

**Student Teaching Internship Seminar (TCH_LRN 415 or MIT 575) Details**

Fall Semester 2023

Seminar Meetings: 8/21/23, 9/11/23, 9/18/23, 10/2/23, 10/9/23, 10/23/23, 11/13/23, 11/27/23, 12/4/23

Time: 4:10-6:10 pm

Location: Collaboration Hall 102 (TCOL)

Instructor: John Mancinelli (john.mancinelli@wsu.edu)



The College of Education 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.

The mission of the College of Education is to address the needs of communities, families, individuals, and educational institutions in a diverse society by establishing a learning community that provides reciprocal development among students, faculty, and staff through leadership, scholarship, and professional practice.

Effective teaching requires that educators draw upon students' social, cultural, linguistic, and academic strengths. To accomplish this task, teachers must have an understanding of (a) learners, (b) learning, and (c) teaching, as well as the disposition to employ this knowledge in the service of individual welfare and social justice.

The success or failure of the student teaching internship experience depends on the quality of relationships developed between the pre-service teacher, cooperating teacher, and university supervisor. Each plays an important role that contributes to the total professional development of the prospective teacher. Again, three-way continuous communication is the key.

Internship Expectations:

- Attend all regularly scheduled internship days on time. The term begins when you are assigned a mentor teacher and location. If this occurs before the official term start date, and you complete all of your clearances, you will begin the first contracted day of the mentor teacher. The term concludes on the Friday of finals week.
 - The mentor teacher and supervisor must be notified about any absences from the internship.
 - Document all absence days and times on your log sheet.
 - The required time must be 600 hours (7.5 hrs./day for five days/week for 16 weeks).
- Reflect on and invest in your practice. Take advantage of opportunities by seeking feedback, researching resources, and finding answers to your challenges. Determine the next steps you need to take in your growth trajectory and rehearse them before enacting them. You will enter observations and reflections in a log sheet throughout the semester. The log sheet documents your contact hours for the internship and may be used to complete other required



documents for the final packet. Use the log sheet, written feedback, verbal feedback, and personal observations to assess your practice and set new improvement goals.








- Communicate professionally. Regardless of the medium, think about your presentation and how students could interpret it, parents/guardians, mentors, administrators, and supervisors. Use proper grammar and be efficient with your communication.
- Complete all assignments to a “satisfactory” grade.
- Complete all ten PDEFE with a “met” grade.

Professional Dispositions

Teacher preparation programs at Washington State University are required to assess all teacher candidates’ “professional dispositions.” This assessment occurs throughout the teaching programs in courses and in-field experiences. A description of the University’s use of professional dispositions is available at <https://education.wsu.edu/undergradprograms/teachered/professionaldisposition/> as well as the actual form used, when necessary, to communicate concerns and remediation.

The mentor teacher and field supervisor will use the [PDEFE form](#) found on the [Field Experiences web page](#) to grade your performance at mid-term and for the final. To pass the course, the final PDEFE must have “met” in all ten dispositions.

Class Norms (Student Behavior Expectations)

-  **Be present:** eliminate distractions and engage with colleagues, guest speakers, and professors.
-  **Be thoughtful:** discuss ideas, not personalities, constructively and professionally.
-  **Be professional:** own your behavior, work quality, personal learning, and responsibilities.
-  **Be inclusive:** more listening than talking and encourage others by asking questions.
-  **Be a global thinker:** look at topics, issues, and people through multiple lenses to consider perspectives.
-  **Be brave:** ask the hard questions and challenge yourself.
-  **Be a team member:** agree to disagree at times, and communicate in an edifying manner.

Expectations for Professional Communication

The College of Education faculty members emphasize the importance of effective written and oral communication for teachers. Students in the program will demonstrate that they can meet professional communication standards on their assignments. A student who fails to adhere to writing conventions (e.g., makes consistent grammatical and spelling errors, frequently misuses words or phrases, fails to organize writing effectively) may be required to work with the Writing Center or complete additional coursework. Students are accountable for demonstrating that they can precise and professional verbal communication.

