto:llightner@wsu.edu) 509-372-7366
- **AR TCH\_LRN 490** – Alternate Route Pre-Internship (210 hrs total)
  - [Dr. Lindsay Lightner \(llightner@wsu.edu\)](mailto:llightner@wsu.edu) 509-372-7366
- **MIT 571** - Instructional Strategies, Literacy, Technology, and Assessment (16 hrs/wk, 210 hrs total)
  - [Dr. Lindsay Lightner \(llightner@wsu.edu\)](mailto:llightner@wsu.edu) 509-372-7366



# Teacher Candidate Activities

- Seminar Assignments.
- Weekly log sheet planning with the mentor.
- Observations of the mentor, specialists, para-educators, and programs.
- Assisting the mentor with management, instruction, planning, and logistics.
- Mid-term summary report to the mentor and field supervisor.
- Final summary report to the mentor and field supervisor.
- Submit mid-term and final completed paperwork to the field supervisor by the assigned deadline.

# Teacher Candidate Activities

- Seminar Assignments.
- Weekly log sheet planning with the mentor.
- Observations of the mentor, specialists, para-educators and programs.
- Assisting the mentor with management, instruction, planning and logistics.
- Mid-term summary report to the mentor and field supervisor.
- Final summary report to the mentor and field supervisor.
- Submit mid-term and final completed paperwork to the field supervisor by the assigned deadline.

Adaptations to consider for each candidate:

- Field Experience
- Readiness
- Maturity



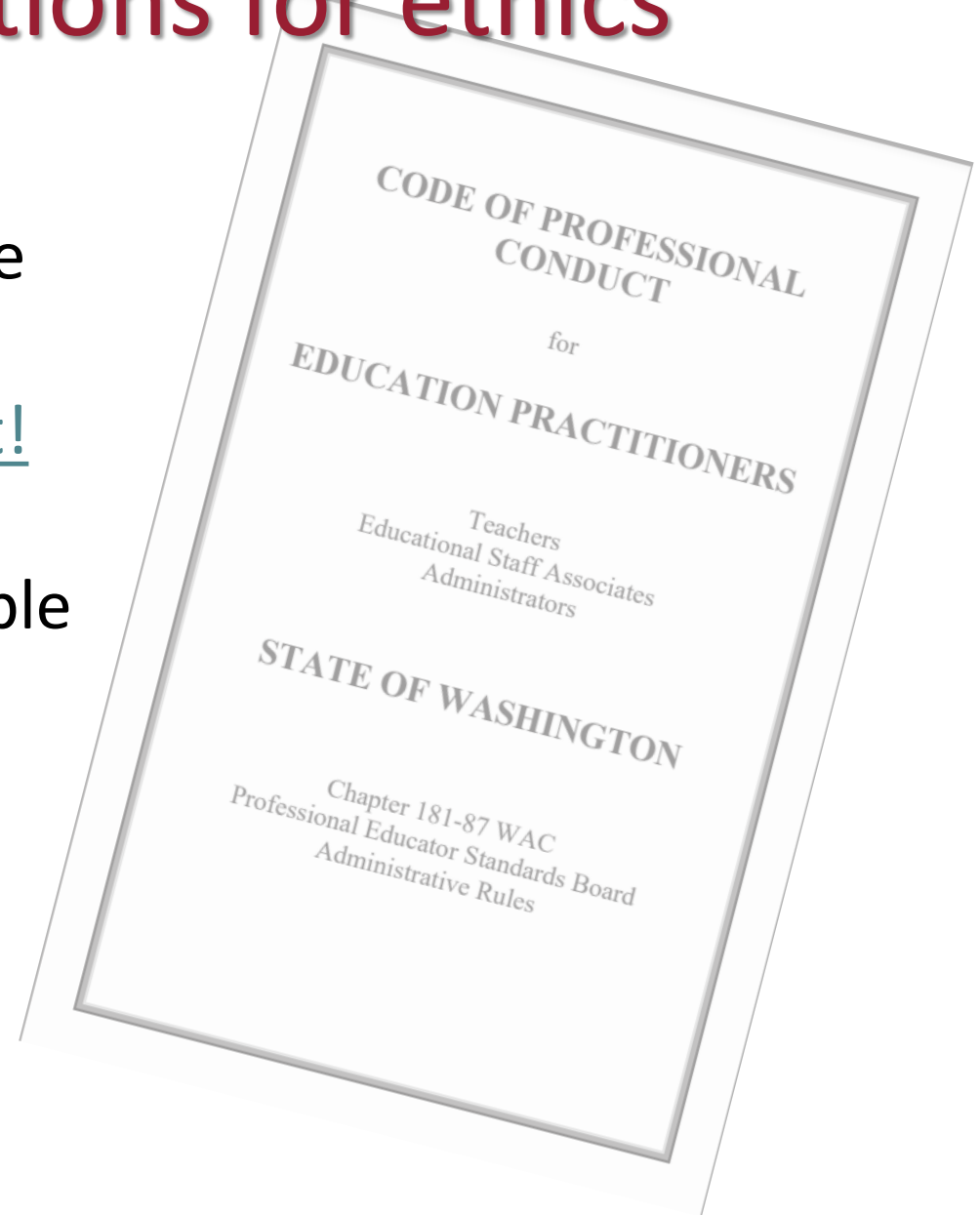
# Teacher Candidate Minimums

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



# Teacher-Candidate Expectations for ethics and confidentiality

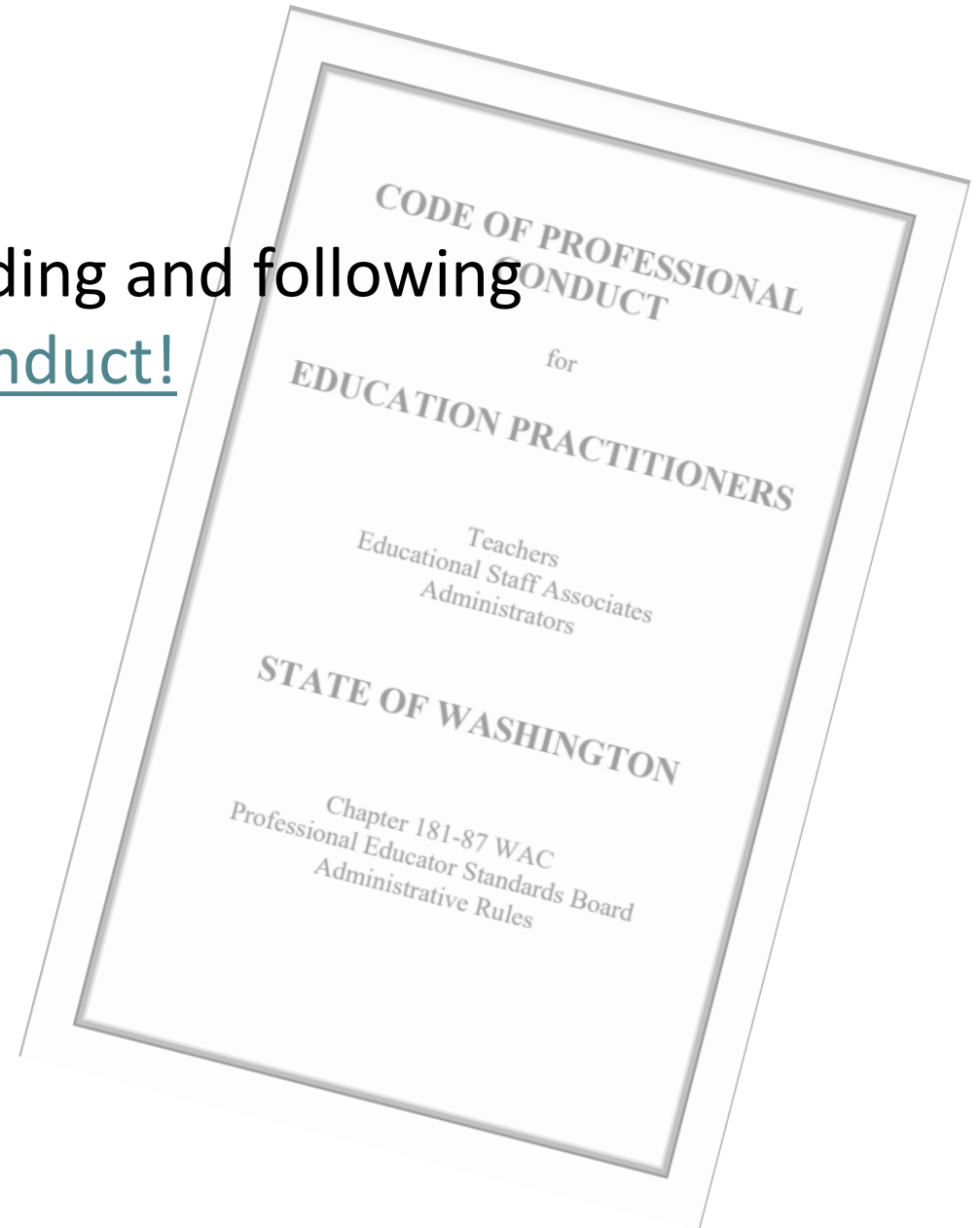
- Code of Conduct: Teacher-Candidates are responsible for reading and following Washington State, [OSPI Code of Conduct!](#)
- FERPA: Teacher-Candidates are responsible for complying with FERPA



# Code of Conduct

- Candidates are responsible for reading and following Washington State [OSPI Code of Conduct!](#)

If unethical behaviors are observed,  
please contact the building supervisor  
and the field supervisor.



# Teacher Candidate Professionalism

Receptive  
Supportive  
Positive  
Dress for Success  
Responsible  
Prepared  
Timely  
Reflective  
Confidential







# Clearances

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

A 'hold' means they must stop their practicum until the clearance is complete.

Please do not allow them to come to the classroom until cleared.

