



COLLEGE OF EDUCATION

Student Teaching Handbook and Resource Guide

**Department of Teaching and Learning
Washington State University**

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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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Welcome to the Washington State University Student Teaching Field Experience

This handbook has been prepared to provide an overview of the experience and links to information that will be helpful to the mentor teacher and the WSU teacher candidate.

Student teaching is a **supervised** experience. Consequently, a certificated mentor teacher or administrator should be available at all times.

Placement and Calendar: Teacher candidates will follow the public school's calendar, *not the university's*, once student teaching begins. Teaching assignments are determined by the university supervisor 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.

Attendance and Communication: Teacher candidates are expected to respond to all modes of communication in a professional and timely manner. This includes but is not limited to emails, calls and texts from university personnel, supervisors and mentor teachers. Teacher candidates are also responsible for notifying their supervisor, mentor teacher and other designated school personnel if they are going to be absent, and for giving the mentor teacher appropriate plans for the day(s), just as they would if they were planning for a substitute teacher. Absences will be made up to the satisfaction of all involved. Teacher candidates will be **required to attend scheduled student teaching seminars and complete assignments** during the school day or after school hours as scheduled by the university supervisor.

Work Stoppage: In cases where the mentor teacher participates in a work stoppage, the teacher candidate will report to the university supervisor until such time as deemed appropriate by the university and public school for the teacher candidate to return to the classroom. Under university policy, teacher candidates are not allowed in district buildings during work stoppages or to be involved in any strike related demonstrations or activities.

Legal Responsibilities: As stated in WAC 180-44-005-060, the mentor teacher is responsible for the health, safety, and general well-being of the students. Therefore, when the mentor teacher leaves the teacher candidate in charge of the class, the mentor teacher may still be held responsible for the students. However, should harm come to any pupil through malice, negligence, or poor judgment on the part of the teacher candidate, both the teacher candidate and the mentor teacher could be held responsible.

Clock Hours: Mentor teachers are eligible to receive twenty clock hours for mentoring a teacher candidate during the culminating field experience. The university will distribute the clock hour form with other WSU documents.

Recommendations: The teacher candidate is encouraged to request recommendations from their mentor teacher, university supervisor, and anyone else who has seen them teach and work with young people. With the move to a more electronic application and interview process, traditional placement files have become obsolete. Many school districts use their own recommendation forms that the writer may be asked to complete.

Code of Professional Conduct: WAC 181-87 addresses the Code of Professional Conduct for Education Practitioners. By definition, the purpose of this chapter of the WAC is to set forth policies and procedures related to reprimand, suspension, and revocation actions respecting certification of

education practitioners for acts of unprofessional conduct including, but not limited to: misrepresentation; alcohol or controlled substance abuse; sexual misconduct; and failure to report. This chapter also defines good moral character and personal fitness necessary to serve as a certificated employee in a Washington school. The teacher candidate was provided a complete copy prior to student teaching. Full details can be found at: <http://www.k12.wa.us/ProfPractices/CodeConduct.aspx>

Academic Integrity: WSU's Academic Integrity Program requires that any plagiarized materials be submitted to the University Conduct Board for review. See <http://conduct.wsu.edu/policies>. Specifically, the edTPA is intended to be the sole work of the teacher candidate. Presenting information, ideas, or phrasing of another person as the student's own work without proper acknowledgment of the source may result in the edTPA scores being flagged for Administrative Review and voided. Voided scores require a candidate to register to complete a new edTPA and submit it for evaluation.

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in student teaching, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations **MUST** be approved through the Access Center.

Requirements for Teacher Candidate to Successfully Complete Student Teaching:

- Demonstrate ability to successfully plan, instruct, and assess
- Complete and submit the edTPA to Pearson and WSU
- Receive a score of 40 or higher on edTPA Rubrics 1-15 as reported by Pearson
- Provide a **full printed copy** of their Pearson Score Report to their WSU Supervisor
- Receive MET ratings on the PDEFE
- Attend scheduled seminars and complete all assignments
- Complete the Draft Professional Growth Plan
- Complete the Electronic Student Teaching Exit Slip
- Complete the University Supervisor Evaluation
- Complete the EBI Survey
- Request letters of recommendation

Lesson Planning: Effective teaching is purposeful and must be guided by a written lesson plan to assist the teacher in focusing on what is to be taught in the time allotted.

The teacher candidate will have been trained in lesson planning. Two versions of edTPA aligned lesson plan templates are included on pages 21 and 23 which help guide the candidate to the level of detail required of the edTPA. **Teacher candidates are expected to complete daily lesson plans** for any content they are responsible for teaching. The mentor teacher may wish to give suggestions as to the kinds of plans most appropriate for the particular classroom involved. Most important, every lesson has a plan.

Daily lesson plans should be submitted to the mentor teacher at least a day in advance in order for the mentor teacher to make suggestions and ascertain that planning has been thorough. Plans submitted the morning of a lesson are too late for proper evaluation and conferencing.

Teacher Performance Assessment: The Teacher Performance Assessment (edTPA) is modeled after the National Board Certification process and is part of a national effort to define a single instrument to be used nationally to evaluate beginning teachers. This is the required student teaching assessment for all teacher preparation programs in Washington, and teacher candidates must receive a score of 40 or higher on Rubrics 1-15 in order to be recommended for licensure. It requires teacher candidates describe, analyze, and evaluate the teaching of a “learning segment” in their student teaching classroom and submit a short video of that learning segment and additional artifacts and commentaries as evidence of their teaching ability. The teacher candidate is expected to share the edTPA directions and materials with their mentor teacher.