Required Technology for Communications & Work Submission

The use of technology to access, receive, submit, and produce work for this course requires each student to use a computer and software that can read and save their work in the following



formats: Microsoft® Word®, Excel®, PowerPoint®, and Adobe® PDF. In addition, the course is accessible on CANVAS® (<https://wsu.instructure.com/>) websites.

All electronic communications are conducted through your “wsu.edu” email account. Your responsibility is to monitor, manage, and respond to communications through this account. Work is accepted only by submitting it through CANVAS® in either Microsoft Office® or PDF® formats. No work will be accepted through any other venue. CANVAS® will also contain announcements and communications that all students are responsible for reading. So be sure to check CANVAS® frequently and set up notifications through the student interface.

Statement of Academic Integrity

WAC 504-25-015 Academic Dishonesty

Academic dishonesty, including cheating, plagiarism, and fabrication, is prohibited. Knowingly facilitating academic dishonesty is also prohibited. The University expects all students to accept these standards and conduct themselves as responsible academic community members. Students should interpret these standards as general notice of prohibited conduct. They should be read broadly and don't define misconduct in exhaustive forms. Faculty and their departments also have jurisdiction over academic matters and may also take academic action against students for any academic dishonesty discovered in their courses.

Academic integrity is the cornerstone of higher education. As such, all members of the university share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Academic integrity will be strongly enforced in this course. A student who violates WSU's academic integrity policy (identified in Washington Administrative Code (WAC) 504- 26-010(3) and -404) will fail the course, will not have the option to withdraw from the course pending an appeal, and will be reported to the Office of Student Conduct.

Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students WAC 504-26-010(3). You need to read and understand all of the definitions of cheating: <http://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010>.

If you have any questions about what is and is not allowed in this course, you should ask the instructor before proceeding. If you wish to appeal a faculty member's decision related to academic integrity, please use the form available at conduct.wsu.edu

Course Standards and Alignment

1997 Standard V Knowledge and Skills

This course covers the following 1997 Standard V Knowledge and Skills: After the Teacher Preparation Program, the candidates will be able to:

- Apply their knowledge of the state learning goals and standards
- Apply the subject matter for the content areas they teach, including the essential areas of study for each endorsement area the candidate is applying.
- Apply professional ethics.



- Apply research-based and experience-based principles of effective practice to encourage students' intellectual, social, and personal development.
- Apply effective instructional strategies for students at all academic abilities and talent levels.
- Plan and manage instruction based on knowledge of the content area, the community, and curriculum goals
- Apply formal and informal assessment strategies for evaluating and ensuring the learner's continuous intellectual, social, and physical development.
- Effectively interact with parents to support students' learning and well-being.
- Use educational technology, including computers and other technologies in instruction, assessment, and professional productivity.
- Apply strategies for effective participation in group decision-making.

Campus Safety

Please sign up for emergency alerts on your account at MyWSU. For more information on this subject, campus safety, and related topics, please view the FBI's Run, Hide, Fight video and visit the classroom safety page <https://provost.wsu.edu/classroom-safety/>.

The Writing Center

The WSU Tri-Cities Writing Center is a free, drop-in, peer tutoring service and academic resource available to all students of any discipline. Our goal is to create a positive, encouraging, and inclusive writing community by supporting students during any writing process phase. We will open during the 3rd week of the semester and are located on the second floor of the Max. E. Benitz Library.

Student Support Services

Academic success can be challenging if you have trouble meeting basic needs like safe shelter, sleep, and nutrition. If you have difficulty affording groceries or accessing sufficient food to eat every day, lack a safe and stable place to live, have an emergency, or need support, I urge you to contact Student Support Services at

509-372-7433, review the list of services available on the Student Support Services website,

stop by the Cougar Cupboard in the East Commons, and/or speak to me. We want to help you. If you have a friend who needs support, consider filling out a Cougar Cares, or review the list of services available on the Student Support Services website.