# Seminars

Seminar dates and times are published at:

<https://schedules.wsu.edu>

*Teacher Candidates are excused from all field experience responsibilities to attend seminars. All seminars must be attended.*





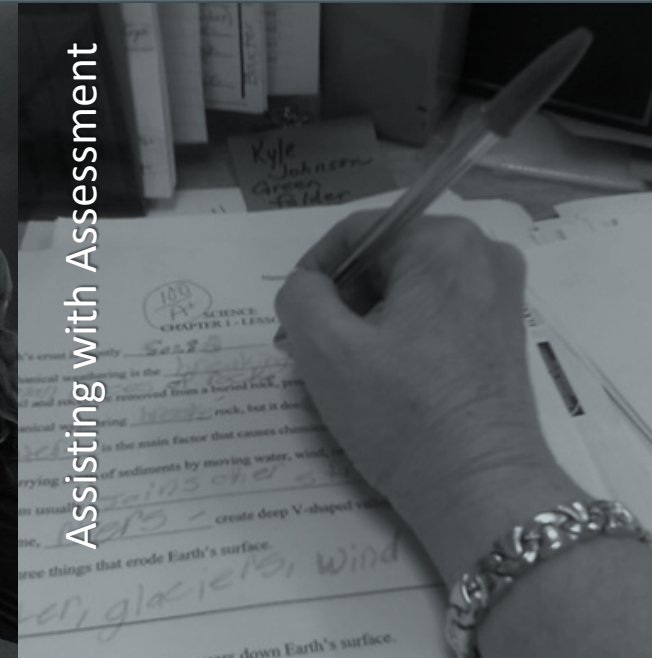
WASHINGTON STATE UNIVERSITY  
College of Education

# The Mentor's Role

# Your Role - Overall

- Modeling
- Coaching (from the sidelines for specific periods of time)
- Collaborating with the field supervisor
- Approving teacher candidate projects and activities
- Teacher Candidate Evaluation & Actionable Feedback

Early Practicum Teacher Candidate Engagement looks like...



# Your Role –Mentor Tasks

- Observations (2 written feedback/4 formal total)
- Weekly log sheet sign-off
- Mid-term and final PI-PDEFE Evaluations

Early Practicum Teacher Candidate Engagement looks like...





# Conversations about Teaching

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

The teaching profession is sophisticated and often requires deep conversations by teacher candidates with experienced mentors to better understand becoming an effective teacher. This document intends to provide ideas about what these topics could entail.

Connecting the current practicum with these topics is essential.

#### Early Practica

- TCH\_LRN 401: Bilingual Education/English Language Learners
- TCH\_LRN 402: Literacy & General Orientation
- TCH\_LRN 405: Math and Science
- TCH\_LRN 590: MIT general early practicum
- SPEC\_ED 490: Special Education

#### Pre-Internship (TCH\_LRN 490; MIT 571; TCH\_LRN 469)

- Pre-internships allow the teacher candidate controlled opportunities to integrate all aspects of teaching.

#### Student Teaching Internship (TCH\_LRN 415; MIT 575)

- Student Teaching Internships allow the teacher candidate increasing responsibility to take over large portions of the teaching day.
- Use of the co-teaching model.

#### **Recommended Topics**

##### Planning

- Lesson Planning
- Professional Learning Communities/Teams
- Using Standards
- Creating learning targets
- Using persona connections within lessons.
- Connecting community and cultural assets to learning
- Vocabulary and symbols related to lesson content
- Curriculum

- Supplementing appropriateness
- Pacing charts

##### Instruction

- Instructional Rigor
- Questioning techniques
- Lesson pacing
- Lesson introductions
- Checking for understanding
- Using formative assessment
- Content application and adjustment
- Adjusting your lesson

- Using GLAD/AVID strategies
- Cooperative learning groups
- Classroom logistics that help instruction
- Entry Tasks
- Incorporating technology
- Using manipulatives and representations in instruction.
- Connecting students to their learning.
- Wait time.
- Remediation and extension of learning
- Classroom management supporting instruction
- Whole group vs. small group.
- Differentiation

##### Assessment

- How to use formative assessment.
- Summative assessments
- How to design an assessment
- Using standardized assessments
- Assessment administration
- Exit slips
- Informal vs. formal assessments

##### Classroom Management

- Setting Expectations
- Reinforcing Expectations
- Organizing the classroom.
- Managing resources
- Monitoring behaviors
- Logistics of the classroom (attendance, lunch count)

- Pacing and time management
- Record keeping and documentation
- Classroom design/setup
- Transitions
- Technology
- Classroom signals and cueing (verbal/nonverbal).
- Proximity
- Use of positive and negative reinforcement

##### Communication & Engagement

- Parent Communications
- Student communications
- Administration communications
- Conferencing
- Community Engagement

##### Inclusion & Equity

- Individual Education Plan (IEP) applications to the classroom.
- How to work with the Special Education team
- The IEP process
- 504 application to the classroom.
- Monitoring Students
- How to deal with CPS concerns.
- Since Time Immemorial (STI) application to the classroom
- Viewing student background as an asset
- How to incorporate diversity within the classroom

# Mentor Observations

Pick an area to focus on:

1. Student Achievement
2. Differentiated Instruction
3. Instructional Strategies
4. Assessment
5. Classroom Management
6. Communication & Collaboration
7. Professional Development
8. Seeks Feedback
9. Reflection
10. Professionalism

- Handwritten on a yellow pad or WSU template.
- Actionable feedback:
  - I saw this...
  - Work towards...
  - By a specific date/time.