The teacher candidate is encouraged to go online to <http://www.edtpa.com> and review the submission and score reporting dates and submit by March 28, 2019.

Teacher candidates who do not successfully complete the edTPA will receive an “I” for their student teaching semester, and a remediation and resubmission plan will be developed on a case by case basis. If the teacher candidate needs to plan, teach, and assess with new materials, it may be necessary for the candidate to enroll for credit in the next WSU term.

Suggested Time Line for Student Teaching: The teacher candidate is expected to meet with their mentor prior to student teaching and, if possible, identify the unit of study for the edTPA so the candidate may begin Task 1. Included on the time line are suggestions for both a traditional path of progression of responsibilities for the teacher candidate, as well as the Co-Teaching Model used in some districts, which involves both the mentor teacher and teacher candidate planning and teaching. Adaptations are expected as the teacher candidate, mentor teacher, and university supervisor personalize the schedule.

Please note: A Special Education, Middle Level Math or Middle Level Science endorsement includes scheduled observations near the end of the experience in those specific classroom settings, with no formal teaching requirements.

An endorsement in Health and Fitness requires, at minimum, an extended unit taught in both health and physical education.

Co-Teaching: Everything schools and teacher preparation programs do should lead to student learning. Co-Teaching is defined as two teachers working together with groups of students – sharing the planning, organization, delivery and assessment of instruction, as well as the physical space. This model depends on effective communication with a gradual shifting of roles for primary responsibility from mentor teacher to teacher candidate keeping the constant focus on P-12 learning. Eight strategies are identified including solo teaching. Information about the strategies and how to collaborate begins on page 19.

Observation and Conferencing Resources: Communication and feedback is critical for the teacher candidate to grow and develop as an educator. Materials have been developed to support this process and strengthen the communication between the mentor teacher, teacher candidate and university supervisor.

The Student Teaching Weekly Conference Form is designed to encourage communication between the mentor teacher and student teacher/intern. Focus should be on what the mentor teacher has observed during the week and suggestions for the next week. This will provide a snapshot of the week and focus

for the following one. A notebook or folder of these “week in review” conference forms should be available for the university supervisor to look over when they are in the classroom. See page 27.

The Professional Dispositions Evaluation for Field Experiences (PDEFE) should be used to give feedback throughout the student teaching/internship experience. Focus can be on specific areas then feedback is given on only those dispositions being observed. The intent is to provide a way to track progress/competency across the span of the student teaching experience and assess from the perspective of a growth mindset. To be effective, illustrative examples or observation notes should be provided for each disposition being observed. All ten dispositions should be addressed at the midterm and all dispositions with notes for the rating must be met at the end of the student teaching/internship experience. See page 29.

Role of the University Supervisor: The university supervisor is a member of the College of Education faculty who serves as a supervisor/mentor for the teacher candidate, a consultant for the mentor teacher, and a liaison between the College and public school. As a mentor, the WSU supervisor oversees the teacher candidate’s progress and provides guidance as the candidate reflects on their own practice and makes plans for moving forward in a systematic and developmental way. As a consultant, the supervisor facilitates on-going communication and feedback regarding the teacher candidate’s effectiveness in the K-12 setting. And, as a liaison, the WSU supervisor works actively to promote a partnering relationship with principals and teachers.

The supervisor will conduct scheduled student teaching seminars and visit teacher candidates on both a scheduled and drop-in basis. The supervisor will use the PDEFE to measure growth and encourage communication. Guidance and support will be provided as the candidate completes the Teacher Performance Assessment (edTPA) tasks. A minimum of twelve hours of observed teaching and/or conferencing will be conducted during the semester.

Role of the Mentor teacher: The mentor teacher is considered to be an outstanding educator who is willing to share students, classroom responsibilities, and professional expertise. The mentor has been given the responsibility to help the teacher candidate develop a sense of confidence and security and the skills necessary to successfully begin a teaching career. The following suggestions are intended to assist the mentor teacher.

- Welcome the teacher candidate as a fellow professional and a part of the learning community.
- Model and demonstrate teaching strategies that work for you.
 - Take time before and after teaching to explain what is taking place and why, keeping in mind that while you know clearly what you are doing, your teacher candidate may not.
- Keep lines of communication open with the teacher candidate and the WSU supervisor.
 - It cannot be stressed enough that this is one of the key factors in the success of the experience for all involved.
- Collaborate with the teacher candidate in daily and long-range lesson planning and assessing teaching performance and student learning. *see Co-Teaching strategies beginning on page 17.
 - Establish a regular routine for consultation, collaboration and team planning.
 - Try not to let a day go by without some acknowledgment of the efforts of the teacher candidate. Verbal and written feedback is invaluable.
 - Use the PDEFE to measure progress and set goals toward meeting all dispositions at the end of the experience.
- Mentor teacher role with the edTPA

