



WASHINGTON STATE UNIVERSITY

**College of Education**  
**TRI-CITIES**

Pre-Internship (TCH\_LRN 490/MIT571)

Mentor Teacher Handbook

Field Experiences Office

Department of Teaching and Learning

Updated: Spring 2024



## Pre-Internship Mentor Handbook



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.

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# Pre-Internship Mentor Handbook



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## Welcome!

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 has to 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



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jamorrison@wsu.edu



Dr. Lindsay Lightner  
*Alternate Route  
Academic Coordinator*  
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Mr. Chris Gana  
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509-742-7474  
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Ms. Catherine Denham  
*Field Services  
Program Coordinator*  
509-372-7135  
Catherine.denham@wsu.edu

## 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 as determined by the school district.
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.

## 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 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.

### *Create 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 their appropriate professional voice. The mentor should 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 may have limited time to demonstrate these skills and knowledge.

Therefore, the mentor teacher must communicate feedback directly and frequently. Over time, the gradual release of responsibility to the teacher candidate will help them hone their skills and expand their knowledge.

### *Modeling Professional Skills and Behaviors.*

Modeling good professional behaviors for teacher candidates is important. Teacher candidates need to learn how to face challenges in teaching with a professional perspective. Mentors should hold conversations at appropriate times before, during, and after they model a particular skill, action, or event to take advantage of learning opportunities. 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 makes mistakes! 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 some examples of things mentors can model:

- Decision-making about 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.
- Managing the classroom environment.
- Managing student off-task or disruptive behavior.

### *Release Responsibility to the Teacher candidate Appropriately*

Just as an athletic coach guides players during a game, a mentor teacher will eventually be on the sidelines providing real-time feedback to the teacher candidate. Below are suggestions to make this experience positive and constructive for all involved.

1. 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.
2. 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.
3. 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:
  - a. What do you think went well and why?
  - b. What needs more focus and refinement from your perspective?



- c. What was the level of student engagement during the activity, and how did you know?
- d. How could greater student engagement occur in your next lesson?
- e. 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 effective ways to improve.

Early practicum teacher candidates usually have limited 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.

### Communications with Teacher candidates

Good communication is key to the success of teacher candidates. 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 immediately improve in response.

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 planning. 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 daily/weekly routine for consultation, collaboration, and team planning.
- Assist the teacher candidate in developing their continuous improvement process.



## Communications 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 they meet 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](mailto: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 or they may 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 the 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 by the teacher candidate.
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](mailto: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 the 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
Pre-Internship (T&L 490, MIT 571)	10 Clock Hours

*Clock Hour Forms*

Clock Hour Forms are emailed approximately the 12<sup>th</sup> week of the semester to the mentor teacher from the WSU Pullman Certification Office. The clock-hour form includes instructions.

**The Program Coordinator**

The field services coordinator is available when you are in need of information or need to communicate concerns. Please feel free to reach out to our field services coordinator:

- Catherine Denham  
 O: 509-372-7135 E: [Catherine.denham@wsu.edu](mailto:Catherine.denham@wsu.edu)

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](mailto:llightner@wsu.edu)
- Undergraduate or MIT Programs, Mr. Chris Gana  
 O: 509-742-7474 E: [cgsana@wsu.edu](mailto:cgsana@wsu.edu)

**The field supervisor**

The University field supervisor represents the university program. The field supervisor is an instructor, advisor, coach, and evaluator for the Teacher candidate and a resource and support person for the mentor teacher. Open lines of communication with all parties build the foundation for a positive experience.



As a field supervisor, close contact with school personnel at the building and district levels, the area supervision coordinator, and the WSU Pullman Office of Field Services and Certification is required. Supervisors frequently clarify the university program, eliminate 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.

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 in direct contact with the Field Services Office.

## 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 Seminar Faculty

Parallel to the field experience, teacher candidates take a seminar course focusing on the field experience. In a seminar, teacher candidates share experiences and problem-solve issues they face. Additionally, they receive training on pedagogical strategies and high-value educational practices. As a mentor teacher, feel free to reach out to any of the faculty with questions.

