



Student Teaching 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



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Field Services – System



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WSU Tri-Cities Faculty



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Dr. Jonah Firestone
Math/Science/Tech/Assessment
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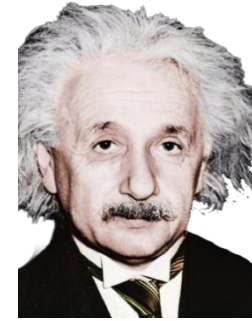
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Dr. John Mancinelli
**Educational Leadership
Classroom Management**
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Dr. Kathleen Cowin
Educational Leadership
Kathleen.cowin@wsu.edu



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

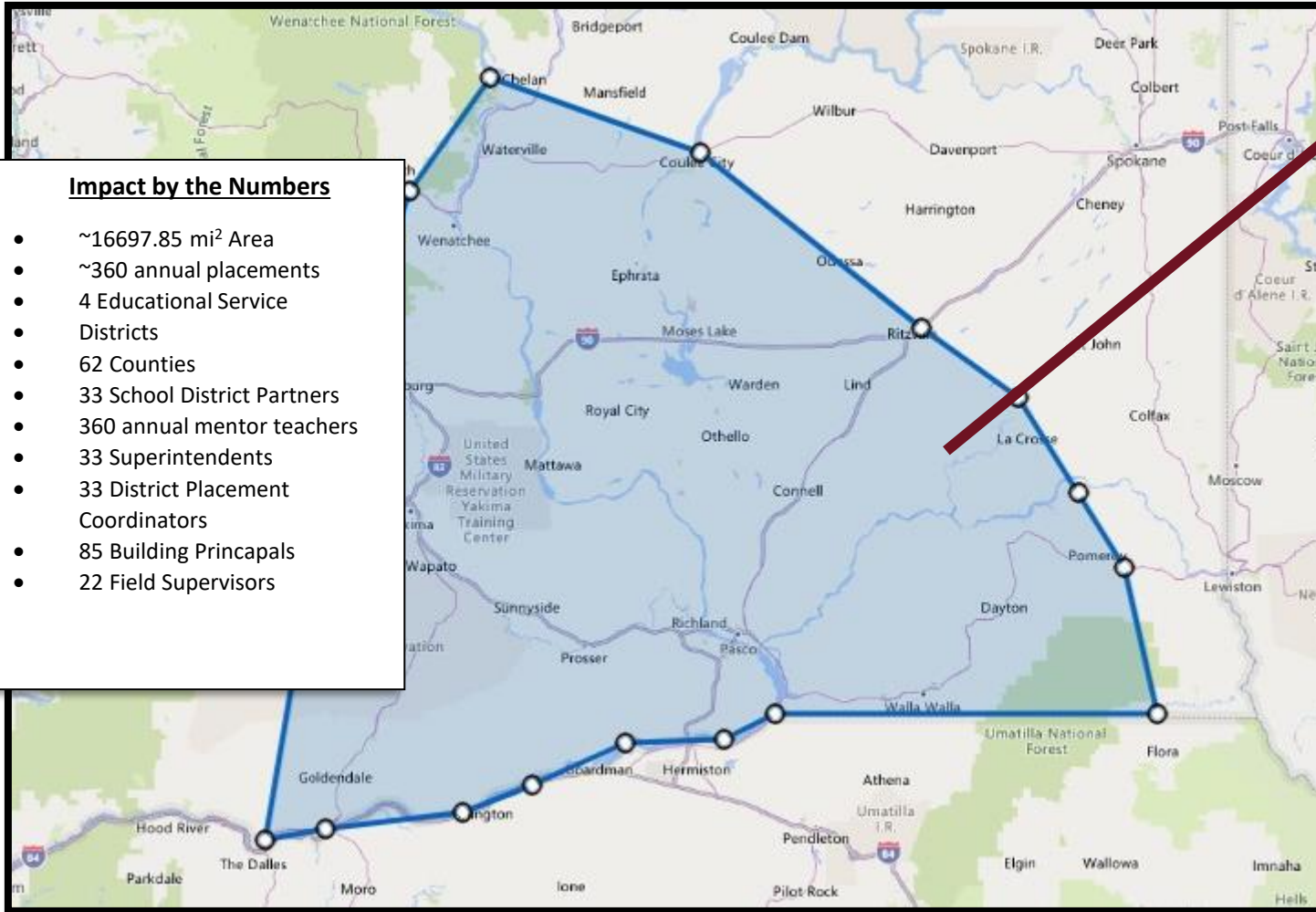


WSU Tri-Cities Field Supervisors







Impact by the Numbers

- ~16697.85 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

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



Mentor Teacher's Topics

-  The Student Teaching Internship
-  The Mentor's Role
-  The Team
-  Evaluations
-  Timelines
-  Compensation



The Student Teaching Internship



Student Teaching Overview

Student Teaching is designed to develop the teacher candidate into an autonomous professional educator.