- Move the teacher candidate toward planning and teaching lessons in either their chosen elementary content or, at the secondary level, the class period selected for completing the edTPA as soon as is feasible.
- Provide input as the teacher candidate gathers information regarding the contextual setting of the classroom and the background of the learners.
- Help the teacher candidate with parental permission slips for video recording lessons.
- Assist, perhaps, with filming the teacher candidate during lessons. Note, filming for the edTPA must be continuous with no pauses or edits.
- Be a sounding board as the teacher candidate reflects on experiences with your learners.
- Provide input and feedback as the candidate completes the edTPA tasks.
- During the experience, the teacher candidate should take the lead in planning and teaching for an agreed upon duration of instruction.
 - Assume the role of observer, collaborator and provider of feedback.
 - During this time it is crucial that the teacher candidate have the opportunity to be the lead teacher and to be aware of how they are performing in that role.
- Assist the teacher candidate in reflecting on their teaching and analyze strengths and areas in which to improve.
 - Current teacher education literature reinforces the advantages of teacher candidates engaging in reflection.
 - Analysis and reflection are the focus of the edTPA.
- Continue to develop teacher candidate's awareness of the professional community.
 - Assist the teacher candidate in becoming aware of the benefits of belonging to and participating in professional organizations.
- Provide time for the teacher candidate to visit and confer with other staff members, specialists and classroom teachers.
 - Observation of other classrooms and teaching styles is important to the candidate's growth as a teacher. Observing other professional educators broadens a candidate's knowledge of teaching strategies.
- Provide the teacher candidate with both formal and informal feedback.
 - Meaningful, systematic observations will enable the teacher candidate to study more in-depth the concepts of teaching and learning.
 - Complete the Student Teaching Weekly Conference Form, discuss with candidate and have available for supervisor to review. See page 27.

Suggestions when observing lessons and debriefing:

- Let the teacher candidate clarify lesson objectives and decide what the focus of the observation should be.
- Pay attention to observable behaviors, avoiding inference and judgment.
- Note strengths, improvements, and successes in the identified area of focus. Record what happened in the lesson.
- Meet with the teacher candidate as soon as possible after the lesson to debrief.
- Regular feedback is what is important. The following suggestions are possible options for feedback: anecdotal notes, district TPEP, the Weekly Conference Form on page 27, the PDEFE form on page 29, or whatever works for the mentor.
- Use the Student Teaching Weekly Conference Form provided on page 27:
 - Begin by asking questions that allow the teacher candidate to feel positive about the experience: "What do you feel were the strengths of your lesson? What worked well? Why is it working well?" Focus on what is helping to bring about these successes.

- In situations where it is difficult for the teacher candidate to identify successes, point out observed examples of success and if the teacher candidate expresses a concern regarding the lesson, assist in drawing connections between previous successes and possible alternatives/solutions to the concern.
- At the end of the conference, discuss the teacher candidate's continuing growth and encourage him/her to set goals and use past successes to move forward.
- Give a copy of any observation notes/summaries to the teacher candidate and share with the WSU supervisor.

Role of the Building Administrator: The building administrator plays a key role in selecting qualified mentor teachers, helping teacher candidates become a welcomed addition to the teaching staff in the school and serving as a resource person and observer. Please share this information with your building administrator. It is very beneficial for the teacher candidate if the administrator will:

- Welcome and introduce the teacher candidate to school staff members.
 - Teacher candidates tend to be nervous the first several days of the field experience. Taking time for introductions and a brief tour of the building helps the teacher candidate feel part of the school and aids the important transition from coursework to teaching. Include the teacher candidate on the staff mailing list and in staff workshops and social functions. If possible, provide a mailbox and an identification badge for him/her. Teacher candidates view these actions as symbols of belonging on the school staff.
- Orient the teacher candidate to school policies.
 - An overview of the staff and student handbooks, building goals and staff member expectations helps the teacher candidate become familiar with policies and procedures. It also helps the teacher candidate better understand his/her role in the school. Some administrators include the teacher candidate in new teacher orientation.
- Conduct at least one formal observation and conference and several informal visits.
 - Observations enable teacher candidates to gain feedback and also become familiar with the professional evaluation system. It also provides opportunity to observe potential hires.
- Maintain communication with the WSU supervisor to monitor the teacher candidate's progress.
 - Open communication enables all participants to have input throughout the experience. If a problem should develop, everyone is informed and better able to assist the teacher candidate. Communication also is necessary to assess fairly the teacher candidate's performance when time comes for final evaluation.
- Participate in the teacher candidate's exit process.
 - If asked, write a recommendation for the teacher candidate. Arrange a simulated (or actual) job interview with the teacher candidate. After the interview, discuss the rationale for including specific questions and suggest interview strategies for the teacher candidate to consider.

Communication Ladder: If the teacher candidate has concerns about his/her placement, the school climate, or the responsibilities expected of them during their field experiences, the following steps should be followed:

1. Confer with university supervisor.
2. If no resolution, contact should be made with the area coordinator or field placement director.
3. If concerns continue, the next level of resolution should be made to the Teaching and Learning Department Chair.
4. Final contact should be the College of Education Associate Dean.

If the mentor teacher, building administrator, or university supervisor has concerns regarding placement or performance during the field experience, the following steps will be implemented:

1. Remediation: a clear, written plan (Plan of Improvement) upon which all parties agree (mentor teacher, teacher candidate, and university supervisor).
2. Probation: a written contract explaining that the teacher candidate will be evaluated on a weekly basis to insure that s/he is meeting expectations; s/he is not allowed to continue teaching the following week unless expectations are met.
3. Extension: used in cases where progress is being made but it is agreed that additional time is needed to demonstrate competency. This extends responsibilities for the mentor teacher and university supervisor; usually requires additional tuition.
4. Removal: The Department of Teaching and Learning reserves the right to remove any teacher candidate from any practicum/student teaching situation when one or more of the following occurs:
 - The mentor teacher, building principal, and/or district placement coordinator request that the experience be terminated.
 - The university supervisor indicates that after repeated feedback and observation, documented in writing, sufficient progress is not being achieved.
 - The teacher candidate violates the student code of conduct and/or the Professional Dispositions of Teachers (see PDEFE).

