



WASHINGTON STATE UNIVERSITY
College of Education
TRI-CITIES

Student Teaching Internship Mentor Teacher Handbook Office of Field Experiences

Department of Teaching and Learning

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WASHINGTON STATE UNIVERSITY
College of Education
TRI-CITIES

Field Services **Mentor Handbook** **Student Teaching Internship**



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.

Dr. John Mancinelli
Field Services Director
WSU Tri-Cities Office of Field Services
WSU Tri-Cities

O: 509-372-7237
E: John.mancinelli@wsu.edu
Tricities.fieldservices@wsu.edu



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Welcome from the Chair



College of Education
Office of Field Services and Certification

Congratulations on reaching the opportunity to participate in your internship this semester. This is the capstone experience for you at Washington State University and a huge growth opportunity in your development as a teacher. You follow a long line of successful Cougar teachers across the state of Washington. We are excited to help you successfully navigate the completion of your degree and certification requirements and help you pursue a job in education.

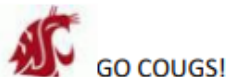
Please carefully read and follow the guidelines laid out in this handbook AND share it with your mentor teacher. As a teacher candidate your job is to follow the lead of your mentor teacher however different it might be from other candidate experiences past or present. With the COVID-19 pandemic continuing, we must follow university, state and district policies in regard to safety. Districts may require you to show proof of vaccination. Within this handbook are safety guidelines WSU has agreed to with partner districts.

Our goal is to help you gain greater understanding of the complex act of teaching and the relationship building, communication, and social and emotional supports that are required to be effective. We want you to gain confidence as you learn to work with students, staff, and parents and to be prepared for challenges and triumphs as you embark on your teaching career! This internship is a fulltime endeavor, and we expect that it will bring out the best in you and help prepare you for your own classroom. Good teachers are caring, service minded, have strong communication skills, are professional, put the needs of their students first, and are adaptable to new experiences. We look forward to you being a great representative of WSU, your school of placement, and yourself.

Have a great internship experience and do not hesitate to contact us if you have any questions.

Sincerely,

Dr. Tariq Akmal
Department Chair and Director of Teacher Education
Washington State University





WSU Tri-Cities Welcome!



Dr. John Mancinelli
WSU Tri-Cities Field Services
Director
John.mancinelli@wsu.edu

We are proud to have you as part of the WSU College of Education team dedicated to training and developing the next generation of highly effective educators.

Mentor Teachers are critical for teacher candidates' journey where their academic career culmination must be applied to real-world situations. As a Mentor Teacher, you will encourage, coach, model and evaluate teacher candidates and work with Field Supervisors and building administrators to support them. Please use this handbook and refer to it often during your mentorship. Also, know that our team is here to help you successfully mentor.

WSU Tri-Cities Field Services Team



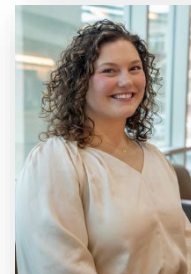
Dr. Judy Morrison
Academic Director
509-372-7176
jamorrison@wsu.edu



Dr. Lindsay Lightner
*Alternate Route
Academic Coordinator*
509-372-7366
llightner@wsu.edu



Mr. Chris Gana
*Traditional/MIT
Academic
Coordinator*
509-742-7474
cgana@wsu.edu



Ms. Catherine Denham
*Field Services
Program Coordinator*
509-372-7135
Catherine.denham@wsu.edu



The Teacher Candidate

Entering the teacher profession requires certification in content knowledge, pedagogical practices, and the performance of skills. At WSU, undergraduate students identify themselves or declare their major in education typically by their junior year. They must complete their basic courses (UCORE) satisfactory and complete competency assessments (WEST-B) to be accepted. Upon acceptance to the education program, students become a 'Teacher-Candidate' measured against rigorous professional dispositions and standards during their classes and field experiences.

There are multiple routes into the teacher candidacy. First, we shared the typical undergraduate route in the beginning paragraph. Second, Masters-in-Teaching candidates become a 'Teacher-Candidate' when accepted to their program. The same criteria need to be met by candidates to join the program. These candidates usually come with life experiences in other careers. Next, there are transfer students from other colleges that meet the same criteria, but usually complete their basic courses at a previous college. Finally, candidates are accepted through our Alternate Route program offering para-educators credit for some of their experience as they earn their Bachelor's of Education while working.

As you can see, teacher candidates come with varied backgrounds that hold strengths and weaknesses. These strengths and weaknesses are addressed throughout the program and often culminate in their field experience.

Placement and Calendar

Teacher candidates will follow the public school's calendar, not the university calendar, once the internship begins. Teaching assignments are determined by the regional field coordinator and the cooperating school district to which the teacher candidate has been assigned. Through a contractual agreement, the teacher candidate is under the direct supervision of the university supervisor and a district appointed mentor teacher in the public school system.




The Field Services Director

The WSU Tri-Cities Field Services Director oversees the field experiences in the Columbia Basin Region. This person also coordinates placements from other WSU campuses in the region. The Field Services Director supervises all Field Supervisors and intervenes with improvement plan interventions, discipline, or concerns. The Field Services Director works directly with the school districts on placement and resolution to issues that may arise.

The Program Coordinator

The Field Services Coordinator work with the Director to facilitate field placements and all aspects of the program. Please use the coordinator as a resource to ask questions and connect with the director and supervisors.