The classroom is released to the candidate to demonstrate the management, instruction, and assessment of the K 12 classroom.

COURSES:

- **TCH_LRN 415** – Student Teaching (Full-time from 8/22 to 12/15)
- **AR TCH_LRN 415** – Alternate Route Student Teaching (Full-Time for 8 weeks)
- **MIT 575** – Student Teaching (Full-time from 8/22 to 12/15)



Teacher Candidate Responsibilities

- Attending all seminars and assignments.
- Weekly log sheet planning with the mentor.
- Planning, instruction, assessment, and management.
- Becoming skilled and knowledgeable enough to take over the classroom in every aspect.
- Communicate professionally.
- Conduct themselves professionally.
- Mid-term summary report to the mentor and field supervisor.
- Final summary report to the mentor and field supervisor.
- Meet all certification requirements.
- Submit mid-term and final completed paperwork to the field supervisor by the assigned deadline.



Teacher Candidate Responsibilities

- Attending all seminars and assignments.
- Weekly log sheet planning with the mentor.
- Planning, instruction, assessment, and management.
- Becoming skilled and knowledgeable enough to take over the classroom in every aspect.
- Communicate professionally.
- Conduct themselves professionally.
- Mid-term summary report to the mentor and field supervisor.
- Final summary report to the mentor and field supervisor.
- Meet all certification requirements.
- 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 415	40 hrs/wk, ~620 hrs total
ART&L 415	Arranged hrs/wk, 210 hrs total
MIT 575	40 hrs/wk, ~620 hrs total