In the event a teacher candidate is removed from a practicum/student teaching placement, the following will occur:

1. Department personnel will gather information from school personnel, the university supervisor, and others as appropriate to document the reason for removal. The teacher candidate is required to work through department personnel and his/her university supervisor to resolve issues regarding his/her placement and may not directly contact school district personnel regarding the placement unless authorized by the department to do so.
2. A meeting is scheduled to discuss the situation and next steps. The attendees will include the teacher candidate and, if desired, a support person or other mutually agreeable third party (e.g., ombudsman) and a Department committee consisting of at least three of the following: Director of Teacher Education, Director of Field Experiences, University Supervisor, MIT Coordinator/Program Chair (if applicable), Regional Campus Academic Director, Director of Student Services, Faculty Member/Advisor. At the meeting, the teacher candidate may present additional information as the situation is discussed and options are explored.
3. The Committee will make a final decision regarding removal and next steps, communicate the decision to the teacher candidate in writing, and copy the Department Chair. Possible next steps include, but are not limited to, the following:
 - A new placement is recommended and the teacher candidate begins again as soon as a placement can be arranged. The internship may need to be extended to meet time requirements. If reassigned, every effort will be made to make the placement in a different district with a different field supervisor. A formal letter stipulating conditions for the continuation of the field experience is provided to the teacher candidate, who must indicate his or her agreement to the conditions in writing.
 - The teacher candidate is advised to withdraw from the field experience and must meet university criteria and the published university deadlines to withdraw from student teaching or cancel enrollment.

- The teacher candidate receives a failing grade for the field experience and may be removed from the teacher preparation program. In the event the teacher candidate is removed from the program, he or she may be able to continue in/graduate from a departmental degree program, but without recommendation to the state for teacher licensure. The degree change may necessitate additional coursework.

The decision of the committee may be appealed to the Department Chair and if not resolved to the teacher candidate's satisfaction, through the formal grievance procedure outlined in the WSU student policies.

Use of WSU Teacher Candidates as Substitute Teachers: The demand for teachers has resulted in a shortage of substitute teachers in some districts. Washington State University (WSU) understands that the growing need for substitutes places school districts in a difficult position. However, student teaching is the most valuable pre-service experience and is designed to assure that prospective teachers enter the profession successfully.

WSU will use the following policy for (a) awarding an Intern Substitute Teacher Certificate, and (b) allowing substitute teaching by teacher candidates who possess an Emergency Substitute Teacher Certificate:

- Determination of readiness for an Intern Substitute Teacher Certificate, or for substitute teaching by teacher candidates who possess an Emergency Substitute Teacher Certificate, will be made after formal observations by the university supervisor, and with input from the teacher candidate and the mentor teacher.
- The teacher candidate must have progressed in her/his assignment to the point where she/he has demonstrated the ability to effectively solo teach, and no sooner than the mid-point of the student teaching experience.
- The teacher candidate shall notify in writing the student teaching supervisor of each substitute teaching assignment.

In addition to the above policy, WSU encourages school districts to adhere to the following practices:

- Teaching as a substitute should be limited to no more than three consecutive days and 10 days total during the entire student teaching experience. This does not apply to the period of student teaching when the individual is assigned to solo teach, during which time the mentor teacher is available to mentor the teacher candidate.
- The teacher candidate shall not be penalized in any way, including performance evaluations, for refusing to accept an assignment as a substitute teacher.

The Intern Substitute Certificate is **valid only during the student teaching field experience**.

Substitute service during the student teaching phase (1) must be in the mentor teacher's classroom, (2) must be approved by the university supervisor, (3) cannot exceed 10 days of the entire student teaching experience, (4) is limited to a maximum of three consecutive days per occurrence.

Information and directions for applying for the Intern Substitute is available on the web at <https://education.wsu.edu/internsub>

If the teacher candidate currently holds a valid Emergency Substitute Certificate, he/she does not need to apply for the Intern Substitute Certificate. *Please Note:* Some districts do not support the use of teacher candidates as substitutes.

The Draft Professional Growth Plan: Washington Administrative Code (WAC) requires the development of an initial, or draft, professional growth plan as a program exit requirement and for issuance of the Residency Certificate. This mandated plan focuses on the residency level standards. To access the draft form and directions for completing the PGP, go to:
<https://education.wsu.edu/professionalgrowthplan>.

Teacher Certificate: After successful completion of student teaching and the conferment of the bachelor's degree, WSU will recommend teacher candidates for a Residency Teaching Certificate. It is important that teacher candidates **do not** apply for the teaching certificate in E-Certification until an email is received from Nedra Murray outlining the next steps. Emails are typically sent a week after the conclusion of the semester. Failure to follow our directions may result in the teacher candidate paying an additional fee that is not refundable per OSPI policy.