Students with Disabilities and Accommodations

Reasonable accommodations are available for students with documented disabilities or chronic medical conditions. If you have a disability and need accommodations to fully participate in this class, please visit your campus Access Center website <https://tricitie.wsu.edu/current-students/access/> to follow published procedures to request accommodations. Students may also call or email the Access Center at 509-372-7352 or by email to Gretchen Hormel at ghormel-tomkins@wsu.edu to schedule an appointment with an Access Advisor. All disability related accommodations are to be approved through the Access Center. It is a university expectation



that students with approved accommodations visit with instructors (in person or via Zoom) within two weeks of requesting their accommodations to discuss logistics. All accommodations must be approved through the Access and Support Services Coordinator, Gretchen Hormel.

Public health directives may be adjusted throughout the year to respond to the evolving COVID-19 pandemic. Directives may include, but are not limited to, compliance with WSU's COVID-19 vaccination policy, wearing a cloth face covering, physically distancing, and sanitizing common-use spaces. All current COVID-19 related university policies and public health directives are located at <https://wsu.edu/covid-19/>. Students who choose not to comply with these directives may be required to leave the classroom; in egregious or repetitive cases, student non-compliance may be referred to the Center for Community Standards for action under the Standards of Conduct for Students.

Reasonable Religious Accommodation: Washington State University reasonably accommodates absences allowing for students to take holidays for reasons of faith or conscience or organized activities conducted under the auspices of a religious denomination, church, or religious organization. Reasonable accommodation requires the student to coordinate with the instructor on scheduling examinations or other activities necessary for course completion. Students requesting accommodation must provide written notification within the first two weeks of the beginning of the course and include specific dates for absences. Approved accommodations for absences will not adversely impact student grades. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who feel they have been treated unfairly in terms of this accommodation may refer to Academic Regulation 104 - Academic Complaint Procedures. See also Academic Regulation 82, available at <https://registrar.wsu.edu>

COVID-19 Policy: Students are expected to abide by all current COVID-19 related university policies and public health directives. These directives may be adjusted to respond to the evolving COVID-19 pandemic. Directives may include, but are not limited to, compliance with WSU's COVID-19 vaccination policy, wearing a cloth face covering, physically distancing, and sanitizing common use spaces. All current COVID-19 related university policies and public health directives are located at <https://wsu.edu/covid-19/>. Students who do not comply with these directives may be required to leave the classroom; in egregious or repetitive cases, student non-compliance may be referred to the Center for Community Standards for action under the Standards of Conduct for Students.

Service/Emotional Support Animal Guidelines (Executive Policy 39)

Please review the university policies on service animal and emotional support animals at: <https://access.wsu.edu/service-animals/>. Pets are not allowed on campus. Emotional support animals are not allowed in public buildings or in classrooms. Trained service animals are allowed in classrooms. If you have questions about animals on campus, please contact the University ADA Coordinator (<https://access.wsu.edu/ada-coordinator/>) and refer to Executive Policy 39 Service and Support Animal Police found at: <https://access.wsu.edu/service-animals/>.

Student Concerns: If you have any concerns, please get in touch with Student Affairs in West 269. For concerns about this class or your performance in the course, please contact me at any



time in person, through email, or by telephone.

Dr. Mancinelli will be available before and after the class over zoom, where we can talk or set a time to meet face-to-face on campus

Grading

The Student Teaching Internship Seminar is graded as a Pass or Fail. Candidates must complete all assignments with a 'satisfactory' grade. Candidates must achieve "met" standard of all PDEFE dispositions.