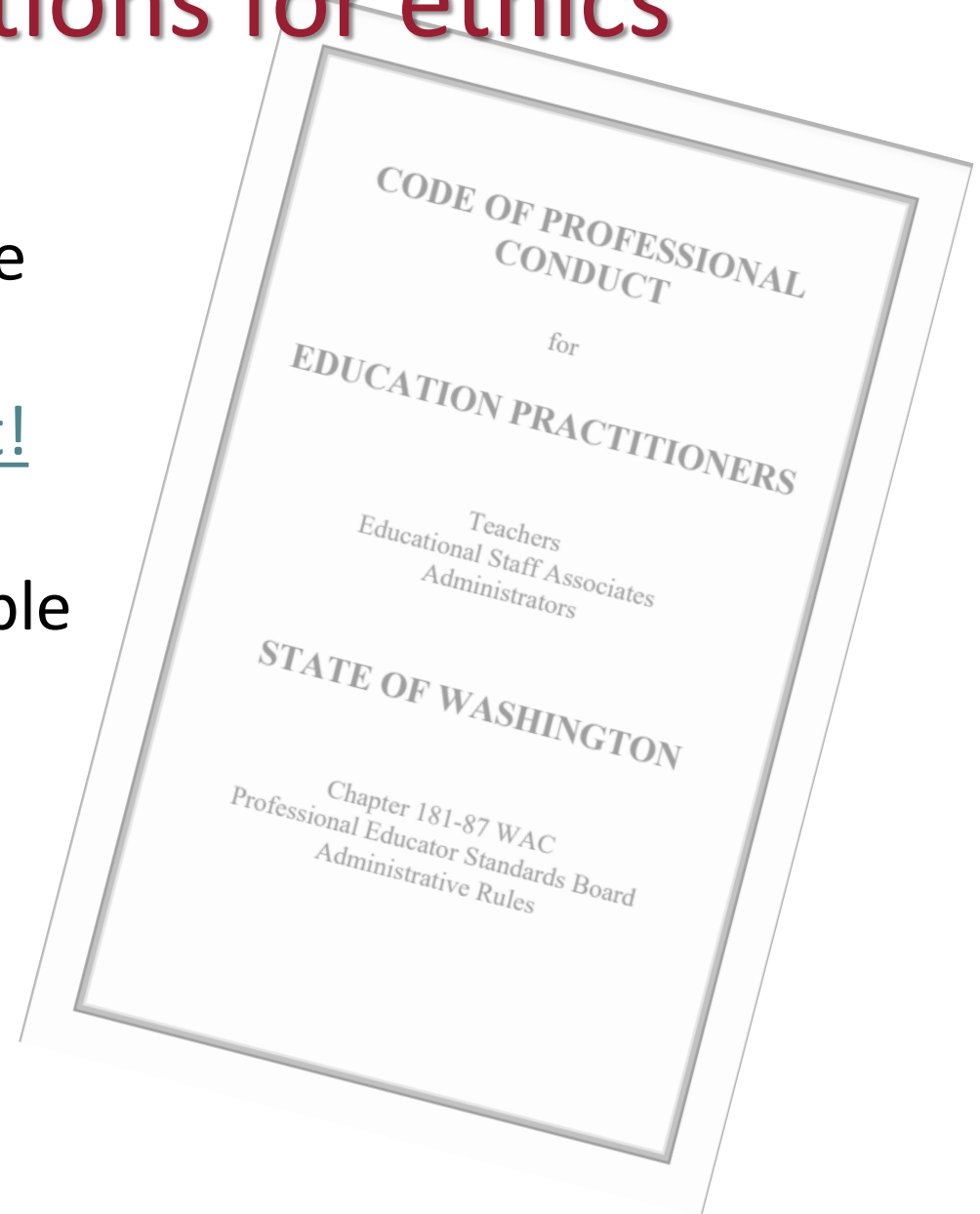
NOTE

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



Teacher-Candidate Expectations for ethics and confidentiality

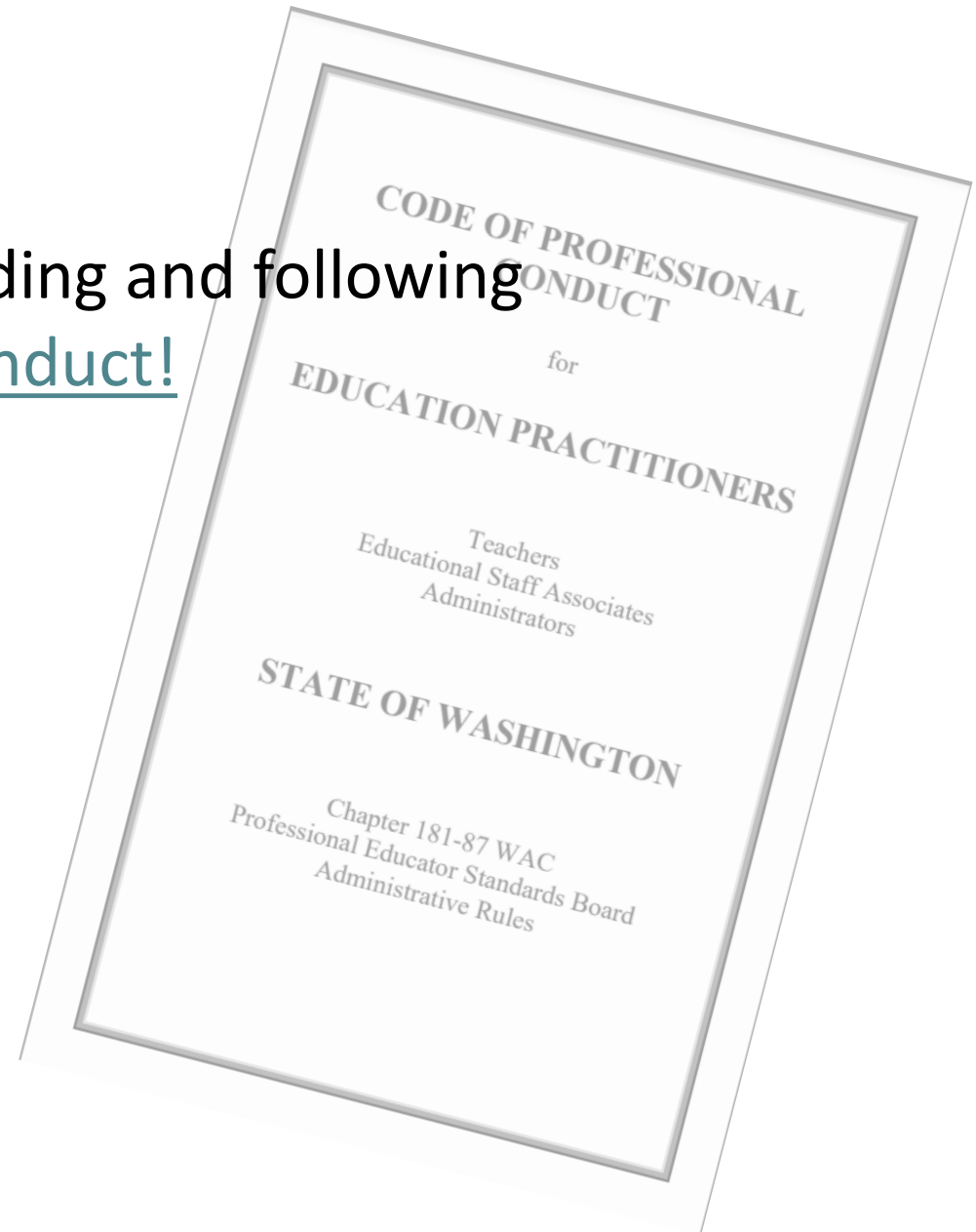
- Code of Conduct: Teacher-Candidates are responsible for reading and following Washington State, [OSPI Code of Conduct!](#)
- FERPA: Teacher-Candidates are responsible for complying with FERPA