# Observation Tools

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

## Observation Tools

There are multiple ways to document and communicate observations to Teacher Candidates. The following are some tools for your consideration:

- CoEd Student Teacher Observation T-Chart (Word(r) fillable form)
- CoEd Student Teacher Observation Worksheet
- CoEd Field T-Chart Feedback (handwritten form)
- CoEd Field Service Discussion Documentation contains recommended topical conversations with your Teacher Candidate.



# At-Risk Candidates

- Be honest, speak kindly and truthfully.
- Communicate concerns directly to the candidate.
- Inform the field supervisor immediately.



# At-Risk Teacher Candidates

## **Step 1: Verbal Conference with written follow-up.**

The first step when a teacher candidate demonstrates concerns is a direct conversation with them.

- Be explicit about the concern and provide a timeline in which the teacher candidate is expected to demonstrate improvement. \*NOTE\* if the concern violates ethical, moral, or legal expectations notify the Field Services Director ([john.mancinelli@wsu.edu](mailto:john.mancinelli@wsu.edu)) immediately.
- Send a “summary of meeting” email as a follow-up to the meeting outlining what was discussed. Keep this email for your records.



# At-Risk Teacher Candidates

## **Step 2: Teacher-candidate plan of improvement.**

There are cases where a Teacher-Candidate significantly struggles or demonstrates deficits during their field experiences.

- The Field Supervisor will work in conjunction with the mentor-teacher and Teacher-Candidate to develop a Plan of Improvement. The Field Supervisor may use [CoEd Student Improvement Plan](#) to outline a clear track for improvement by the Teacher-Candidate.
- The Plan of Improvement must be submitted to the Office of Field Services: Lindsay Lightner ([llightner@wsu.edu](mailto:llightner@wsu.edu)) for all Alternate Route Teacher-Candidates and Dr. John Mancinelli ([john.mancinelli@wsu.edu](mailto:john.mancinelli@wsu.edu)) for all other Teacher-Candidates.



# At-Risk Teacher Candidates

## **Additional Consequences for At-Risk Teacher Candidate Behavior.**

In the event the Teacher Candidate does not make adequate improvement or lack improvement, the Field Director will hold a meeting with the Mentor Teacher, Principal, and Field Supervisor to clarify issues and interview the team.

- The Field Services Director will meet with the Teacher Candidate to discuss the issue. Once interviews are complete, the Field Services Director will determine appropriate next steps including:
  - Reassignment to another mentor teacher.
  - Removal from practicum (“F” for semester grade) and must retake.
  - A specialized intervention.
  - Termination of program.





WASHINGTON STATE UNIVERSITY  
College of Education

# The Team

# Your Field Team



Field Supervisor



Seminar Faculty



Mentor Teacher



Teacher Candidate





# Evaluation

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

Ten Dispositions aligned to the inTASC standards:

1. Student Achievement
2. Differentiated Instruction
3. Instructional Strategies
4. Assessment
5. Classroom Management
6. Communication & Collaboration
7. Professional Development
8. Seeks Feedback
9. Reflection
10. Professionalism



Teacher Candidate Name: \_\_\_\_\_ WSU ID#: \_\_\_\_\_

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

DISPOSITION STANDARD	OBSERVATIONS
<b>1. High Expectations/Understanding Diverse Cultures</b> The teacher candidate <b>centers instruction</b> on high expectations for student achievement through the <b>understanding</b> of individual differences and diverse cultures and communities.	Observations (Provided by Mentor Teacher and/or Field Supervisor) <input type="checkbox"/> Lesson plans learning tasks are aligned to standards <input type="checkbox"/> Lesson plans provide opportunities for students to understand academic language and vocabulary <input type="checkbox"/> Respects gender/ethnic/cultural differences <input type="checkbox"/> Not Observed _____ Evidence (Provided by Teacher Candidate)
<b>2. Differentiation</b> The teacher candidate <b>recognizes</b> individual student learning needs and <b>develops</b> strategies for planning differentiated instruction that supports every student in meeting rigorous learning goals.	Observations (Provided by Mentor Teacher and/or Field Supervisor) <input type="checkbox"/> Lesson plans include learning experiences that address individual and whole class needs <input type="checkbox"/> Lesson plans include informal and/or formal assessments to determine student learning and understanding <input type="checkbox"/> Not Observed _____ Evidence (Provided by Teacher Candidate)
<b>3. Instructional Strategies</b> The teacher candidate <b>demonstrates</b> 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.	Observations (Provided by Mentor Teacher and/or Field Supervisor) <input type="checkbox"/> Uses effective voice (modulation, enunciation, volume) <input type="checkbox"/> Engages students in learning <input type="checkbox"/> Understands and presents concepts and directions clearly <input type="checkbox"/> Not Observed _____ Evidence (Provided by Teacher Candidate)
<b>4. Assessment</b> The teacher candidate <b>understands</b> and <b>uses</b> both formative and summative methods of assessment, as well as student voice, to engage learners in their growth, to monitor learner progress and to adjust instruction to improve student learning.	Observations (Provided by Mentor Teacher and/or Field Supervisor) <input type="checkbox"/> Lesson plans include formative and summative assessments to monitor student learning and understanding <input type="checkbox"/> Lesson plans include student voice and feedback <input type="checkbox"/> Not Observed _____ Evidence (Provided by Teacher Candidate)