- Catherine Denham
O: 509-372-7135 E: 
Catherine.Denham@wsu.edu

WSU Tri-Cities Field Services Impact

- ~16697.85 mi² Area (Walla Walla to Yakima to Wenatchee and everywhere in between!)
- ~360 annual placements
- 4 Educational Service
- 28 Districts
- 62 Counties
- 33 School District Partners
- 360 mentor teachers
- 33 Superintendents
- 33 District Placement Coordinators
- 85 Building Principals
- 22 Field Supervisors

Each teacher preparation program has a coordinator that works closely with students to help facilitate successful completion of graduation and certification requirements. If your Teacher Candidate has programmatic questions, please feel free to direct them to contact:

- Alternate Route Program, Dr. Lindsay Lightner
O: 509-372-7366 E: llightner@wsu.edu
- Undergraduate or MIT Programs, Mr. Chris Gana
O: 509-742-7474 E: cgana@wsu.edu



The Field Supervisor

The University Field Supervisor represents the university program to students, mentors, and school districts. The Field Supervisor is an instructor, advisor, coach, and evaluator for the Teacher Candidate and a resource and support person for the Mentor Teacher. Field Supervisors are highly qualified people with successful teaching experience. Many field supervisors are experienced supervisors like former principals or district-level directors.

The Field Supervisor has the authority to work with the School District, Principal and Mentor Teacher to adapt the field experience to meet the needs of all parties. The Field Supervisor is always in direct contact with the Field Services Office.

Field Supervisor generally have a caseload of ten to twenty teacher candidates located across the Columbia Basin Region. Their schedules are complicated and require that mentors and teacher candidates be sensitive to the field supervisors' time limitations.

Supervisors frequently clarify the university program, correct misunderstandings, or resolve conflicts between the Mentor Teacher, School District, and Teacher Candidate. Supervisors possess expertise that is helpful to both the Mentor Teacher and the Teacher Candidate and can assist in assuring a rewarding experience for all involved. The Field Supervisor is evaluated and reports to the Field Services Director.



Mentor Teacher Qualifications and Competencies

Individuals serving as a Mentor Teacher must possess the following qualifications:

1. Successful public-school teaching for at least three years.
2. Washington State Certified.
3. Demonstrate effective instruction, classroom management, assessment, communication, and teamwork.
4. Demonstrate the ability to complete administrative and evaluation reporting and record-keeping promptly.
5. Demonstrate the ability to communicate effectively with colleagues, staff, professional individuals, community members, and students.
6. Approval from your building principal and district coordinator.

Role of the Mentor Teacher

The Mentor Teacher is an outstanding educator who helps a university teacher-candidate develop confidence and the skills necessary to begin a professional teaching career successfully. The Mentor Teacher models, guides, challenges, and professionally critiques the teacher candidates' characteristics, behaviors, knowledge, and skills to prepare them for the professional world.

Creating Teacher Candidate Confidence

The mentor should make the teacher candidate feel welcomed and a part of their learning community. Many teacher candidates in their early practicum may be quiet and need guidance to find the appropriate professional voice. Plan opportunities for the teacher candidate to observe, practice, pilot, receive feedback, make corrections, and to perform on the classroom stage. By coaching instructional strategies ahead of the teacher candidate's turn to 'take the stage,' they can understand your rationale, prepare their materials, study up on the content, and begin to adapt for students contextually. Confidence in oneself differs for each teacher candidate. Ultimately, teacher candidates have limited time to demonstrate these skills and knowledge.

Therefore, the Mentor Teacher must communicate feedback directly and frequently. Over a short time, the gradual release of responsibility to the teacher candidate helps



them hone their skills and expand their knowledge. The process can be imperfect with some teacher candidate errors or failures. In fact, learning the sophisticated art form of teaching and learning requires that the teacher candidate learn from their failures. Therefore, keep it positive and consider how you model professional skills and behaviors, release responsibility to the teacher candidate, communicate with the teacher candidate, and work with the field supervisor.

Modeling Professional Skills and Behaviors

Modeling professional behaviors for teacher candidates are important. Teacher candidates need to learn how to face challenges in the day-to-day aspects of teaching with a professional perspective. Mentors should hold conversations at appropriate times before, during, and after they model a particular skill or action or event to take advantage of learning opportunities as they occur. Conversations help the teacher candidate to understand the rationale behind the mentor's actions and decision-making.

A mentor should not worry about making mistakes. Everyone does! As a mentor, acknowledge your mistakes and press the 'redo' button as often as needed. The important thing is that the teacher candidate sees how Mentor Teachers adjust and adapt to any situation – including making mistakes.

Here are examples of what mentors can model:

- Decision-making and planning of management, curriculum, and instruction.
- Instruction in action with the use of formative assessment.
- Building relationships with peers, administration, students, parents, and the community.
- Use of professional language, terms, and processes.
- Lesson Planning.
- Formative and Summative Assessment: how to design, implement, and use.
- How to have crucial conversations, in a professional manner, with students, peers, administrators, and parents.
- Proactively communicating with students, parents, peers, and administration.
- Managing the classroom environment.
- Managing student off-task or disruptive behavior.

Of course, there are too many topics to list. This is why your efforts to mentor a teacher candidate are essential to the creation of future teachers!