Assignments

- Seminar participation and attendance.
- Read, understand, apply, and complete all requirements in the Student Teaching Handbook.
- Weekly PDEFE Discussion Participation.
 - Think back over the week and reflect on your experiences that fit into the ten PDEFE dispositions. Some choose to voluntarily journal their activities so that it is easier to summarize their activities for their mentors and supervisors at mid-term and finals. We will discuss our experiences during class, but no weekly summary is turned in. Here are the ten disposition areas:
 1. Student Achievement
 2. Individual Student Needs
 3. Effective teaching/instruction
 4. Assessment
 5. Learning Environment
 6. Communication & Collaboration
 7. Initiative
 8. Seeks Feedback
 9. Reflective Practice
 10. Professionalism
- Diversity Engagement Summary. Due December 12th, 2023.
- **Log Sheet of ~600 Contact Hours minimum.** Due at mid-term and final documentation submission deadlines.
 - All candidates are expected to maintain weekly documentation of their contact time for their student teaching internship on the Log Sheet.
 - The mentor teacher will check periodically and sign/initial approval of documentation.
 - The field supervisor may request the log sheet at any time and must submit it to them upon request.
 - Acceptable time to document.
 - The regular contracted day you spend with your mentor teacher, including before school, preparation time, lunchtime, meetings, and after-school activities.
 - Lesson planning and preparation in the evenings and on weekends that the mentor teacher reviews.
 - Special events designated by the Field Services Director.
 - What if my documented time falls short of the required 600 hours?



- Immediately speak with your mentor teacher to look for opportunities to complete additional time.
- Immediately contact your field supervisor. The Field Services Office will schedule a meeting to review your completion plan.
 - The Field Services Office may then be able to arrange an extension of your internship if the K-12 schools are in session after the semester's termination.
- **Lesson Plans.** Due by arrangement with the supervisor & mentor no later than December 12th, 2023.
 - Identify four lessons your mentor or field supervisor will observe you teach.
 - Using the “Lesson Planning Context Summary” form, complete all the required information to include with your lesson plan to your mentor, field supervisor, and seminar lesson plan.
 - Using the [College of Education template](#), write four lesson plans based on the schedule identified by your mentor and field supervisor.
 - Submit the completed lesson plans 24 hours before the lesson to your mentor, field supervisor, and CANVAS®.
 - They must be observed by your mentor teacher or field supervisor. Include their feedback with your lesson planning materials in a single PDF® document when submitting to CANVAS®.
- **Mid-term PDEFE Summary.** Due: September 20th, 2023.
 - Write a summary of your accomplishments for each disposition. Provide each disposition header with the associated number. No more than one paragraph for each disposition (10 pages maximum for all). Single-spaced, size 11 font, 1” margins.
- Submit Mid-term Documentation to Field Supervisor. Due: September 20th, 2023.
- **Final PDEFE Summary.** Due November 28th, 2023.
 - Write a summary of your accomplishments for each disposition. Provide each disposition header with the associated number. No more than one paragraph for each disposition (10 pages maximum for all). Single-spaced, size 11 font, 1” margins.
- Professional Growth Plan (PGP). Due December 12th, 2023
- **Interview Packet.** Due December 4th, 2023.
 - Updated Resume
 - Certification
 - Education
 - Work Experience
 - Interests/Honors/Awards
 - References
 - Letter of Interest
 - Why are you interested in working for....?
 - What makes you qualified?
 - Education Belief Statements
 - Foundations of Learning
 - Classroom management
 - Student Well-being
 - Honoring Diversity



- Collaboration
- Continuous improvement
- **Blue Course Survey:** Due December 12th, 2023 during the final seminar class.
 - Provide feedback about the course to the instructor by the last day of finals.
- **EBI Survey:** Due December 12th, 2023 during the final seminar class.
 - This survey must be completed in person and returned to the instructor by the last day of finals.
- **Exit Survey** (Emailed from Pullman) Due December 12th, 2023
 - This survey will be sent to you from Pullman the week of finals.
- **Submit Final Documentation Packet to Field Supervisor:** Due Assigned before December 12th, 2023.
 - Compile, complete, format, and submit your paperwork using the [Checklist](#).
 - Email your final packet to your Field Supervisor by assigned day before December 12th, 2023.
 - Address an email to your Field Supervisor.
 - Attach all six documents to the email.
 - Send the final email packet by the deadline.
 - Your field supervisor will review your paperwork and approve or return it to you for correction. Field Supervisors are to submit your completed packets to the Field Services Office by December 12th, 2023 no later than 12:00 noon.



Appendix: A Documentation Process:

