Pre-Internship Mentor Orientation

WSU Tri-Cities Field Services Office

https://tricities.wsu.edu/education/field-experiences/
Thank you for mentoring!
A special thanks to STCU for their support!
Welcome & Introductions

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

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

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

7+ Years of Teaching Experience
Supervision/Coaching Experience
WSU Tri-Cities Field Supervisors

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

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

- The Pre-Internship
- Your Role
- The Team
- Evaluations
- Timelines
- Compensation
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) 509-372-7366
- **AR TCH_LRN 490** – Alternate Route Pre-Internship (210 hrs total)
  - Dr. Lindsay Lightner (llightner@wsu.edu) 509-372-7366
- **MIT 571** - Instructional Strategies, Literacy, Technology, and Assessment (16 hrs/wk, 210 hrs total)
  - Dr. Lindsay Lightner (llightner@wsu.edu) 509-372-7366
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.
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Adaptations to consider for each candidate:
• Field Experience
• Readiness
• Maturity
## Teacher Candidate Minimums

<table>
<thead>
<tr>
<th>Course</th>
<th>Minimum Contact Time</th>
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<tbody>
<tr>
<td>T&amp;L 490</td>
<td>16 hrs/wk, 210 hrs total</td>
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<tr>
<td>ART&amp;L 490</td>
<td>Arranged hrs/wk, 210 hrs total</td>
</tr>
<tr>
<td>MIT 571</td>
<td>16 hrs/wk, 210 hrs total</td>
</tr>
</tbody>
</table>
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
Confidential
Positive
Dress for Success
Responsible
Timely
Prepared
Reflective
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.
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...

- Small Groups
- Remediation & Extension
- Individual Support
- Work with Paraeducators
- Teach 4 – 50 minute Lessons
- Assisting with Assessment
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...

- Small Groups
- Remediation & Extension
- Individual Support
- Work with Para-educators
- Teach 4 – 50 minute Lessons
- Assisting with Assessment
Conversations about Teaching

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

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) 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) for all Alternate Route Teacher-Candidates and Dr. John Mancinelli (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.
The Team
Your Field Team

Field Supervisor

Mentor Teacher

Teacher Candidate

Seminar Faculty
**Evaluation**

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

**Pre-Internship Spring 2023 WSU Tri-Cities**

**Professional Dispositions Evaluation for Field Experiences [PDEFE]**

Teacher Candidate Name: ____________________________________________

**Purposes:**
As an indicator that prepares teachers, we observe parents, citizens, and our state's P-12 students our best professional judgment and keep us informed when making decisions about placement of professional dispositions is part of our professional responsibility.

**Ten Dispositions aligned to the inTASC standards:**

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Student Achievement</td>
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<tr>
<td>2.</td>
<td>Differentiated Instruction</td>
</tr>
<tr>
<td>3.</td>
<td>Instructional Strategies</td>
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<tr>
<td>4.</td>
<td>Assessment</td>
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<tr>
<td>5.</td>
<td>Classroom Management</td>
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<td>6.</td>
<td>Communication &amp; Collaboration</td>
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<td>9.</td>
<td>Reflection</td>
</tr>
<tr>
<td>10.</td>
<td>Professionalism</td>
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**Disposition Standard**

- **Student Achievement:** The teacher candidate demonstrates understanding of students' learning needs and differentiates instruction that is culturally and linguistically appropriate to equip students to meet their learning goals.

- **Differentiated Instruction:** The teacher candidate demonstrates understanding and uses effectively classroom instructional processes and techniques to equip students to meet their learning goals.

- **Instructional Strategies:** The teacher candidate demonstrates understanding and uses effectively instruction, assessment, and technology-supporting methods of instruction, as well as student voice, to engage learners in a shared, collaborative group problem-solving focused on the learning goals.

- **Assessment:** The teacher candidate demonstrates understanding and uses effectively classroom instructional processes and techniques to equip students to meet their learning goals.
The teacher candidate will enter the evidence in the form before sending it to their mentor and field supervisor.
The mentor and field supervisor will discuss the candidate’s performance and determine missing elements.

Check the observed actions in the form.
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.
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.

<table>
<thead>
<tr>
<th>DISPOSITION STANDARD</th>
<th>OBSERVATIONS</th>
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<tbody>
<tr>
<td>1. High Expectations/Understanding Diverse Cultures</td>
<td>Observations (Provided by Mentor Teacher and/or Field Supervisor)</td>
</tr>
<tr>
<td>The teacher candidate centers instruction on high expectations for student achievement through the understanding of individual differences and diverse cultures and communities.</td>
<td>☐ Lesson plans learning tasks are aligned to standards</td>
</tr>
<tr>
<td></td>
<td>☐ Lesson plans provide opportunities for students to understand academic language and vocabulary</td>
</tr>
<tr>
<td></td>
<td>☐ Respects gender/ethnic/cultural differences</td>
</tr>
<tr>
<td></td>
<td>☐ Not Observed</td>
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<td></td>
<td>Evidence (Provided by Teacher Candidate)</td>
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<tr>
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<tr>
<td>2. Differentiation</td>
<td>Observations (Provided by Mentor Teacher and/or Field Supervisor)</td>
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<tr>
<td>The teacher candidate recognizes individual student learning needs and develops strategies for planning differentiated instruction that supports every student in meeting rigorous learning goals.</td>
<td>☐ Lesson plans include learning experiences that address individual and whole class needs</td>
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<tr>
<td></td>
<td>☐ Lesson plans include informal and/or formal assessments to determine student learning and understanding</td>
</tr>
<tr>
<td></td>
<td>☐ Not Observed</td>
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<td></td>
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<tr>
<td>3. Instructional Strategies</td>
<td>Observations (Provided by Mentor Teacher and/or Field Supervisor)</td>
</tr>
<tr>
<td>The teacher candidate demonstrates effective teaching practices and knowledge of content that use a variety of instructional strategies and technologies to engage learners in critical thinking, creativity and collaborative problem solving focused on the learning targets.</td>
<td>☐ Uses effective voice (modulation, enunciation, volume)</td>
</tr>
<tr>
<td></td>
<td>☐ Engages students in learning</td>
</tr>
<tr>
<td></td>
<td>☐ Understands and presents concepts and directions clearly</td>
</tr>
<tr>
<td></td>
<td>☐ Not Observed</td>
</tr>
<tr>
<td></td>
<td>Evidence (Provided by Teacher Candidate)</td>
</tr>
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</table>
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)
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 discusses the candidate’s performance in each disposition.
- Lists any concerns.
- Determines if performance is satisfactory.
- The Field Supervisor prepares the PDEFE for the conference and either emails the form 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.
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.
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.
Wrapping it up!
Resources

• **WSU Tri-Cites 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 2:00 PM (East Aud) Pre-Internship Orientation (T&L 490/MIT 571)
- 01/09/2023 7:00 PM (TCOL 202) Mentor Teacher Orientation
- 01/16/2023 All Day (NA) Martin Luther King Jr Day-(Observe with K-12)
- 02/20/2023 All Day (NA) President’s Day-(Observe with K-12)
- 02/20/2023 12:00 PM (Email) Mid-term PDEFE/EPPCJ Summary to Field Supervisor and Mentor Teacher
- 02/20/2023 TBA (TBD) Mid-term signature meeting & paperwork submission to Supervisor
- 02/27/2023 12:00 PM (Email) Mid-term Packets due to Field Services Office
- 04/30/2023 12:00 PM (Email) Final PDEFE/EPPCJ Summary to Field Supervisor and Mentor Teacher
- 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
• tricities.fieldservices@wsu.edu