Residency and Professional Teacher Certificates: The Washington endorsable teacher certificate has two levels. The first level is the Residency, and the second is the Professional Certificate. More comprehensive information can be found at the OSPI Certification website <http://www.k12.wa.us/certification/default.aspx>. The endorsement system is intended to align endorsement requirements with the state's learning goals and to provide school districts with teachers who are able to demonstrate a positive impact on student learning.

Residency Certificate: To be issued a Residency Certificate the following requirements must be met:

- Completion of a state approved preparation program
- One endorsement
- Hold a bachelor's degree
- Prove good character and fitness to teach
- Meet all testing requirements:
 - Basic Skills
 - Subject Content exams plus ACTFL for World Language endorsements
 - Pedagogy – Teacher Performance Assessment (edTPA)

The Residency (First Issuance) certificate is valid until the teacher has completed two years of successful service and has accumulated at least 1.5 FTE. At this time, he/she will apply to have the Residency reissued and will have five years to complete the equivalent of 100 clock hours.

Professional Certificate: The second level of teacher certification is the Professional Certificate. To move to the Professional Certificate candidates must hold a valid certificate issued by the National Board for Professional Teacher Standards (NBTS).

For additional information on professional certification please visit <http://education.wsu.edu/certification/>

National Board for Professional Teaching Standards: National Board Certification, developed by teachers, with teachers, and for teachers is a symbol of professional teaching excellence. Offered on a voluntary basis, it complements, not replaces, state licensing. While state licensing systems set entry-level standards for beginning teachers, National Board Certification has established advanced

standards for experienced teachers. For more information see NBPTS's website at, <http://www.nbpts.org>.

Common Core State Standards Washington: Common Core is a real-world approach to learning and teaching. Developed by education experts from 45 states, these K-12 learning standards go deeper into key concepts in math and English language arts. The standards require a practical, real-life application of knowledge that prepares Washington students for success in college, work and life.

Common Core provides:

- Consistent learning expectations for all students.
- Clear standards that focus on understanding over memorization.
- Emphasis on the critical topics students need to succeed after high school.
- Faster testing results with a better, more focused online assessment system.

This information and links to the following are found at www.k12.wa.us/CurriculumInstruct/ccss/

The SMARTER Balanced Assessment Consortium: The SMARTER Balanced Assessment Consortium (SBAC) is one of two multistate consortia awarded funding from the U.S. Department of Education to develop an assessment system based on the new Common Core State Standards (CCSS). SBAC is charged to develop a balance set of measures and tools to provide student data throughout the academic year that will inform instruction, guide interventions, help target professional development, and ensure an accurate measure of each student's progress toward career and college readiness. www.smarterbalanced.org and www.k12.wa.us/smarter

Helpful Resources and Readings

The following resources have been compiled on our website beginning at <http://education.wsu.edu/studentteaching> to assist both teacher candidate and mentor teacher.

- Informational webinar for mentoring WSU teacher candidates
- Summary Actions and Tips for the Teacher Performance Assessment (edTPA)
- Implementing the Common Core State Standards in Washington State
 - www.k12.wa.us/Corestandards/default.aspx

Additionally, included in the following pages, you will find resources to help you through the WSU Student Teaching experience. They are also available as separate printable resources through the above website.

- Suggested Time Lines
- Co-Teaching Strategies and Examples
- WSU Student Teaching Lesson Plan Format
- T&L Instructional Plan Template – edTPA Aligned
- Student Teaching Weekly Conference Form
- Professional Dispositions Evaluation for Field Experiences (PDEFE) Form
- Field Supervisor Evaluations

Suggested Time Line for Student Teaching Traditional Path

- Week 1** The teacher candidate acquaints, or re-acquaints if returning to the same classroom, themselves with students, classroom routines, school and classroom disciplinary policies, curriculum guides, and school facilities. Initiative should be taken to make introductions to administrators and other staff members. Begin work with individuals and small groups. Ask questions, discuss observations with the mentor teacher, and find out about instructional responsibilities for the following week. **The teacher candidates should be collecting the Context for Learning information.**
- Week 2-3** Continue the first week's activities. Teacher candidate and mentor teacher agree on edTPA focus (content and for secondary which class). Become familiar with beginning class routines, student records and recording procedures. If appropriate participate in team teaching with the mentor teacher. If there is an opportunity, the teacher candidate may observe other staff members. Continue discussing teaching plans and make any written plans for teaching available to the mentor teacher. Take responsibility for a small group content area activity. Take over one subject area or class, check students' work, and record progress. **The teacher candidates should begin or continue edTPA Task 1, Planning Instruction and Assessment and practice videotaping.**
- Week 4-5** Gradually assume responsibility for more subject areas or classes. Focus first should be the subject/class chosen for the edTPA. Share lesson plans with the mentor teacher for the areas for which responsibilities have been assumed. The mentor teacher will observe the teacher candidate's teaching of each new subject or class and offer suggestions and positive reinforcements. **The teacher candidates should complete edTPA Task 1, Planning Instruction and Assessment and practice videotaping.**
- Week 6-7** The teacher candidate has total responsibility for preparing and implementing the curriculum for which they are lead teaching. By the end of week seven, **Task 2 Instructing and Engaging Students in Learning including videotaping should be completed.** The teacher candidate and mentor teacher continue to discuss the written lesson plans and how to implement them.
- Week 8-9** By the end of week 8, **Task 3 Assessment should be completed.** The teacher candidates should **complete writing and upload the completed edTPA materials to Pearson as soon as complete but no later than March 28, 2019.** Work at a pace that you and your mentor teacher think is best knowing that the sooner your work is submitted the sooner it is scored and returned. **Submit a signed Video Guidelines & Permission to Use Form with a full copy of edTPA materials directly to Pullman.** Detailed instructions are posted on Black Board at <http://learn.wsu.edu>
The building administrator should be invited to do at least one formal observation during this time
- Week 10-13** Continue teaching responsibilities without the pressure of the edTPA
- Week 14-16** The mentor teacher begins to gradually take back responsibility for the classes. The teacher candidate should have all student progress records up-to-date. The teacher candidate, with the aid of the mentor teacher and/or supervisor, arranges observations in other classrooms and schools.