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

- Complete Content Exam(s) (West-E/NES)
- 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.





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The Mentor's Role

The Mentor's 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

StudentTeacher Candidate Engagement looks like...



The Mentor's Role –Tasks

- Oversight of teacher candidate – all aspects
- Oversight and approval of planning, instruction, management, and assessment.
- Observations (2 written feedback/4 formal total)
- Weekly log sheet sign-off
- Mid-term and final PDEFE Evaluations

Student Teacher Candidate Engagement looks like...



Small Groups
Remediation & Extension



Individual Support
Work with Para-educators



Teaching Whole-Group
Lessons



Assisting with Assessment



Co-Teaching Strategies

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

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Washington State University College of Education

Appendix B: Co-teaching Strategies

The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.

One Teach, One Observe

One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is noting specific behaviors.

One Teach, One Assist

An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with work, monitors behaviors, or corrects assignments.

Station Teaching

The co-teaching pair divides the instructional content into parts – each teacher instructs one of the group and groups then rotate or spend a designated amount of time at each station. Often an independent station will be used along with the teacher-led stations.

Parallel Teaching

Each teacher instructs half the students. The two teachers address and present the same instructional material using the same teaching strategy. The greatest benefit of this approach is reducing the student-to-teacher ratio.

Supplemental Teaching

This strategy allows one teacher to work with students at their expected grade level. In contrast, the other teacher works with those students who need the information and/or materials retaught, extended, or remediated.

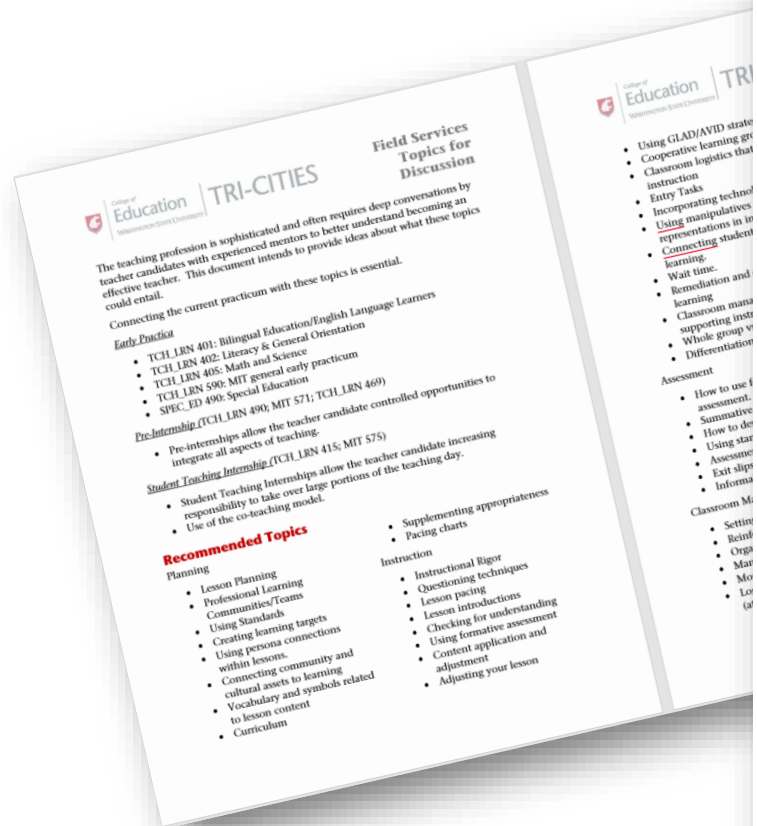
Alternative (Differentiated)