- **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
- **TCH\_LRN 590** - MIT content experience (16 hrs/wk, 210 hrs total)
  - [Dr. John Mancinelli \(john.mancinelli@wsu.edu\)](mailto:john.mancinelli@wsu.edu) 509-372-7237
- **SPEC\_ED 490** - Special Education (6 hrs/wk, 90 hrs total)
  - [Yun-Ju Hsiao \(yhsiao@wsu.edu\)](mailto:yhsiao@wsu.edu) 509-372-7505
- **TCH\_LRN 490/MIT 571** – Pre-Internship (16 hrs/wk, 210 hrs total)
  - [Dr. Lindsay Lightner \(llightner@wsu.edu\)](mailto:llightner@wsu.edu) 509-372-7366



- **TCH\_LRN 415/MIT 575** – Student Teaching Internship (40 hrs/wk, ~600 hrs total)
  - [Dr. John Mancinelli \(john.mancinelli@wsu.edu\)](mailto:john.mancinelli@wsu.edu) 509-372-7237

## Practicum Types

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

### Pre-Internship Practicums

The Pre-Internship courses prepare the teacher candidate for student teaching. Teacher candidates gain increased time in the field with increased responsibilities. Teacher candidates are placed with a mentor teacher at the beginning of the semester (August/January). They attend any orientations and professional development that the district may require before the beginning of the school year and assist with setting up the classroom. Supervisors visit/observe at least twice during the experience – an initial visit of introduction and expectations, and a second visit to observe a lesson and conference with the Mentor Teacher and jointly complete the Professional Dispositions Evaluation for Field Experiences (PDEFE). The candidate will complete assignments as detailed in the handbooks available at:

<http://www.education.wsu.edu/field/>

The Teacher Candidate will turn in all the paperwork directly to the practicum instructor; if there are areas of concern that the candidate needs to work on before student teaching, share them with the supervision coordinator and the practicum instructor.

### *Courses*

- TCH\_LRN 490 – Elementary Pre-Internship (210 hrs. total; 16 hrs./week)
- MIT 571 – Masters in Teaching Pre-Internship (210 hrs. Total; 16 hrs./week)

### *Alternative Route Program*

*Alternate Route (AR) Program Teacher Candidates follow a condensed schedule arranged between the school district and WSU Tri-Cities to accommodate the para-educators' work schedules and logistical issues. AR term is usually eight (8) weeks in length rather than the traditional 16 weeks. All activities mentioned below are the same; they complete tasks sooner.*

### *Teacher Candidate Activities*

This is a summary overview. For details, please refer to the specific syllabus or handbook (T&L490, MIT 571).



- **Weekly Calendar Coordination:** Teacher candidates are expected to review and have their calendar approved by their mentor teacher each week in advance using the log sheet to document. The mentor teacher should approve absences or alterations to the regular weekly schedule. The teacher candidate must inform the Field Supervisor of any scheduled absences or changes in the teacher candidate's schedule. Log sheets must always be current and are subject to review by the mentor teacher or field supervisor upon demand.
- **Observation and Reflection:** Teacher candidates are expected to make detailed observations primarily of their mentor teacher, para-educators, instructional specialists, peer teachers, and specialists (music, art, PE, library). Reflections should focus on how the teacher candidate, as a teacher, interacts and utilizes the partnerships with these personnel.
- **Lesson planning and leading instruction**
  - Teacher candidates will design and lead a 50 to 60-minute classroom lesson a minimum of four times throughout the semester.
  - Teacher candidates will coordinate the field supervisor and mentor teacher observations of these lessons.
  - Teacher candidates will use the [College of Education Lesson Template](#) and any other paperwork required in their seminar.
  - The teacher candidate will provide the field supervisor and mentor Teacher with a formal lesson plan using the College of Education Lesson Plan Template and any other materials required by their respective seminar a minimum of 24 hours before the instructional activity is scheduled.
- **Observation Feedback**
  - Teacher candidates expect a minimum of four observations by the field supervisor with two written feedback. There can be more; however, the teacher candidate will keep two written feedback observations to submit with their final paperwork.
  - Teacher candidates expect a minimum of four observations by the mentor teacher with two written feedback. There can be more observations with written feedback; however, the teacher candidate will keep two written feedback observations to submit with their final paperwork. Specific forms are not expected. Templates are provided in this handbook, however.
- **PI-PDEFE Mid-Term Summary:** The teacher candidate will summarize their work for each disposition in a single paragraph. The teacher candidate will submit the summary to their field supervisor and mentor teacher one week before the mid-term evaluation. The teacher candidate intends to demonstrate reflective practices through their documentation.