# Evaluation

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

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



### Pre-Internship Spring 2023 WSU Tri-Cities Professional Dispositions Evaluation for Field Experiences (PDEFE)

Teacher Candidate Name: \_\_\_\_\_ WSU ID#: \_\_\_\_\_

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

DISPOSITION STANDARD	OBSERVATIONS
<p><b>1. High Expectations/Understanding Diverse Cultures</b> The teacher candidate <b>centers instruction</b> on high expectations for student achievement through the <b>understanding</b> of individual differences and diverse cultures and communities.</p>	<p>Observations (Provided by Mentor Teacher and/or Field Supervisor)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson plans learning tasks are aligned to standards</li> <li><input type="checkbox"/> Lesson plans provide opportunities for students to understand academic language and vocabulary</li> <li><input type="checkbox"/> Respects gender/ethnic/cultural differences</li> <li><input type="checkbox"/> Not Observed _____</li> </ul> <p>Evidence (Provided by Teacher Candidate)</p> <div style="background-color: yellow; height: 40px; width: 100%;"></div>
<p><b>2. Differentiation</b> The teacher candidate <b>recognizes</b> individual student learning needs and <b>develops</b> strategies for planning differentiated instruction that supports every student in meeting rigorous learning goals.</p>	<p>Observations (Provided by Mentor Teacher and/or Field Supervisor)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson plans include learning experiences that address individual and whole class needs</li> <li><input type="checkbox"/> Lesson plans include informal and/or formal assessments to determine student learning and understanding</li> <li><input type="checkbox"/> Not Observed _____</li> </ul> <p>Evidence (Provided by Teacher Candidate)</p> <div style="background-color: yellow; height: 40px; width: 100%;"></div>
<p><b>3. Instructional Strategies</b> The teacher candidate <b>demonstrates</b> effective teaching practices and knowledge of content that use a variety of instructional strategies and technologies to engage learners in critical thinking, creativity and collaborative problem solving focused on the learning targets.</p>	<p>Observations (Provided by Mentor Teacher and/or Field Supervisor)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses effective voice (modulation, enunciation, volume)</li> <li><input type="checkbox"/> Engages students in learning</li> <li><input type="checkbox"/> Understands and presents concepts and directions clearly</li> <li><input type="checkbox"/> Not Observed _____</li> </ul> <p>Evidence (Provided by Teacher Candidate)</p> <div style="background-color: yellow; height: 40px; width: 100%;"></div>

# Evaluation

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

The mentor and field supervisor will discuss the candidate's performance and determine missing elements.

Check the observed actions in the form.

### Pre-Internship Spring 2023 WSU Tri-Cities Professional Dispositions Evaluation for Field Experiences (PDEFE)

Teacher Candidate Name: \_\_\_\_\_ WSU ID#: \_\_\_\_\_

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

DISPOSITION STANDARD	OBSERVATIONS
<p><b>1. High Expectations/Understanding Diverse Cultures</b> The teacher candidate <b>centers instruction</b> on high expectations for student achievement through the <b>understanding</b> of individual differences and diverse cultures and communities.</p>	<p>Observations (Provided by Mentor Teacher and/or Field Supervisor)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson plans learning tasks are aligned to standards</li> <li><input type="checkbox"/> Lesson plans provide opportunities for students to understand academic language and vocabulary</li> <li><input type="checkbox"/> Respects gender/ethnic/cultural differences</li> <li><input type="checkbox"/> Not Observed _____</li> </ul> <p>Evidence (Provided by Teacher Candidate)</p>
<p><b>2. Differentiation</b> The teacher candidate <b>recognizes</b> individual student learning needs and <b>develops</b> strategies for planning differentiated instruction that supports every student in meeting rigorous learning goals.</p>	<p>Observations (Provided by Mentor Teacher and/or Field Supervisor)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson plans include learning experiences that address individual and whole class needs</li> <li><input type="checkbox"/> Lesson plans include informal and/or formal assessments to determine student learning and understanding</li> <li><input type="checkbox"/> Not Observed _____</li> </ul> <p>Evidence (Provided by Teacher Candidate)</p>
<p><b>3. Instructional Strategies</b> The teacher candidate <b>demonstrates</b> effective teaching practices and knowledge of content that use a variety of instructional strategies and technologies to engage learners in critical thinking, creativity and collaborative problem solving focused on the learning targets.</p>	<p>Observations (Provided by Mentor Teacher and/or Field Supervisor)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses effective voice (modulation, enunciation, volume)</li> <li><input type="checkbox"/> Engages students in learning</li> <li><input type="checkbox"/> Understands and presents concepts and directions clearly</li> <li><input type="checkbox"/> Not Observed _____</li> </ul> <p>Evidence (Provided by Teacher Candidate)</p>

# Evaluation

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

The mentor and field supervisor will discuss the candidate's performance and determine missing elements.