Releasing Responsibility to the Teacher Candidate Appropriately

Just as an athletic coach during a game that provides guidance, a Mentor Teacher will eventually be on the sidelines providing real-time feedback to the teacher candidate. There are suggestions to make this experience positive and constructive for all involved.

- Explain to the class that a mentor's job is to coach the teacher candidate and may provide input to them in the process. Depending on the age level of the students, this will help normalize the interactions and increase K-12 students' respect for the Mentor Teacher.
- Set the teacher candidate up for success and appear confident in front of students. Prepare the teacher candidate for the activity they are asked to perform. Take time before the event to discuss and rehearse the event with them.
- Take time to reflect with the teacher candidate. When the teacher candidate completes an activity, allow them time to process and reflect on what occurred. Sometimes there is time to debrief the teacher candidate while students engage with independent work. Alternatively, the mentor can arrange a time before, during prep, lunch, or after school to talk about the activity. As mentors, we want to foster reflective practice with teacher candidates continuously. Here are some common questions to consider in conversations with a teacher candidate:
 - "What do you think went well and why?"
 - "What needs more focus and refinement from your perspective?"
 - "What was the level of student engagement during the activity, and how did you know?"
 - "How could greater student engagement occur in your next lesson?"
 - "How many students understood the activity, and how do you know?"
- After reflecting with the teacher candidate, the Mentor Teacher can provide examples or model more effective ways to improve.
- Early practicum teacher candidates usually have limited release of responsibility because they are so new to the program. Depending on how many pedagogical and content classes the teacher candidate has under their belt will determine how much release the Mentor Teacher allows. Work with the Field Supervisor to determine the teacher candidate's appropriate level of responsibility.



Communicating with Teacher Candidates

Good communication is key to a successful teacher candidate. We encourage mentors to communicate soon, frequently, and directly. Time is of the essence, and teacher candidates are young professionals needing to demonstrate competency at many skills. Being polite, yet direct, is important for the Mentor Teacher so that the teacher candidate can make the appropriate improvements quickly. Teacher candidates are taught to seek and receive pithy feedback and make immediate improvements.

As a mentor, give explicit positive feedback when you see concerns or needed improvements! Set up regular meetings to discuss accomplishments and plan for the following week's activities.

Use Clear Language

- Use specific recognition of successful actions. "The lesson introduction was well organized. The topic was scoped appropriately with connection to previous learning and introduction of the new concept."
- Include a growth statement. "Now, you need to work on lesson placing. You need to design a formative assessment after the first new concept is introduced to determine the differentiation needed in the next phase of your lesson."
- Include a goal timeline. "Be ready to....by...."
- Point out significant concerns. "I am concerned about...."

Create Routine

- Establish a weekly routine so that the candidate, you, and the field supervisor can anticipate a regular schedule. There may be times this schedule needs adjustment for medical/health reasons. If the candidate becomes ill, they are expected to communicate as soon as possible with the mentor and provide lesson plans for their scheduled responsibilities. This should emulate what is expected of the mentor teacher for a substitute.
- Establish a daily/weekly routine for consultation, collaboration, and team planning.
- Assist the teacher candidate in developing their continuous improvement process.

Working with the Field Supervisor



Field Supervisors typically have a caseload of fifteen to twenty teacher candidates. Their time is limited by coordinating many schedules as they travel across the region. Plan on coordinating observations and visitations with the Field Supervisor on their schedule balanced with your limitations. While there may be times when both the mentor and the teacher candidate need to be available to meet with the Field Supervisor, ongoing observations or visits do not require the full availability of the Mentor Teacher. For instance, the Field Supervisor may observe the teacher candidate and arrange to touch base with the Mentor Teacher for a few minutes after as the teacher candidate leads the class. Or the Field Supervisor may follow up with the Mentor Teacher after the observation through email, a phone call, or zoom meeting.

All Field Supervisors are expected to be responsive to your needs. The Field Supervisor will reach out on occasion to check in with you; however, do not hesitate to reach out to the Field Supervisor with questions at any point. Mentors are provided contact information (both email and phone) when the “welcome” email arrives. Mentors can also ask their teacher candidate or request information from the field services office (tricitie.fieldservices@wsu.edu).

Teacher Candidate Development

The Field Supervisor has a good perspective of typical teacher candidate maturation and pacing. They also have a level of expectation set by the University program for teacher candidate performance. Ask for their perspectives and use them as a sounding board for crucial conversations with the teacher candidate.

Each practicum type also includes a “suggested timeline” that Mentor Teachers can use to determine appropriate readiness by the Teacher Candidate to take on more responsibility.

Evaluation Collaboration

The mentor and Field Supervisor work together to evaluate Teacher Candidate performance. This occurs as they talk about performance and discuss qualitative clarifications. The mentor and Field Supervisor can often have quick conversations before or after an observation. Sometimes schedule a time to talk or conduct a conversation via email or zoom. Ultimately, the mid-term and final evaluations reflect the collaboration between the mentor and the Field Supervisor.



At-Risk Teacher Candidates

In most cases, there are minor issues that a Teacher Candidate needs to address. These instances are usually quickly addressed and improved. There are cases, however, where a Teacher-Candidate significantly struggles or demonstrates large deficits during their field experiences. The Mentor Teacher will inform the Field Supervisor and work with the Teacher-Candidate to rectify these deficits quickly.