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 differs.



Conversations about Teaching

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



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Appendix D: Lesson Plan Observation Form

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

Teacher Candidate: _____ Date: _____

Mentor Signature: _____

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

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

Weekly Conferencing

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

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Appendix E: Weekly Conference Form

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

Teacher Candidate: _____

Date: _____

Mentor Signature: _____

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

Focus (challenge, concern, opportunity for growth):

Teacher Candidate's Next Steps:

Support Needed from Mentor:



Lesson Planning

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



Context for Learning

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

T&L 490 MIT 571 2 days per week 210 total hours	T&L 415 MIT 575 40 hrs/wk All Semester
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Please answer the following questions based on the school where you are teaching placed in a practicum:

1. Where are you teaching?

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

2. List any specialized features of your school or classroom setting (classroom aide, bilingual, team taught with a special education teacher, etc.) your teaching in this learning segment.

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

Appendix C: WSU Lesson Plan Template

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Teacher Candidate:	Date:	Estimated Time for Lesson:
Grade/Subject:	Lesson Title/Focus:	

Materials, Resources, and Technology used in this Lesson:

Materials/Resources
Technology

Central Focus of Learning Segment (Summary statement of the overarching learning outcomes associated with learning standards and learning objectives):

State Learning Standard(s) (Please select 1 or 2 Learning Standards from content areas):

Learning Targets (Objectives), Language Development, and Assessment:

Learning Targets: Write the objectives in student-friendly language.

How will you provide opportunities for language development for students?
Include: Academic vocabulary, Language function, Discourse, & Syntax

Assessment: Describe how you will gather evidence of student thinking, understanding, or performance for this learning target. Include as appropriate: Journal entries, rubrics, reflections, exit slips, etc.

Students' Prior Knowledge or Experiences with the Content of this Lesson:

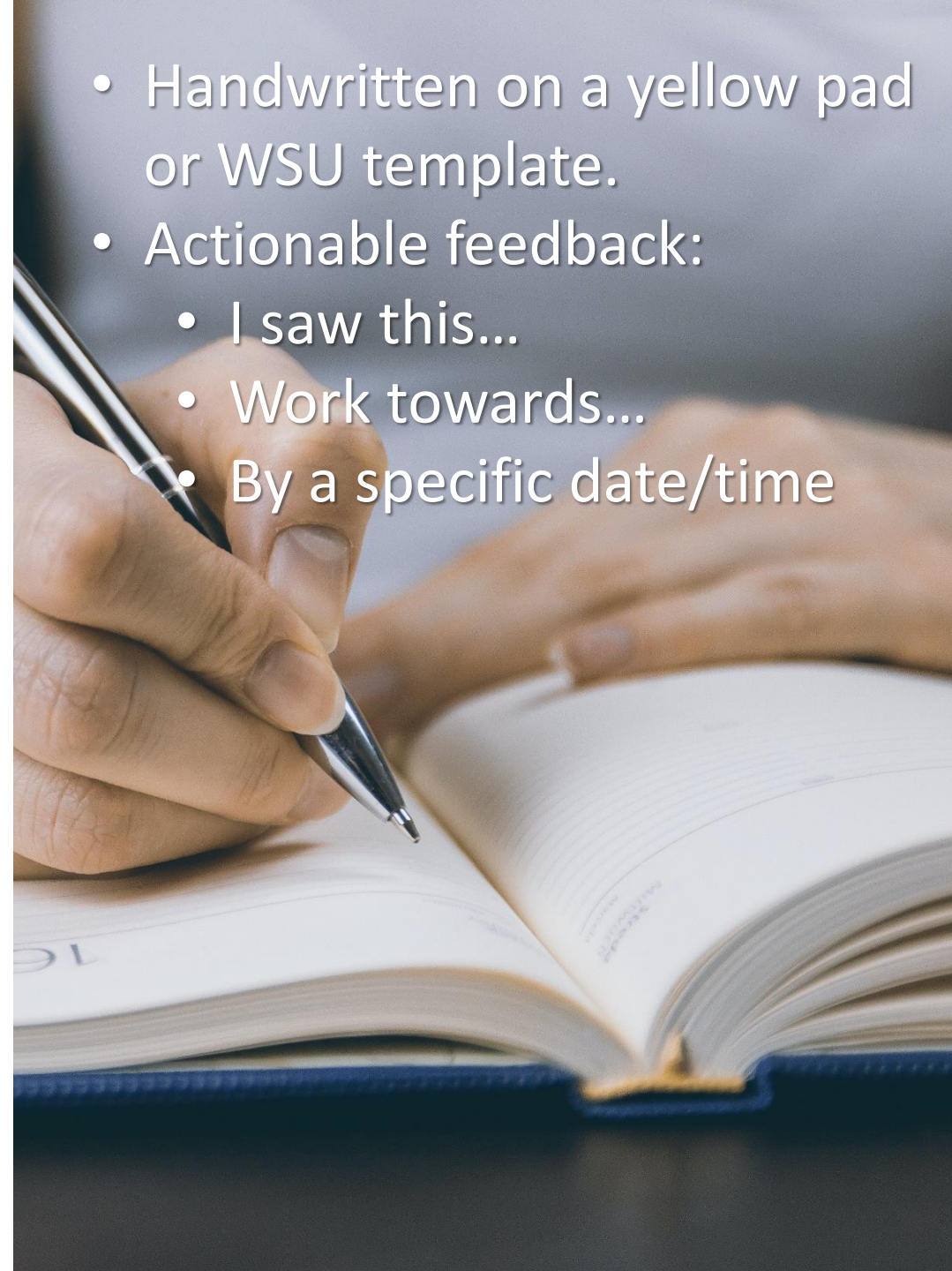
Sequence of Learning Activities (Beginning, middle, and end - include revisiting the learning target)
Include short descriptions of what the students will be doing (application, teacher actions & minutes. Include major state standards and/or content standards, and major questions the teacher will ask).

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) 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.



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The Team

Your Field Team



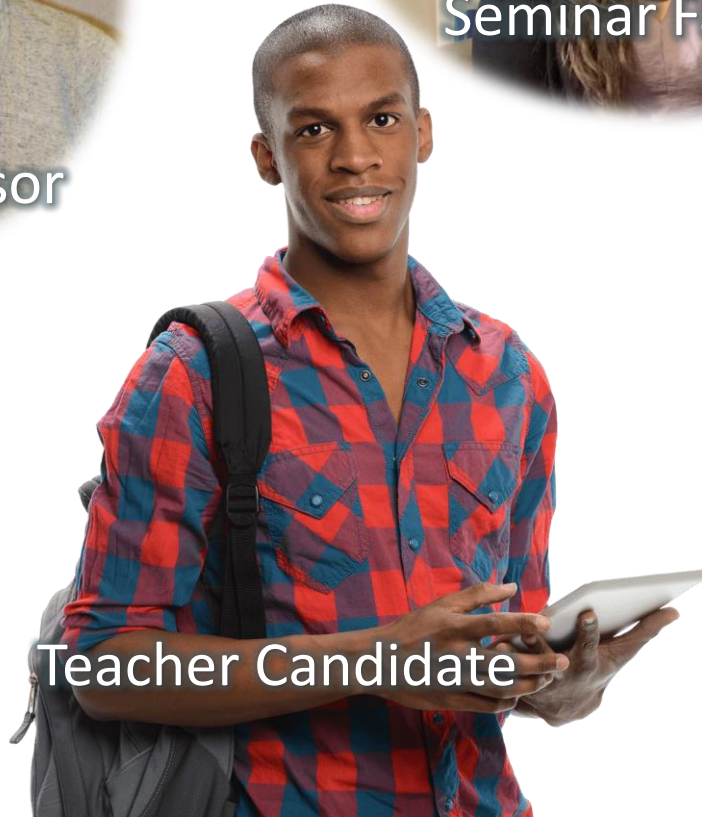
Field Supervisor



Seminar Faculty



Mentor Teacher



Teacher Candidate



Evaluation

Professional Dispositions Evaluation for Field Experiences (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

Student Teacher Internship (TCH_LRN 415/MIT 575)
Professional Dispositions Evaluation for Field Experiences (PDEFE)
MIDTERM

Teacher Candidate Name: _____

PURPOSE: As an institution that prepares teachers, we owe parents, citizens, and our state's P-12 students our best professional judgment and keenest observations when making assessments that could have profound effects in the future. Identifying and evaluating professional dispositions is part of WSU's professional responsibility. All must be met by the end of the semester.