Check the observed actions in the form.

List any missing elements for improvement.

### Pre-Internship Spring 2023 WSU Tri-Cities Professional Dispositions Evaluation for Field Experiences (PDEFE)

Teacher Candidate Name: \_\_\_\_\_ WSU ID#: \_\_\_\_\_

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

DISPOSITION STANDARD	OBSERVATIONS
<p><b>1. High Expectations/Understanding Diverse Cultures</b> The teacher candidate <b>centers instruction</b> on high expectations for student achievement through the <b>understanding</b> of individual differences and diverse cultures and communities.</p>	<p>Observations (Provided by Mentor Teacher and/or Field Supervisor)</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Lesson plans learning tasks are aligned to standards</li><li><input type="checkbox"/> Lesson plans provide opportunities for students to understand academic language and vocabulary</li><li><input type="checkbox"/> Respects gender/ethnic/cultural differences</li><li><input type="checkbox"/> Not Observed _____</li></ul> <p>Evidence (Provided by Teacher Candidate)</p>
<p><b>2. Differentiation</b> The teacher candidate <b>recognizes</b> individual student learning needs and <b>develops</b> strategies for planning differentiated instruction that supports every student in meeting rigorous learning goals.</p>	<p>Observations (Provided by Mentor Teacher and/or Field Supervisor)</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Lesson plans include learning experiences that address individual and whole class needs</li><li><input type="checkbox"/> Lesson plans include informal and/or formal assessments to determine student learning and understanding</li><li><input type="checkbox"/> Not Observed _____</li></ul> <p>Evidence (Provided by Teacher Candidate)</p>
<p><b>3. Instructional Strategies</b> The teacher candidate <b>demonstrates</b> effective teaching practices and knowledge of content that use a variety of instructional strategies and technologies to engage learners in critical thinking, creativity and collaborative problem solving focused on the learning targets.</p>	<p>Observations (Provided by Mentor Teacher and/or Field Supervisor)</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Uses effective voice (modulation, enunciation, volume)</li><li><input type="checkbox"/> Engages students in learning</li><li><input type="checkbox"/> Understands and presents concepts and directions clearly</li><li><input type="checkbox"/> Not Observed _____</li></ul> <p>Evidence (Provided by Teacher Candidate)</p>



# Evaluation

## Pre-Internship Professional Dispositions Evaluation for Field Experiences (PDEFE)

The mentor and field supervisor will discuss the candidate's performance and determine missing elements.

Check the observed actions in the form.

List any missing elements for improvement.

### Pre-Internship Spring 2023 WSU Tri-Cities Professional Dispositions Evaluation for Field Experiences (PDEFE)

Teacher Candidate Name: \_\_\_\_\_ WSU ID#: \_\_\_\_\_

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

DISPOSITION STANDARD	OBSERVATIONS
<p><b>1. High Expectations/Understanding Diverse Cultures</b> The teacher candidate <b>centers instruction</b> on high expectations for student achievement through the <b>understanding</b> of individual differences and diverse cultures and communities.</p>	<p>Observations (Provided by Mentor Teacher and/or Field Supervisor)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson plans learning tasks are aligned to standards</li> <li><input type="checkbox"/> Lesson plans provide opportunities for students to understand academic language and vocabulary</li> <li><input type="checkbox"/> Respects gender/ethnic/cultural differences</li> <li><input type="checkbox"/> Not Observed _____</li> </ul> <p>Evidence (Provided by Teacher Candidate)</p>
<p><b>2. Differentiation</b> The teacher candidate <b>recognizes</b> individual student learning needs and <b>develops</b> strategies for planning differentiated instruction that supports every student in meeting rigorous learning goals.</p>	<p>Observations (Provided by Mentor Teacher and/or Field Supervisor)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson plans include learning experiences that address individual and whole class needs</li> <li><input type="checkbox"/> Lesson plans include informal and/or formal assessments to determine student learning and understanding</li> <li><input type="checkbox"/> Not Observed _____</li> </ul> <p>Evidence (Provided by Teacher Candidate)</p>
<p><b>3. Instructional Strategies</b> The teacher candidate <b>demonstrates</b> effective teaching practices and knowledge of content that use a variety of instructional strategies and technologies to engage learners in critical thinking, creativity and collaborative problem solving focused on the learning targets.</p>	<p>Observations (Provided by Mentor Teacher and/or Field Supervisor)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses effective voice (modulation, enunciation, volume)</li> <li><input type="checkbox"/> Engages students in learning</li> <li><input type="checkbox"/> Understands and presents concepts and directions clearly</li> <li><input type="checkbox"/> Not Observed _____</li> </ul> <p>Evidence (Provided by Teacher Candidate)</p>



# Evaluation

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

The mentor and field supervisor will discuss the candidate's performance and determine missing elements.

Check the observed actions in the form.