Direct Communication with Teacher Candidate and Field Supervisor about Concerns.

As soon as a pattern (3 or more) of deficit instances is observed by either the Mentor Teacher or Field Supervisor, the Teacher Candidate must receive immediate feedback in both verbal and written formats.

Steps:

1. Hold a conversation with the Teacher Candidate where specific critical feedback is shared with specificity and recommendations to fix the issue.
2. Provide a due date for the improved behaviors or skills to be demonstrated.
3. Email a meeting summary to the Teacher Candidate and Field Supervisor outlining the conference, concerns, recommendations, and timeline for improvement.

Teacher-candidate Plan of Improvement.

The Field Supervisor may implement a formal [CoEd Student Improvement Plan](#). The Field Supervisor and Mentor Teacher will collaborate to outline the specific issues. The plan will outline concrete steps for the Teacher Candidate to follow and explain the level of performance expected by assigned deadlines.

Field Supervisor Steps:

1. Develop the Student Improvement Plan with the Mentor Teacher.
2. Meet with the Teacher Candidate and Mentor Teacher to discuss and clarify the Student Improvement Plan.
3. The Field Supervisor, Teacher Candidate, and Mentor Teacher sign the Student Improvement Plan.



4. Email the signed Student Improvement Plan to the Field Services Director (john.mancinelli@wsu.edu)

Ethical Concerns

In the event a Teacher Candidate demonstrates abuse or anything illegal, immoral, or unethical occur, the Mentor Teacher needs to:

1. Immediately notify your supervising principal and the Field Supervisor.
2. The WSU Tri-Cities Field Service Office and School District or Authorities will remove the Teacher Candidate while investigating.

After investigating the concerns, the University Field Service Office will adjudicate the case and administer consequences, if appropriate. Legal actions may also occur, depending on the substantiated concerns. If concerns are not substantiated, the Teacher Candidate may return to their practicum or have an alternate placement to complete the practicum as determined by WSU Field Services Office.

Mentor Teacher Compensation

Practicum	Mentor Compensation
Early Practicum (T&L 401, 402, 405, 590, SPEC_ED 490)	The satisfaction of building a new teacher candidate
Pre-Internship (T&L 490, MIT 571)	10 Clock Hours
Student Teaching Internship (T&L 415, MIT 575)	20 Clock Hours \$200 stipend

Pre-internship and Student Teacher Mentor Invoice Voucher Packets

Mentor Teacher Invoice Voucher Packets are distributed approximately the sixth week of the semester for advanced practicum/pre-internship and student teacher mentors. You will need to complete and return these forms to receive compensation promptly. If not completed by the assigned deadlines, you will not receive compensation.

Early practicum Mentor Teachers do not receive compensation.

Clock Hour Forms



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Student Teaching Internship

The WSU Certification office will email instructions and the clock hour form for the Mentor Teacher approximately the 12th week of the semester.



Practicum Types

There are three WSU teacher preparation field experience categories: Early Practicums, Pre-Internships, and Student Teaching Internships.

Early Practicums

The Early Practicums are a field experience a Teacher-Candidate has when entering the Teaching and Learning program. These Teacher Candidates joined the program with few or no pedagogy or content courses. These practicums *acquaint* Teacher-Candidates with the public-school environment and, more specifically, content-specific (English Language Learners, Bilingual Learner Education, math, literacy, science, Special Education, etc.) curriculum applicable to the classroom. The focus and emphasis for these experiences are to expose Teacher Candidates to content standards, design, instruction, and assessment in practice.

Courses

All Early Practicum Courses require a minimum of 2 contact hours by the Field Supervisor.

- **TCH_LRN 401** - Bilingual/English Language Learners (6 hrs/wk, 90 hrs total)
 - [Dr. Eric Johnson \(e.johnson@wsu.edu\)](mailto:e.johnson@wsu.edu) 509-372-7304
- **TCH_LRN 402** - Instructional Strategies, Literacy, Technology, and Assessment (3 hrs/wk, 45 hrs total)
 - [Dr. John Mancinelli \(john.mancinelli@wsu.edu\)](mailto:john.mancinelli@wsu.edu) 509-372-7237
- **TCH_LRN 405** - Math and Science (3 hrs/wk, 45 hrs total)
 - [Dr. Judy Morrison \(jamorrison@wsu.edu\)](mailto:jamorrison@wsu.edu) 509-372-7176
- **MIT 590** - MIT content experience (16 hrs/wk, 210 hrs total)
 - [Dr. Sarah Newcomer \(sarah.newcomer@wsu.edu\)](mailto:sarah.newcomer@wsu.edu) 509-372-7170
- **SPEC_ED 490** - Special Education (6 hrs/wk, 90 hrs total)
 - [Yun-Ju Hsiao \(yhsiao@wsu.edu\)](mailto:yhsiao@wsu.edu) 509-372-7505



Student Teaching Internship

Teacher Candidates complete a semester of student teaching internship. They follow the school district calendar and begin their experience when the first Mentor Teacher contracted day after the summer or winter break. Teacher Candidates are required to attend their internship 40 hours per week (full time) for a semester (16 weeks). The hours match the Mentor Teacher's schedule.