- **PI-PDEFE Mid-Term Evaluation:** The mentor teacher provides a short narrative in each of the ten (10) dispositions to the field supervisor one week before mid-term. Additionally, the mentor teacher and field supervisor will collaborate on scoring each of the ten dispositions as "Met," "Approaching," and "Not Met." The field supervisor will schedule a conference to review the PDEFE before the mid-term due date. The teacher candidate will collect the signed forms and submit them to their field supervisor by the deadline in PDF® format.
- **PI-PDEFE Final Summary:** The teacher candidate will summarize their work for each disposition in a single paragraph adding to the mid-term summary. The teacher candidate will submit the summary to their field supervisor and mentor teacher one week before the final evaluation. The teacher candidate intends to demonstrate reflective practices through their documentation.
- **PI-PDEFE Final Evaluation:** The mentor teacher provides a short narrative in each ten (10) dispositions to the field supervisor one week before the final deadline. Additionally, the mentor teacher and field supervisor will collaborate on scoring each of the ten dispositions as "Met," and "Not Met." The field supervisor will schedule a conference to review the PDEFE before the final due date. The teacher candidate will collect the signed forms and submit them to their field supervisor by the deadline in PDF® format.
- **Final Packet: Checklists/Cover Sheet** (Teacher-Candidate)
  - [Log Sheet](#)
  - [Context for Learning](#) (Teacher-Candidate)
  - Exit Survey (will be sent to you via WSU email from Pullman)
  - 2 University Field Supervisor Observations (provided by the Supervisor)
  - 2 Mentor Teacher Observations (provided by the Mentor-Teacher)
  - [PI-PDEFE](#) Final Evaluation (provided by Supervisor and Mentor-Teacher)

### Mentor Tasks

Practicum Level	Mentor Tasks
Pre-Internship (T&L 490, MIT 571)	<ul style="list-style-type: none"> <li>● 2 written observations</li> <li>● Weekly log sheet signoff</li> <li>● Review of 4 lesson plans</li> <li>● Mid-term PI-PDEFE Evaluation</li> <li>● Final PI-PDEFE Evaluation</li> </ul>

### Suggested Timeline

*\*NOTE\* The Alternate Route student timelines are half of what is listed below.*



## **Pre-Internship Mentor Handbook**

- 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: Send an email to the field supervisor with the mentor's narrative and score for each of the ten (10) PDEFE dispositions. The mentor teacher and field supervisor discuss any areas of concern and agree on scores before the mid-term conference with the teacher candidate.
- Week 8: Meet with the teacher candidate and field supervisor to review the mid-term PDEFE. Sign the mid-term log sheet and PI-PDEFE and submit them to the teacher candidate.
- Week 9 – 14: Observe the teacher candidate and provide written feedback for the last half of the required observations.
- Week 15: Send an email to the field supervisor with the mentor's narrative and score for each of the ten (10) PDEFE dispositions. The mentor teacher and field supervisor discuss any areas of concern and agree on scores before the mid-term conference with the teacher candidate.
- Week 16: Meet with the teacher candidate and field supervisor to review the final PDEFE. Sign the final log sheet and PI-PDEFE and submit them to the teacher candidate.



## Evaluation: Professional Dispositions Evaluation for Field Experiences

The Professional Dispositions Evaluation for Field Experiences (PDEFE) aligns with the National inTASC teacher preparation programs standards. The PDEFE also ensures compliance with the OSPI PESB accreditation requirements. These ten dispositions are, in turn, used to evaluate each teacher candidate. Teacher candidates must meet all ten dispositions by the end of their student teaching internship (TCH\_LRN 415/MIT 575).