List any missing elements for improvement.

Determine the candidate's readiness to progress to student teaching. (Yes/No)

### Pre-Internship Spring 2023 WSU Tri-Cities Professional Dispositions Evaluation for Field Experiences (PDEFE)

Teacher Candidate Name: \_\_\_\_\_ WSU ID#: \_\_\_\_\_

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

DISPOSITION STANDARD	OBSERVATIONS
<p><b>1. High Expectations/Understanding Diverse Cultures</b> The teacher candidate <b>centers instruction</b> on high expectations for student achievement through the <b>understanding</b> of individual differences and diverse cultures and communities.</p>	<p>Observations (Provided by Mentor Teacher and/or Field Supervisor)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson plans learning tasks are aligned to standards</li> <li><input type="checkbox"/> Lesson plans provide opportunities for students to understand academic language and vocabulary</li> <li><input type="checkbox"/> Respects gender/ethnic/cultural differences</li> <li><input type="checkbox"/> Not Observed _____</li> </ul> <p>Evidence (Provided by Teacher Candidate)</p>
<p><b>2. Differentiation</b> The teacher candidate <b>recognizes</b> individual student learning needs and <b>develops</b> strategies for planning differentiated instruction that supports every student in meeting rigorous learning goals.</p>	<p>Observations (Provided by Mentor Teacher and/or Field Supervisor)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson plans include learning experiences that address individual and whole class needs</li> <li><input type="checkbox"/> Lesson plans include informal and/or formal assessments to determine student learning and understanding</li> <li><input type="checkbox"/> Not Observed _____</li> </ul> <p>Evidence (Provided by Teacher Candidate)</p>
<p><b>3. Instructional Strategies</b> The teacher candidate <b>demonstrates</b> effective teaching practices and knowledge of content that use a variety of instructional strategies and technologies to engage learners in critical thinking, creativity and collaborative problem solving focused on the learning targets.</p>	<p>Observations (Provided by Mentor Teacher and/or Field Supervisor)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses effective voice (modulation, enunciation, volume)</li> <li><input type="checkbox"/> Engages students in learning</li> <li><input type="checkbox"/> Understands and presents concepts and directions clearly</li> <li><input type="checkbox"/> Not Observed _____</li> </ul> <p>Evidence (Provided by Teacher Candidate)</p>



# Mid-term Evaluation Process



## 1 Week before the mid-term conference.

- Lists evidence in the PI-PDEFE narrative area of each disposition (10).
- Emails the document to the Mentor & Field supervisor to review and consider.



## Before the mid-term conference.

- The mentor and supervisor discusses the candidate's performance in each disposition (10).
- Lists any concerns.
- Determines if performance is satisfactory.
- The Field Supervisor prepares the PI-PDEFE for the conference and either emails the form it or brings it to the conference.



## At the mid-term conference.

- The mentor and supervisor share feedback on their performance with the candidate in each disposition (10).
- Provide actionable steps to address any concerns.
- All parties sign the document acknowledging the conference occurred.



## After the mid-term conference.

- Converts the signed documents to PDF or Word.
- Names each file per the field office requirements.
- Attaches each document to a single email to the field supervisor for record keep and grade submission.





# Final Evaluation Process



## 1 Week before the final conference.

- Lists evidence in the PI-PDEFE narrative area of each disposition (10).
- Emails the document to the Mentor & Field supervisor to review and consider.



## Before the final conference.

- The mentor and supervisor discuss the candidate's performance in each disposition.
- List any concerns.
- Determine if performance is satisfactory. The Field Supervisor prepares the PDEFE for the conference and either emails the form to it or brings it to the conference.



## At the final conference.

- The mentor and supervisor share feedback on their performance with the candidate in each disposition (10).
- Provide actionable steps to address any concerns.
- All parties sign the document acknowledging the conference occurred.



## After the final conference.

- Converts the signed documents to PDF or Word.
- Names each file per the field office requirements.
- Attaches each document to a single email to the field supervisor for record keep and grade submission.