Please note: A Special Education endorsement – observations at the end of the experience should be done in a Special Education setting.

A Middle Level Math or Middle Level Science endorsement – observations at the end of the experience should be done in a middle level math or science classroom.

Suggested Time Line for Student Teaching Co-Teaching Model

	Teacher Candidate Role	Mentor Teacher Role
Week 1	The teacher candidate observes and supports individuals and small groups; review grading and attendance policies shares curriculum and lesson plans with the mentor teacher. The teacher candidate should be collecting the Context for Learning information.	Mentor teacher is the sole planner; shares curriculum and lesson plans with the teacher candidate
Week 2-3	Teacher candidate should be familiar with and engaged in class administrative tasks. Teacher candidate and mentor teacher agree on edTPA focus (content and for secondary which class). The teacher candidates should begin or continue edTPA Task 1, Planning Instruction and Assessment and practice videotaping.	Planning is made explicit to teacher candidate; various approaches to co-teaching should be used to engage the teacher candidate
Week 4-5	Teacher candidate begins planning activities and mini lessons focusing on their assigned edTPA content, and including co-teaching strategies. edTPA Task 1, Planning Instruction and Assessment should be completed and candidate should practice videotaping.	Mentor teacher gives planning duties to teacher candidate and reviews all lessons with feedback.
Week 6-7	Teacher candidate takes lead in planning and begins to take over additional responsibilities. Co-teaching strategies and solo teaching opportunities are scheduled throughout. By the end of week seven, Task 2 Instructing and Engaging Students in Learning including videotaping should be completed.	Mentor teacher consults with teacher candidate and engages in instruction. Mentor teacher gives teacher candidate some solo teaching responsibilities.
Week 8-9	By the end of week 8, Task 3 Assessment should be completed. The teacher candidate should complete edTPA writing and continue planning that includes co-teaching approaches that are appropriate and agreed upon with the mentor teacher. Solo teaching opportunities built in throughout. The teacher candidates should upload the completed edTPA materials to Pearson as soon as complete but no later than March 28, 2019. Work at a pace that you and your mentor teacher think is best knowing that the sooner your work is submitted the sooner it is scored and returned. Submit a signed Video Guidelines & Permission to Use Form with a full copy of edTPA materials directly to Pullman. Detailed instructions are posted on Black Board at http://learn.wsu.edu	Mentor teacher continues to consult with teacher candidate and engages in instruction.
Week 10-13	Continue co-led responsibilities without the pressure of the edTPA. The building administrator should be invited to do at least one formal observation during this time.	Mentor teacher consults with teacher candidate and engages in instruction while beginning to take back responsibility for planning and instruction.
Week 14-16	Teacher candidate remains engaged in classroom activities and with the aid of the mentor teacher and/or supervisor arranges observations in other classrooms.	Mentor teacher resumes primary planning and teaching role.

Co-Teaching Strategies & Examples

Strategy	Definition/Example
One Teach, One Observe	One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. Example: One teacher can observe students for their understanding of directions while the other leads.
One Teach, One Assist	An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. Example: While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.
Station Teaching	The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. Example: One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.
Parallel Teaching	Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio. Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
Supplemental Teaching	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. Example: One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.
Alternative (Differentiated)	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different. Example: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.
Team Teaching	Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. Example: Both instructors can share the reading of a story or text so that the students are hearing two voices
Solo Teaching	The teacher candidate is the lead planner and teacher for the lesson. The lesson is designed specifically for only one teacher. Example: The teacher candidate is being observed by the university supervisor for classroom management skills or how he/she specifically engages students in questioning techniques to facilitate a conversation.

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

Date: _____

Co-Teaching Plan

Research shows that planning time is critical to the success of co-teaching				
	Learning Target	Assessment	Activities	Co-Teaching Strategy
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Co-Teaching Strategy Definitions
<p>One teach, one observe: One teacher has primary instructional responsibility while the other gathers specific observational information on student or the (instructing) teacher. The key to this strategy is to focus the observation, so that the teacher doing the observation is observing specific behaviors. It is important to remember that either (teacher candidate or mentor teacher) could take on both roles.</p>
<p>One teach, one assist: An extension of <i>One teach, one observe</i>. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. The assisting teacher often lends a voice to students or groups who would hesitate to participate or add comments.</p>
<p>Station teaching: The co-teachers divide the instructional content into parts. Each teacher instructs one of the groups. Groups then rotate or spend a designated amount of time at each station. Often an independent station will be used along with the teacher-led stations.</p>
<p>Parallel teaching: Each teacher instructs half the students. The two teachers are addressing the same instructional material, using the same teaching strategies. The greatest benefit to this approach is the reduction of student-to-teacher ratio.</p>
<p>Supplemental teaching: This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials re-taught, extended or remediated.</p>
<p>Alternative (Differentiated): Alternative strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the instructional approach is different.</p>
<p>Team Teaching: Well planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. It is not "taking turns teaching." Using a <i>Team Teaching</i> strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.</p>
<p>Solo Teaching: The teacher candidate is the lead planner and teacher for the lesson. The lesson is specifically designed for only one teacher.</p>