For the pre-internship (TCH\_LRN 490/MIT 571), teacher candidates are expected to meet several of the dispositions but may have multiple areas where they are "approaching." "Not Met" dispositions mean the teacher candidate is not ready to advance to the student teaching internship.

## Appendix A: Spring 2024 Deadline Schedule

Deadlines are a courtesy to you as a mentor; however, the responsibility to meet these deadlines lies with the teacher candidate. They are responsible for prompting you for your assistance and completion of documentation. National holidays are observed by WSU teacher candidates on the K-12 calendar not the WSU Calendar.



## Spring 2024 Deadlines



- 📅 01/08/2024 12:30 PM (East Aud) Early Practicum Orientation (T&L 401, 405, 590, SPEC\_ED 490)
- 📅 01/08/2024 2:00 PM (East Aud) Pre-Internship Orientation (T&L 490/MIT 571)
- 📅 01/08/2024 7:00 PM (TCOL 202) Mentor Teacher Orientation
- 📅 01/15/2024 All Day (NA) Martin Luther King Jr Day-(Observe with K-12)
- 📅 02/16/2024 12:00 PM (Email) Mid-term PDEFE/EPPCJ Summary to Field Supervisor and Mentor Teacher
- 📅 02/16/2024 TBA (TBD) Mid-term signature meeting & paperwork submission to Supervisor
- 📅 02/19/2024 All Day (NA) President's Day-(Observe with K-12)
- 📅 02/21/2024 12:00 PM (Email) Mid-term Packets due to Field Services Office
- 📅 04/23/2024 12:00 PM (Email) Final PDEFE/EPPCJ Summary to Field Supervisor and Mentor Teacher
- 📅 04/23/2024 TBA (TBD) Final signature meeting & paperwork submission to Supervisor
- 📅 04/26/2024 12:00 PM (Email) Final Packet Due to the Field Services Office

## Appendix B: 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 large portions of the teaching day.
- Use of the co-teaching model.

## Recommended Topics

### Planning

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

### Instruction

- Instructional Rigor
- Questioning techniques
- Lesson pacing
- Lesson introductions
- Checking for understanding
- Using formative assessment
- Content application and adjustment
- Adjusting your lesson
- Using GLAD/AVID strategies
- Cooperative learning groups
- Classroom logistics that help instruction
- Entry Tasks
- Incorporating technology

- Using manipulatives and representations in instruction.
- Connecting students to their learning.
- Wait time.
- Remediation and extension of learning
- Classroom management supporting instruction.
- Whole group vs. small group.
- Differentiation

### Assessment

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

### Classroom Management

- Setting Expectations
- Reinforcing Expectations
- Organizing the classroom.
- Managing resources
- Monitoring behaviors
- Logistics of the classroom (attendance, lunch count)
- Pacing and time management
- Record keeping and documentation.
- Classroom design/setup



- Transitions
- Technology
- Classroom signals and cueing (verbal/nonverbal).
- Proximity
- Use of positive and negative reinforcement

## Communication & Engagement

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

## Inclusion & Equity

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

## 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. Use your school district's instructional framework language when working with your teacher candidate.

### *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: Observation Tools

Reminder: the enclosed templates are not required but a resource for mentor teachers and field supervisors to use.



Teacher Candidate: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

Master Teacher: \_\_\_\_\_

Grade Level/Subject: \_\_\_\_\_

General Comments (Class type; format; outside impacts; assumptions; overall context)

Student Engagement (Lesson connection to student backgrounds)

Climate (Positive; Constructive; Risk-taking; Rapport; Orderly; Student Responses; Meaningful Student Activity):

Instruction (Standards-Aligned; Targets; Rigor; Modeling; Visuals; Monitoring; Transitions; Closure; Pacing; Clarity; Academic Language; Differentiation):

Management (Effectiveness; Cues; Discipline; Organization; Awareness)

Click or tap here to enter text.