DISPOSITION STANDARD	EVIDENCE
1. High Expectations and Understanding of Diversity The teacher candidate centers instruction on high expectations for student achievement through the understanding of individual differences and diverse cultures and communities.	Supervisor & Mentor notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Not Met
2. Differentiation The teacher candidate recognizes individual student learning needs and develops strategies for planning differentiated instruction that supports every student in meeting rigorous learning goals.	Supervisor & Mentor notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Not Met
3. Instructional Strategies The teacher candidate demonstrates effective teaching practices and knowledge of content that use a variety of instructional strategies and technologies to engage learners in critical thinking, creativity and collaborative problem solving focused on the learning targets.	Supervisor & Mentor notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Not Met
4. Assessment The teacher candidate understands and uses both formative and summative methods of assessment, as well as student voice, to engage learners in their own growth, to monitor learner progress and modify instruction to improve student learning.	Supervisor & Mentor notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Not Met
5. Classroom Environment The teacher candidate fosters and manages a safe and positive learning environment using a variety of classroom management strategies that takes into account the cultural, physical, emotional and intellectual well-being of students appropriate to their grade level.	Supervisor & Mentor notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Not Met
6. Communication and 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.	Supervisor & Mentor notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Approaching Standard <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 contribute to the school and community.	Supervisor & Mentor notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Not Met



Evaluation

Professional Dispositions Evaluation for Field Experiences (PDEFE)

The mentor and field supervisor will enter the evidence in the form before meeting with the teacher candidate.

NOTE Students do not fill out the evaluation form.



Student Teacher Internship (TCH_LRN 415/MIT 575) Professional Dispositions Evaluation for Field Experiences (PDEFE) MIDTERM

Teacher Candidate Name: _____

PURPOSE: As an institution that prepares teachers, we owe parents, citizens, and our state's P-12 students our best professional judgment and keenest observations when making assessments that could have profound effects in the future. Identifying and evaluating professional dispositions is part of WSU's professional responsibility. All must be met by the end of the semester.

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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	Supervisor & Mentor notes supporting rating: <div></div>



Evaluation

Professional Dispositions Evaluation for Field Experiences (PDEFE)

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

Check the score in each area.

Student Teacher Internship (TCH_LRN 415/MIT 575) Professional Dispositions Evaluation for Field Experiences (PDEFE) MIDTERM

Teacher Candidate Name: _____

PURPOSE: As an institution that prepares teachers, we owe parents, citizens, and our state's P-12 students our best professional judgment and keenest observations when making assessments that could have profound effects in the future. Identifying and evaluating professional dispositions is part of WSU's professional responsibility. All must be met by the end of the semester.

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4. Assessment The teacher candidate understands and uses both formative and summative methods of assessment, as well as student voice, to engage learners in their own growth, to monitor learner progress and modify instruction to improve student learning.	Supervisor & Mentor notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Not Met

Evaluation

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.



Student Teacher Internship (TCH_LRN 415/MIT 575) Professional Dispositions Evaluation for Field Experiences (PDEFE) MIDTERM

Teacher Candidate Name: _____

PURPOSE: As an institution that prepares teachers, we owe parents, citizens, and our state's P-12 students our best professional judgment and keenest observations when making assessments that could have profound effects in the future. Identifying and evaluating professional dispositions is part of WSU's professional responsibility. All must be met by the end of the semester.

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4. Assessment The teacher candidate understands and uses both formative and summative methods of assessment, as well as student voice, to engage	Supervisor & Mentor notes supporting rating: <div></div>



Evaluation

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.

All parties sign regardless of agreement.