Same as the mid-term process

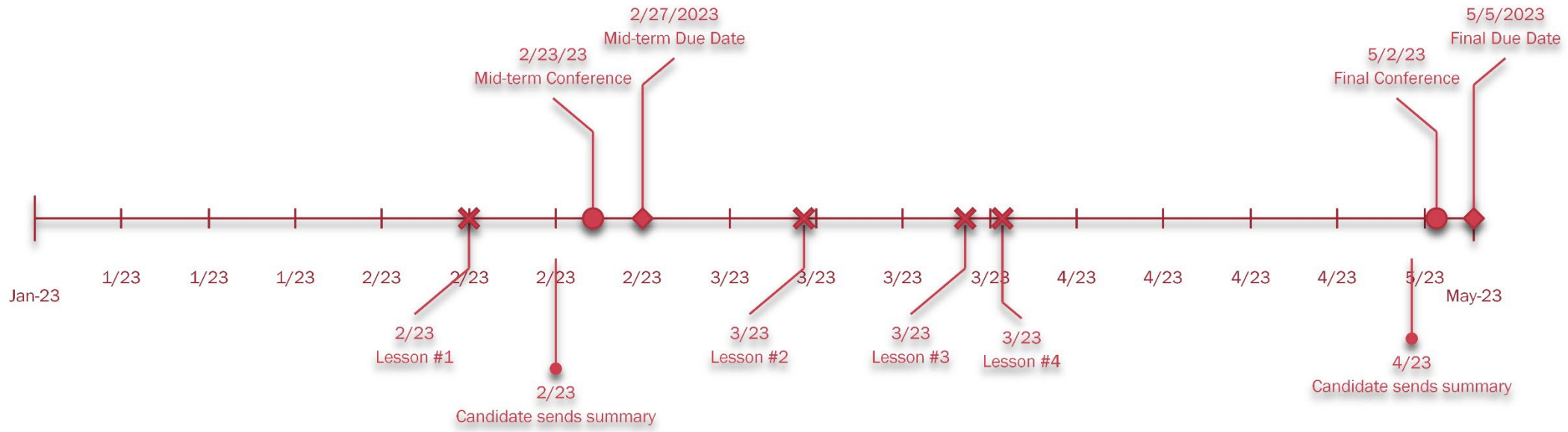


WASHINGTON STATE UNIVERSITY  
College of Education

# Example Timelines

# Example Timeline

TCH\_LRN 490, AR\_TCH\_LRN 490, and MIT 571



# Example Timeline - Weekly

TCH\_LRN 490, AR\_TCH\_LRN 490, and MIT 571

- Week 1 or 2: Meet with the teacher candidate and field supervisor to review practicum expectations, resources, timelines, and deliverables. Request weekly teaching schedule from the teacher candidate to arrange attendance schedule, observation dates, and times. Schedule observations for the term with the teacher candidate and field supervisor.
- Week 2-6: Observe the teacher candidate and provide written feedback for half of the total required observations.
- Week 7: The Teacher Candidate will send an email to the field supervisor and the mentor the Mid-term PI-PDEFE narrative for each of the ten (10) dispositions. The mentor teacher and field supervisor discuss any areas of concern and agree on scores before the mid-term conference with the teacher candidate. The mentor and supervisor add any written feedback or corrections and score all ten (10) dispositions.
- Week 8: Meet with the teacher candidate and field supervisor to review the mid-term PI-PDEFE. Sign the mid-term log sheet and PI-PDEFE to the teacher candidate to submit to the field supervisor for their grade.
- Week 9 – 14: Observe the teacher candidate and provide written feedback for the last half of the required observations.
- Week 15: The Teacher Candidate will send an email to the field supervisor and the mentor the Final PI-PDEFE narrative for each of the ten (10) dispositions. The mentor teacher and field supervisor discuss any areas of concern and agree on scores before the final conference with the teacher candidate. The mentor and supervisor add any written feedback or corrections and score all ten (10) dispositions.
- Week 16: Meet with the teacher candidate and field supervisor to review the final PI-PDEFE. Sign the final log sheet and final PI-PDEFE to the teacher candidate to submit to the field supervisor for their grade.





WASHINGTON STATE UNIVERSITY  
College of Education

# Compensation



# Clock Hours

- As a ‘thank you,’ WSU provides 10 clock hours at no charge to you.
- Clock Hour Forms are emailed approximately the 12th week of the semester to the mentor teacher from the WSU Pullman Certification Office. The clock-hour form includes instructions.



WASHINGTON STATE UNIVERSITY  
College of Education

# Wrapping it up!















# Resources

- [WSU Tri-Cities Field Experience Webpage](#)
- Handbooks/Syllabus (emailed)
- Weekly Newsletter (emailed)
- The Field Supervisor (in person/email/phone)
- Seminar Syllabus & Faculty (candidate)
- Program Coordinators (email/phone)



# Upcoming Deadlines

-  01/09/2023 12:30 PM (East Aud) Early Practicum Orientation (T&L 401, 405, 590, SPEC\_ED 490)
-  01/09/2023 12:30 PM (East Aud) Internship Orientation (T&L 490/MIT 571)
-  01/09/2023 12:30 PM (East Aud) Internship Orientation
-  01/09/2023 12:30 PM (East Aud) Internship Orientation
-  01/09/2023 12:30 PM (East Aud) Internship Orientation
-  01/09/2023 12:30 PM (East Aud) Internship Orientation
-  01/09/2023 12:30 PM (East Aud) Internship Orientation
-  01/09/2023 12:30 PM (East Aud) Internship Orientation
-  01/09/2023 12:30 PM (East Aud) Internship Orientation
-  01/09/2023 12:30 PM (East Aud) Internship Orientation
-  04/30/2023 TBA (TBD) Final signature meeting & paperwork submission to Supervisor
-  05/05/2023 12:00 PM (Email) Final Packet Due to the Field Services Office

Updated based on the current semester/term and sent in the weekly newsletter.





# You will do great!

## General Questions?

- Contact your field supervisor.
  - You received a welcome email with contact information or an update notice.
- Contact the Field Services Office.
  - 509-372-7237
  - [tricityservices@wsu.edu](mailto:tricityservices@wsu.edu)