Teacher-Candidate Presentation (Voice; Posture; Appearance; Eye contact; Assertiveness; Other):

Questions and Wonderings:

Actions/Recommendations for Improvement:



## Observation Notes

Teacher Candidate: \_\_\_\_\_ Observer: \_\_\_\_\_

Class format: **Whole Class**

Start Time: \_\_\_\_\_ AM/PM      End Time: \_\_\_\_\_ **AM/PM**      Total Min: \_\_\_\_\_

School Building: \_\_\_\_\_      Grade level: \_\_\_\_\_

**Additional notes about the lesson:**

\_\_\_\_\_

Strengths	Areas for Growth
<b>Classroom Management</b>	

General Comments

\_\_\_\_\_

\_\_\_\_\_  
 Observer

\_\_\_\_\_  
 Title

\_\_\_\_/\_\_\_\_/\_\_\_\_  
 Date



Teacher Candidate: \_\_\_\_\_

Location: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

Start Time: \_\_\_\_\_AM/PM End Time: \_\_\_\_\_AM/PM Total Minutes: \_\_\_\_\_

Observer: \_\_\_\_\_

**Observation Notes**

**Subjective (Observer's assumptions and questions):**

**Objective (observable facts witnessed):**

**Assessment (professional contextualization and prognosis):**

**Plan:**

Things done well...

Focus areas...

Recommendations...



**Professional Disposition Evaluation for Field Experiences (PDEFE) Alignment**

Disposition Standard	Present in this lesson	Today's Progress	Score
1. Student Achievement	<input type="checkbox"/>	_____	_____
2. Differentiated Instruction	<input type="checkbox"/>	_____	_____
3. Instructional Strategies	<input type="checkbox"/>	_____	_____
4. Assessment	<input type="checkbox"/>	_____	_____
5. Classroom Management	<input type="checkbox"/>	_____	_____
6. Communication & Collaboration	<input type="checkbox"/>	_____	_____
7. Professional Development	<input type="checkbox"/>	_____	_____
8. Seeks Feedback	<input type="checkbox"/>	_____	_____
9. Reflection	<input type="checkbox"/>	_____	_____
10. Professionalism	<input type="checkbox"/>	_____	_____

\_\_\_\_\_  
 Observer

\_\_/\_\_/\_\_  
 Date

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Appendix E: Professional Dispositions Evaluation for Field Experiences (PDEFE)

Please note that there are separate forms for the Mid-term and Final. The attached version is the "midterm" used for the end-of-term.

## 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. The teacher candidate <b>centers instruction</b> on high expectations for student achievement through the <b>understanding</b> of individual differences and diverse cultures and communities.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Not Met
2. The teacher candidate <b>recognizes</b> individual student learning needs and <b>develops</b> strategies for planning differentiated instruction that supports every student in meeting rigorous learning goals.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Not Met
3. The teacher candidate <b>demonstrates</b> effective teaching practices and knowledge of content that use a variety of instructional strategies and technologies to engage learners in critical thinking, creativity and collaborative problem solving focused on the learning targets.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Not Met
4. The teacher candidate <b>understands</b> and <b>uses</b> both formative and summative methods of assessment, as well as student voice, to engage learners in their own growth, to monitor learner progress and modify instruction to improve student learning.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Not Met
5. The teacher candidate <b>fosters</b> and <b>manages</b> 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.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Not Met
6. The teacher candidate <b>communicates</b> and <b>collaborates</b> with colleagues, parents and the school community in an ethical and professional manner to promote student learning and growth.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Not Met
7. The teacher candidate takes the <b>initiative</b> to participate and collaborate with learners, families, colleagues, other school professionals and community members to advance their own professional development and contributions to the broader profession.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Not Met
8. The teacher candidate respectfully and openly <b>requests, accepts</b> and <b>applies</b> feedback for improvement.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Not Met
9. The teacher candidate <b>reflects</b> on their own practice and progress to improve instruction for all learners.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Approaching Stand <input type="checkbox"/> Not Met
10. The teacher candidate <b>demonstrates</b> 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.	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

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
University Supervisor Signature, Date

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Mentor Teacher Signature, Date

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Teacher Candidate Signature, Date

## Appendix F: WSU Field Services

### WSU Tri-Cities

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### WSU Pullman

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