As a Collaborator:

I freely share ideas, information, and resources.
I can be relied on to participate, even when a project moves away from my own immediate interests.
My work reflects my best efforts. I continuously make small changes to improve the quality of my work.
I use time well to ensure things are done on time.
I represent the team and the work of fellow group members in a positive manner in other settings.
I bring needed materials and come ready to work.
I actively look for solutions to problems and/or refine the solutions suggested by others.
I know how to gauge my own impact on the group and am routinely aware of team dynamics.
I listen to, respect, acknowledge, and support the efforts of others.
I can easily move between leader and follower, assuming either role as needed to accomplish the task.
I use self-reflection after collaborative activities.

Communication:

It is important to know yourself – so you can share with and know your co-teaching partner.

To begin, determine:

- What types and frequency of communication would we like to have with each other?
- How will we ensure regular communication with each other?
- What is the best way to give each other feedback?

Discuss with your co-teacher your response to each of the following statements:

Personal

- I find it helpful to bounce ideas off other people.
- I am comfortable being told by others what they need from me.
- I am able to speak openly about my feelings.
- I express my opinions, even if others disagree with me.
- I feel comfortable saying “no” to people in a professional setting.
- I can detect the mood of others by looking at them as we converse.
- I can become defensive when I am being criticized.
- I am able to resolve problems without losing control of my emotions.

Co-Teaching

- I am comfortable giving my co-teacher feedback because it is a natural part of team work.
- I am comfortable telling my co-teacher what I need from him/her.
- I feel free to politely voice my disagreement with my co-teacher.
- I find it difficult to express my opinions when my co-teacher doesn’t share them.
- I find it easy to see things from my co-teacher’s point of view.
- I tend to postpone discussing touchy topics with my co-teacher.
- When co-teaching, I find it important for tasks to be clearly defined and distributed.

Are We Co-Teachers?

- 1. As we prepare for co-teaching, do we:**
 - have both teachers’ names on the board/door?
 - have space for both teachers?
 - have comparable desks and materials for both teachers?
- 2. Do we share the responsibility for determining:**
 - what to teach?
 - what teaching strategy(ies) to use?
 - who teaches what part of the lesson?
 - how to assess student learning?
- 3. In planning, do we:**
 - have regularly scheduled times to meet and discuss our work?
 - use our meeting time productively?
 - share teaching materials and resources?
 - freely communicate our concerns?
 - each contribute to the planning process?
 - decide which co-teaching model to use in a lesson based on the needs of the students and the co-teachers?
- 4. While co-teaching, do:**
 - both teachers have a lead role in the classroom?
 - both teachers work with all students?
 - we use a variety of co-teaching approaches?
 - students see both teachers as equal partners in the classroom?
 - we both participate in the assessment of students?
 - students as both teachers for clarification and/or assistance?
 - we teach different groups of students at the same time?
 - we read the nonverbal cues of our co-teaching partner?
 - we make changes as needed during a lesson?
 - actively reinforce classroom rules and manage the classroom together?
- 5. After the co-taught lesson, do we:**
 - provide feedback to one another on what goes on in the classroom?
 - celebrate the process of co-teaching and the outcomes and successes?
 - make improvements in our lessons based on what happens in the classroom?
- 6. Overall, do we:**
 - explain the benefits of co-teaching to the students and their families?
 - depend on one another to follow through on tasks and responsibilities?
 - have both co-teachers participate in parent/teacher conferences?
 - model collaboration and teamwork for our students?
 - have a process for dealing with any disagreements we have?
 - continue to pursue additional training to make our co-teaching better?
 - provide mentoring to others who want to co-teach?
 - communicate with our administrator about our needs as a co-teaching pair?

Student Teaching Lesson Plan Format

Date: _____

Lesson Title/Focus: _____

Learning Targets (Content, Academic language objectives and Academic content standards to which instruction aligned – list the number and relevant text of standard)

Assessment Strategies (Informal and formal assessment tools for both teacher and students to monitor student learning; formative: measures process/progress, summative: measures outcomes; include rubrics)

Student Voice Where appropriate, describe how you will gather information and data from students that inform you of:

- Evidence that students know the learning targets and what is required to meet them.
- Evidence that students know how to monitor their progress toward the learning target(s) using tools (checklists, rubrics, etc.)
- Evidence that students know how to access resources and additional support when needed.

Instructional Strategies (Tasks to support student learning)

Grouping of Students to Support Instruction

Learning Experiences (For example, you might specify the following: introduction, questions, learning activities, closure, and independent practice) See Instructional Plan Template - edTPA aligned page 3 for suggestions to make adjustments for student learning needs.

Instructional Materials, Resources, And Technology (Attach a copy of any materials students will use during the lesson; e.g., handouts, questions to answer, and worksheets)

Provide citations for all sources of materials that you did not create (e.g. published texts, websites, other educators).

T&L Instructional Plan Template

(edTPA Aligned)

Overview

The information included in this document is to support faculty in teaching about and supporting students with the T&L (and edTPA) Instructional Plan. While there are many variations of lesson plans, this format meets departmental requirements and is aligned with the edTPA as well.