DISPOSITION TANDARD	EVIDENCE
broader profession.	<input type="checkbox"/> Met <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Not Met
8. Requests Feedback The teacher candidate respectfully and openly requests, accepts and applies feedback for improvement.	Supervisor & Mentor notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Not Met
9. Reflection The teacher candidate reflects on their own practice and progress to improve instruction for all learners.	Supervisor & Mentor notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Approaching Stand <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.	Supervisor & Mentor notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Not Met

Standards adapted from the Teacher Performance Evaluation Program (TPEP) and the Interstate New Teacher Assessment and Support Consortium (INTASC).

Mid-Term Check

X

X

X

Field Supervisor
University Field Supervisor, Date

Teacher Candidate
Teacher Candidate, Date

Mentor Teacher
Mentor Teacher, Date



Mid-term Evaluation Process



1 Week before the mid-term conference.

- Writes and emails a summary of their work to the mentor and supervisor.



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 PDEFE for the conference and either emails the form to 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.

- Writes and emails the summary to the mentor and supervisor.
- 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.

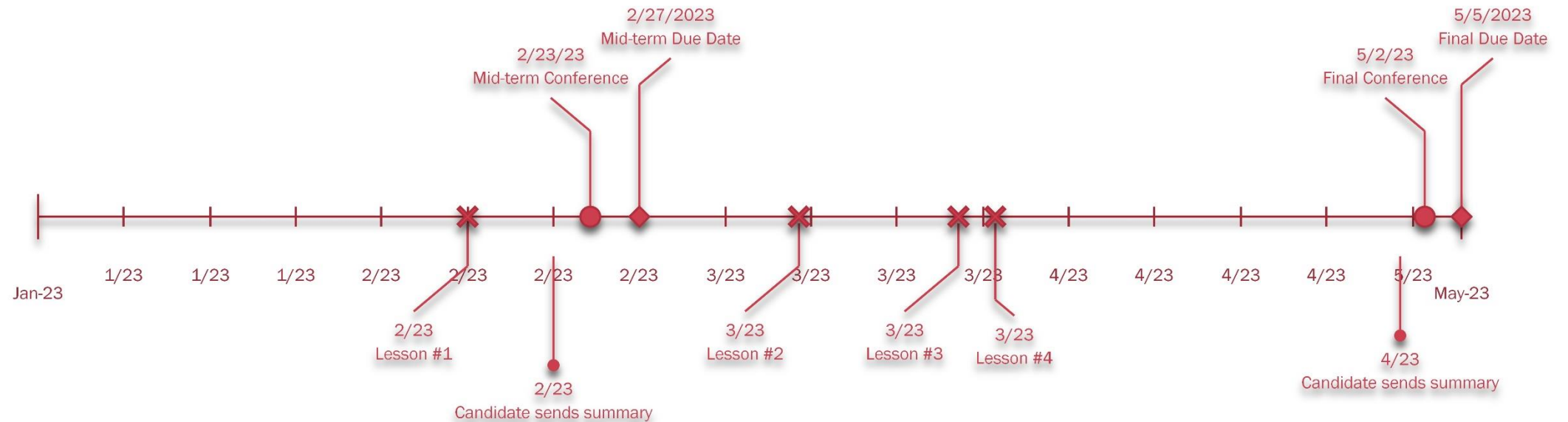
- Converts the signed documents to PDF or Word.
- Names each file per the field office requirements.
- Attaches each document to a single email to the field supervisor for record keep and grade submission.

Same as the mid-term process

Example Timelines

Example Timeline

TCH_LRN 415, AR_TCH_LRN 415, and MIT 575





Example Timeline - Weekly

TCH_LRN 415, AR_TCH_LRN 415, and MIT 575

- 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 a summary of their work for each of the ten (10) dispositions up to the mid-term. 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 field supervisor collects input from the mentor and writes the mid-term PDEFE. 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 PDEFE. Sign the mid-term log sheet and 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 a summary of their work for each of the ten (10) dispositions for the semester. The mentor teacher and field supervisor discuss any areas of concern and agree on scores before the final conference with the teacher candidate.
- The field supervisor collects input from the mentor and writes the final PDEFE. 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 PDEFE. Sign the final log sheet and final PDEFE to the teacher candidate to submit to the field supervisor for their grade.



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Compensation



Clock Hours & Stipend

- As a 'thank you,' WSU provides 20 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.
- \$200 Stipend
 - Paperwork (W9) are emailed approximately the 12th week of the semester.



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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)



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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
 - tricity.fieldservices@wsu.edu
 - John.Mancinelli@wsu.edu