The Student Teaching Internship is meant to provide the Teacher Candidate with the experience of running the classroom just as a contracted, experienced teacher would. The experience is designed for the candidate to gradually take over responsibility for planning, instructing, and assessing students in their mentor's classroom with 4-6 weeks of solo teaching before returning the classroom to the Mentor Teacher at the end of the experience.

Courses

- **TCH_LRN 415** Student Teaching Internship (calculated on the number of potential work hours in a semester. Minimum contact hours are published for each semester by the field services office. Approximately 550 to 600 hrs. Total; Same as mentor)
- **MIT 575** Student Teaching Internship (approximately 550 to 600 hrs. Total; Same as mentor)

Evaluation

Teacher Candidates are evaluated on their adequate demonstration of skills and knowledge outlined by the Professional Dispositions Evaluation of Field Experiences (PDEFE). There are ten dispositions:

1. High Expectations and Understanding Diversity
2. Differentiation
3. Instructional Effectiveness
4. Assessment
5. Classroom Environment
6. Communication & Collaboration
7. Taking Initiative to Participate and Collaborate
8. Requests Feedback



9. Reflection
10. Professionalism

Teacher Candidate Activities

The following are overviews of activities. Please refer to the Student Teaching Handbook for details:

- **Weekly Calendar Coordination:** Using the log sheet form, Teacher Candidates are expected to review and have their calendar approved by their Mentor Teacher a minimum of a week in advance. The Mentor Teacher should initial approved absences or alterations to the regular weekly schedule. The Field Supervisor must be informed of any scheduled absences or changes by the Teacher Candidate. Log sheets must always be current and are subject to review upon demand by the Mentor Teacher or Field Supervisor.
- Seminar Activities and Assignments
 - Refer to the associated seminar syllabus or handbook for details about activities and assignments due during the practicum.
 - Some activities and assignments require integration with the field experience and time should be allotted for the Teacher Candidate to complete them.
- **Teaching Activities:** Teacher candidates are expected to design and teach lessons approved by their Mentor Teacher and Field Supervisor. Teacher Candidates are expected to use the College of Education Template Lesson Plan. Additional requirements may be expected through the seminar assignments and activities. The Teacher Candidate must submit their lesson plans to the Mentor Teacher and Field Supervisor a minimum of 24 hours before the lesson activity.

The Teacher Candidate is expected to become semi-autonomous within the first five weeks in designing and delivering lessons for much of the day. From approximately the sixth week, Teacher Candidates should plan, teach, and operate the classroom full day approximately.

- **Seek Feedback** from the Mentor Teacher and Field Supervisor.
- **PDEFE Mid-Term Evaluation:** Teacher Candidates should remind their Mentor Teacher and Field Supervisor one week before mid-term about your



evaluation. Schedule a conference time to go over it before the mid-term due date.

- **Mid-Term Packet:** The Teacher Candidate is responsible for compiling and submitting the mid-ter packet to their Field Supervisor after their mid-term evaluation meeting. The following documents must be attached to a single email to their Field Supervisor.
- [Log Sheet \(view Tutorial\)](#)
- **PDEFE Final Evaluation:** Teacher Candidates should remind their Mentor-Teacher and Field Supervisor two weeks before the end of their practicum and schedule a conference time to go over the final evaluation.
- **Final Packet: Checklists** - The Teacher Candidate is responsible for compiling and submitting the final packet to their Field Supervisor after their final evaluation meeting. All the following documents must be attached to a single email to their Field Supervisor. Follow the “Checklist” directions. Incomplete or late submission of paperwork can result in delayed certification or impact graduation.

Mentor Tasks

Practicum Level	Mentor Tasks
Student Teaching Internship (T&L 415, MIT 575)	<ul style="list-style-type: none"> • 4 written observations • Approve Weekly log sheet • PGP (Professional Growth Plan) signoff • Review of 4 lesson plans • Mid-term PDEFE Evaluation • Final PDEFE Evaluation

- **Approve weekly log sheet** – Each week, the Teacher Candidate is expected to review their schedule with you to coordinate activities. Mentor Teachers are asked to initial each week's approval at a minimum of one week in advance.
- **Review and Approval of Teacher Candidate Lesson Plans**
Mentor Teachers will review, provide feedback, and approve all lessons the Teacher Candidate completes. Teacher Candidates are responsible for submitting the lesson plan on the College of Education Lesson Plan Template and addition requirements listed by the seminar syllabus a minimum of 24 hours before the lesson is to take place.



- **Observations**– a minimum of 4 written observations
Mentors make many observations of the Teacher Candidate throughout the Student Teaching Internship. Most feedback is offered verbally, however a minimum of two observations with written feedback are required.
- **Written feedback** can be on a notepad or typed in a Word® document. Example observation forms can be found at <https://tricitie.wsu.edu/education/field-experiences/> to document the observations and provide feedback.

Maximizing the observation feedback is essential to the development of the Teacher Candidate. It is recommended that you determine the scope of the observation before it occurs and provide the focus of the observation to the Teacher Candidate. The scope can vary from a whole-class general observation where the mentor captures the entire context or as particular as just looking for student engagement. The scope can be any aspect of preparation, instruction, engagement, assessment, safety, or other items that align with the PDEFE dispositions.

- **Mid-term and Final Evaluation:** The Mentor Teacher is responsible for input and collaboration with the Field Supervisor to score each of the ten dispositions on the Professional Dispositions Evaluation of Field Experiences (PDEFE). The Mentor Teacher collaborates with the Field Supervisor to provide narrative feedback in dispositions 1 through 10. The collaboration on evaluations usually begins one week before the mid-term or final evaluation meeting.
- **Mid-term Packet:** The Teacher Candidate is responsible for collecting signatures and paperwork from the Mid-term evaluation meeting. They will convert the documents into PDF® and submit them to the Field Supervisor by the assigned deadline for approval. The Field Supervisor will send approved packets to the Field Services Office for grading.
- **Final Packet:** The Teacher Candidate is responsible for managing all paperwork included in the final packet. The Mentor Teacher is responsible for reviewing and approving the documentation, including:
 - Log sheet: sign for approval of documented hours.



- 2 Mentor Teacher Observations – The Mentor Teacher may provide more than two written observations, but the Teacher Candidate will select two to submit.
- 2 Field Supervisor Observations – The Field Supervisor may provide more than two written observations, but the Teacher Candidate will select two to submit.
- Final Evaluation: Professional Dispositions Evaluation of Field Experiences (PDEFE)
- **Exit Survey** (will be sent to you via WSU email from Pullman). We value and use your feedback to improve our teacher preparation program continuously. When distributed, we ask Mentor Teachers to complete the survey as soon as possible.

Suggested Timeline

Before School Starts

- Set up an initial meeting with teacher candidate and mentor before the placement begins. Establish teacher candidate time frame and daily schedule. Review resources, routines, and working space. Clarify expectations. Communicate with the building principal and send a thank you note along with a re-introduction.
- Have the teacher candidate check with the Human Resources department and school office regarding district e-mail, keys, identification badge, teacher workdays, and district orientations.
- Remind the teacher candidate to look over the Internship Handbook and College of Education website <http://education.wsu.edu/field/>. Allow the teacher candidate to become familiar with the school (handbook, website, tour of building etc.).
- Familiarize the teacher candidate with the curriculum and pacing plans for the school district. Make available subject specific resources for the grade level that the teacher candidate will be working.

Week One

- Teacher candidates should plan to arrive at school at least a half hour early and stay as long as the mentor is expected to stay.
- The teacher candidate introduces themselves to students and with the help of the mentor prepare a message to send to students' families.



- The teacher candidate should ask questions, discuss observations, review routines and policies, and familiarize yourself with online learning platforms and curriculum guides.
- The teacher candidate learns the names of students in your classes. Study the characteristics and learning habits of the students in the class(es).
- The teacher candidate establish a weekly check in/reflection time with their field supervisor.
- The teacher candidate submits their weekly plan with goals to the mentor for approval.

Week Two

- The teacher candidate and mentor review the PDEFE requirements. Review the ten disposition standards. Set goals and discuss opportunities to provide evidence that the teacher candidate are meeting standards as a professional teacher candidate.
- Familiarize the teacher candidate with your district, school, and classroom, asking questions about student backgrounds, socio-economic status of community, and the students in your classroom. Inquire about individual learning plans, pull out services for individual students, curriculum and pacing plans, and resources for the staff and teachers in your building. Having a well-rounded knowledge of your classroom and the learners themselves will inform the teacher candidates teaching practice and guide you as an educator.
- The mentor should begin to create co-teaching roles for the teacher candidate.

Weeks Three to Five

- The teacher candidate gradually takes on more teaching opportunities that include classroom management practice. The mentor should offer the teacher candidate co-teaching opportunities.
- The teacher candidate prepares written lesson plans for the mentor and supervisor with a minimum of 24 hrs advance notice to the scheduled instructional time. Teacher candidates should complete the "Context Statement" for each lesson, at first.
- The teacher candidate records segments of their teaching to share with the field supervisor and to evaluate their progress.



- The teacher candidate creates general outlines of unit plans with a clear idea of what assessment is intended to use. The mentor teacher works with the teacher candidates to understand lesson sequencing, curriculum spiraling, design of lesson enrichment for accelerating students and remediation for students that “don’t get it.”

Weeks Six through Eight

- The teacher candidate solo teaches if the mentor determines they are ready. The teacher candidate prepares all ideas, resources, and plans in consultation with the mentor. Co-teaching may still occur, but not as much.
- By the end of week 8, collect assessment evidence showing the range of students learning from the teacher candidate lessons. Reflect with the teacher candidate on the student assessment and set goals for further planning and instruction.
- The teacher candidate schedules a formal observation and conference session with their field supervisor.
- The mentor teacher, field supervisor and teacher candidate review the PDEFE for midterm evaluation.

Weeks Nine through Fourteen

- The teacher candidate continues teaching responsibilities inviting feedback from the mentor and supervisor.
- The teacher candidate, with support from their mentor, create a Professional Growth Plan www.education.wsu.edu/professionalgrowthplan based on your PDEFE.
- The teacher candidate invites the supervising principal to observe them teaching (Most principals will not serve as a reference for a teacher candidate unless they have observed them teach).

Final Weeks

- The last week of the WSU term, the teacher candidate gradually transitions all teaching responsibilities back to the mentor.
- Teacher candidates can observe or assist teachers in other classes if arranged.
- The teacher candidate ensures all papers, assignments, and resources are graded and returned to the mentor, and that grading records are current.



- The teacher candidate should show appreciation to all school personnel who have assisted them.
- The mentor teacher, field supervisor and teacher candidate review and complete final WSU checklist (PDEFE, Professional Growth Plan, Diversity documentation, 12 hr. Documentation, Exit Survey, etc.).
- The teacher candidate should ask the mentor and field supervisor to be a reference.
- Teacher candidate compiles final packet with completed forms and signatures to their field supervisor by the assigned deadline.



WSU Tri-Cities Field Services Personnel

All final paperwork and questions should be addressed to:

tricityfieldservices@wsu.edu

John Mancinelli Field Services Director

O: 509-372-7237 E: john.mancinelli@wsu.edu

Catherine Denham Field Services Coordinator

O: 509-372-7135 E: Catherine.Denham@wsu.edu

Pullman Field Services Staff

All mail for the Office of Field Services and Certification should be addressed to:

PO BOX 642114 Pullman, WA 99164-2114. Our Fax number is 509-335-2097

Emily Deen Field Services Director & Certification

O: 509-335-0925 email: emily.deen@wsu.edu

Staci Bickelhaupt Certification Coordinator

O: 509-335-8146 email: sbickel@wsu.edu

Heidi Ritter Program Specialist, Field Services

School contracts, Vouchers, Clock Hours, Travel Reimbursements

O: 509-335-0925 email: hritter@wsu.edu

Ashley Burke Program Coordinator, Certification

Fingerprinting, e-cert, Intern Subs

O: 509-335-8147 email: nkmurray@wsu.edu

Guy Pitzer Places and Supervises Student Teachers & MITs in Pullman Area

O: 509-335-4095 email: gapitzer@inlandnet.com

Lori White Pullman Elementary Practicum

O: 509-335-7984 email: whitel@wsu.edu

Francene Watson Pullman Secondary Program

O: email: fwatson@wsu.edu



Jim Johnson Pullman Secondary Program and Supervises Student Teachers in Pullman Area

O: 509-432-9336 email: jrjohnson@wsu.edu

Kris Nilsson Fiscal Specialist, Dept. of Teaching and Learning (PO Box 642132)
Supervisor Appointments and Payroll

O: 509-335-5027 email: knilsson@wsu.edu

College of Education Leadership

Mike Trevisan Dean, College of Education

O: 509-335-4853 email: trevisan@wsu.edu

Phyllis Erdman Associate Dean for Academic Affairs, College of Education

O: 509-335-4853 email: perdman@wsu.edu

Tariq Akmal Chair, Department of Teaching & Learning

O: 509-335-7296 email: takmal@wsu.edu

Angie Hammond Director, Office of Undergraduate Education

O: 509-335-4855 email: angiehammond@wsu.edu



Washington State University Teacher Candidate Safety Guidelines During the COVID-19 Pandemic

Washington State University (WSU) continues to protect the integrity of teacher preparation while also assuring a safe environment for all involved. We continue to seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

The current COVID-19 pandemic has changed operating procedures for schools across the state, the nation, and the world. The Department of Teaching and Learning within WSU's College of Education will maintain a level of recognition, respect, and adaptability for our teacher candidates placed within our partner school districts. We support the leadership within our state that has determined face-to-face learning and open school buildings as essential to the educational and social well-being of K-12 students. Furthermore, the Department of Teaching & Learning recognizes the importance of tending to the social and emotional needs of students. The partnership between school districts and the Department of Teaching & Learning will operate in compliance with all safety procedures set forth by Washington state and partner school districts to combat the spread of COVID 19 and teacher candidates must follow these health and safety requirements and/or guidelines. This includes the expectation that all students have met the vaccination requirement as set forth by WSU policy. Please know that without vaccinations, districts are not obligated to provide field placement.

Teacher education at WSU is dedicated to the model of teacher preparation that supports K-12 student learning and teacher candidate learning while also endeavoring to be as safe as possible for all stakeholders. As necessary and specific to each school district, WSU teacher candidates will:

- Offer assistance in developing strategies to support the social and emotional well-being of children.
- Help enforce safety guidelines such as social distancing and facial coverings.
- Support mentor teacher strategies of following up on students who need additional support for academic success.
- Adhere to school district policies for helping students who are, for any reason, at a disadvantage in their schooling.



- Follow various co-teaching models that provide further support to students.
- Assist in remote learning activities such as synchronous and asynchronous methods of teaching.
- Practice professionalism by supporting children, teachers, administration, and staff within the school community.

In developing these guidelines, WSU is following state and district guidelines as we seek classroom opportunities to develop the knowledge and skills of teaching for our candidates. While we respect our candidate's personal beliefs, we expect that in this time of uncertainty candidates will adhere to - 10 - Washington State, public health authorities (i.e., federal, state, and local) and school district and university guidelines regarding safety and health.

Our current candidate safety guidelines during the COVID-19 pandemic are intended to be updated as this public health emergency evolves and new health and safety laws, guidelines and/or standards are developed. Please note these guidelines are subject to change throughout the 2022-23 school year, so it is important that candidates closely monitor any new requirements and/or guidelines.

Official WSU Guidelines for COVID-19 Vaccinations

Washington State University (WSU), as the state's land-grant university, has an obligation to serve the public good and promote the health and safety of the communities it serves. The COVID-19 vaccine, now widely available, has been shown to nearly eliminate the chances of death or serious illness related to a COVID-19 infection, and is a critical element in protecting public health locally and worldwide.

Vaccine requirements for students

WSU system-wide will require proof of the COVID-19 vaccination for the 2022–2023 academic year for all students engaging in activities at a WSU campus or location. Students must provide proof of the initial series of COVID-19 vaccination (currently both doses in a two-dose series, or one dose in a single dose series).

WSU strongly recommends that all individuals who are able to follow the latest guidance on being up to-date on vaccination, including getting a booster and any subsequent booster shots.



Exemptions will be allowed for those with sincerely held religious beliefs and documented medical reasons. Information about how to submit proof of vaccination and the process to request an exemption is available on the Cougar Health Services website. (Remember that K-12 schools may require candidates to be fully vaccinated prior to entering their buildings.)

In cooperation with school district partner requests, WSU requires the following information from all students in a field experience:

- Teacher candidates will adhere to the WSU and school district vaccination policies.
- To combat the spread of COVID-19, the teacher candidate must also be willing to submit to health screenings, social distancing requirements, and other health/safety interventions required by law, WSU and/or the assigned school district to combat the spread of COVID-19. These may include:
 - Daily temperature checks.
 - Completion of a questionnaire asking relevant health questions including a daily attestation you do not have symptoms consistent with COVID-19.
 - Wearing a facial covering that meets safety specifications.
 - Staying home and not being present in the assigned school when ill, a close contact (e.g., family member in the home) is ill, and/or you have been exposed to an individual with COVID-19 or suspected as having COVID-19.
- While participating in any field experience, a teacher candidate who has come in close contact with a person infected with COVID-19 must immediately report this to the school district designee. The teacher candidate may be required to self-quarantine and/or may need to provide results of a COVID-19 test prior to returning to their assigned classroom.
- Teacher candidates must follow all health and safety protocols and may be required to participate in any mandatory training implemented by the district.



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Appendix A: Observation Tools



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Appendix B: Evaluation Forms



Appendix C: Instructional Frameworks

Washington State uses the [Danielson](#), [Marzano](#), and [CEL5D+](#) frameworks for teacher development and evaluation based on the [school districts'](#) negotiated agreement.

[School District List](#)

<https://www.k12.wa.us/educator-support/teacherprincipal-evaluation-program/frameworks-and-student-growth/district-framework-selections>

[Danielson](#)

<https://www.k12.wa.us/educator-support/teacherprincipal-evaluation-program/frameworks-and-rubrics/charlotte-danielson%E2%80%99s-framework-teaching-2011>

[Marzano](#)

<https://www.k12.wa.us/educator-support/teacherprincipal-evaluation-program/frameworks-and-rubrics/marzano%E2%80%99s-teacher-evaluation-model>

[CEL5D+](#)

<https://www.k12.wa.us/educator-support/teacherprincipal-evaluation-program/frameworks-and-rubrics/cel-5d-teacher-evaluation-rubric-30>



Appendix D: Topics for Discussion

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 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



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- How to incorporate diversity within the classroom

Appendix E: Other Documents

Appendix F: Teacher Candidate Improvement Plan

When a pattern of concerns develops with a teacher candidate, the field supervisor – with input from the mentor teacher – will develop and write an improvement plan using the following form.



Teacher Candidate Name: _____ Date: _____
 School: _____ Subject/Grade: _____
 Supervisor(s): _____ (Individual(s) initiating assistance plan)

Teaching Disposition Standards (PDEFE) being addressed: <input type="checkbox"/> Instructional planning (1) <input type="checkbox"/> Communication and collaboration (6) <input type="checkbox"/> Multiple instructional strategies (2) <input type="checkbox"/> Takes initiative (7) <input type="checkbox"/> Knowledge of content and practices (3) <input type="checkbox"/> Requests and applies feedback (8) <input type="checkbox"/> Assessment and Student Voice (4) <input type="checkbox"/> Reflects on student learning (9) <input type="checkbox"/> Motivation and management (5) <input type="checkbox"/> Professional commitment (10)
Statement of Concern (specific problem):
Statement of Objective(s) (future, improved behavior/what is required in terms of teaching behavior):
Intervention Strategies/Activities:
Timeline of Events/Evaluation of Improvement:
Intended Evidence Collection (objective, factual evidence collected from multiple sources):

Time Sensitive: This plan will be reviewed in one week from today (__/__/__) to determine if there is sufficient and adequate progress by the Teacher-candidate to make improvements. Sooner action may be taken if no improvement occurs prior to the next meeting.

Acknowledgment: Failure to achieve the stated objectives may result in: **a)** alternate placement, **b)** a redesigned growth plan, **c)** deferred completion of the field experience and a plan for remediation, **d)** dismissal from the intern teaching experience, or **e)** a combination of actions. Any and all field experience recommendations will be made based on evidence of improvement or lack thereof. Removal may also occur at the recommendation of the mentor, building administrator, supervisor, or if there is a violation of the code of professional conduct for education practitioners in the State of Washington.

_____ Teacher Candidate Name (Printed)	_____ Teacher Candidate Signature	____/____/____ Date
_____ Mentor Teacher Name (Printed)	_____ Mentor Teacher Signature	____/____/____ Date
_____ Supervisor Name (Printed)	_____ Supervisor Signature	____/____/____ Date