Background Information (When doing the actual edTPA, leave out identifiers)

Teacher Candidate: _____ Date: _____
Cooperating Teacher: _____ Grade: _____
School District: _____ School: _____
University Supervisor: _____
Unit/Subject: _____
Instructional Plan Title/Focus: _____

Section 1: Planning for Instruction and Assessment

- a. **Instructional Plan Purpose:** Teacher candidates explain how this instructional plan develops students' conceptual understanding of overall content goals. This is sometimes also called a "rationale" and includes a "what, why, how" general statement (see also *Central Focus* in edTPA)

Additionally, explain where in a unit this lesson would be taught. What lesson topic came prior to this one (yesterday) and what related lesson will come after this one (tomorrow)?

- b. **State/National Learning Standards:** Teacher candidates identify relevant grade level concepts/content and align them to Content Standards—Common Core Standards or Washington State EALRs, or National.
- c. **Content Objectives** (to be copied in Assessment Chart below) **and alignment to State Learning Standards:**

1. *SWBAT*...

Aligned standard:

Language Objectives:

1. *SWBAT*...

Aligned standard:

- d. **Previous Learning Experiences:** Teacher candidates should explain what students know and have learned that is relevant to the current lesson topic and process.
- e. **Planning for Student Learning Needs** (accommodations, student experiences, prior learning and experiences):
- f. **Assessment Strategies** (Informal and formal)

Teacher candidates should attach questions, worksheets, tests or any additional documentation related to their assessment strategies, including accommodations or modifications for students with disabilities as stated in their IEPs. They may also attach appropriate marking rubrics, criteria lists, expectations, answer keys, etc. Consideration for multiple means of expression should occur here. That is, how will teacher candidates allow for K-12 students to express their learning in different ways? Will K-12 students be given some choice?

Content/Language Objectives	Assessment Strategies
<i>Content example:</i> SWBAT <u>create</u> an input-output diagram, and explain reasoning in writing.	Informal:
<i>Language example:</i> SWBAT use conditional forms correctly 90% of the time when describing their input-output diagram.	Informal:

(Add rows as needed)

*In the right column, describe whether the assessment you'll collect is **informal** or **formal**. Note: *most* assessment is considered formative when thinking about day-to-day lessons. Summative is related to **mastery**. An exception might be having a "formal" quiz mid-way in a unit to assure that students are on track with a certain degree of proficiency. Should the quiz indicate students are not progressing, and adjustment of timing in the instructional "unit" will be required.

g. **Student Voice:** Student voice is a term used to describe students expressing their understanding of their own learning process. For your lesson, respond to the **three** required components of student voice and identify how students will reflect and/or communicate on their learning or progress toward meeting the goals. (Use the following table.)

K-12 students will be able to:	Student-based evidence to be collected (things produced by students: journals, exit slips, self-assessments, work samples, projects, papers, etc.)	Description of how students will reflect on their learning.
1. Explain student learning targets and what is required to meet them (including why they are important to learn).		
2. Monitor their own learning progress toward the learning targets using the tools provided (checklists, rubrics, etc.).		
3. Explain how to access resources and additional support when needed (and how/why those resources will help them).		

h. **Grouping of Students for Instruction:** Describe why, how, and where in the lesson students will be divided into groups, if applicable (e.g., "why" could be to support language learners, for reciprocal teaching, and/or to use jigsaw, and "how" might include random, ability-based, interest, social purposes, etc.). Recognize that some lessons or parts of a lesson may call for grouped work or individualized work or both.

Section 2: Instruction and Engaging Students in Learning

- a. **Introduction:** Teacher candidates identify how they are going to introduce the concept, skill or task in a way that gains students’ attention and gets them involved (the lesson “hook”).
- b. **Questions:** Questions teacher candidate will ask during the lesson that drive thinking and learning and engagement (5 or more questions) and in parentheses, indicate Bloom level and/or question type to ensure that you are posing questions that push critical thinking and engagement (e.g. Analysis/Divergent)
- c. **Learning Activities:** Describe what the teacher will do and say and **students** will do during the lesson. Write it as a procedural set of steps in the left column of table below. On the right, refer to a supporting learning theory or principle driving that activity and/or your rationale for doing what you are doing.

Prompts for right hand column—supporting theories/principles. In the right column, use references from texts, research/peer reviewed journals, or other learning theories to support your choice of activities. You might draw from your 301 and/or your methods courses here.

- o Connections between students’ own lives, experiences, cultures, interests and the content.
- o Active learning over passive learning (e.g. SCI Learning Experiences ladder—*simulation over verbal*)
- o Theoretical support for learning activities (e.g. Culturally responsive strategy, or processing)
- o Multiple means of representation for the K-12 students (UDL principle)
- o Multiple means of engagement for the K-12 students (UDL principle)
- o Multiple means of expression of learning by the K-12 students (UDL principle)
- o Accommodations and modifications for students with diverse needs, including those with disabilities (as stated in their IEPs)
- o How the teacher candidate will assess the learning of the students (from table above)

(Add rows as needed)

- b. **Closure:** Closure is the signal to students that the lesson is now coming to an end. In closure, teachers

Learning Steps and Activities	Supporting Theories/Principles (Why are you doing what you are doing?)
Example: Transition from introduction by asking students to look at “inputs” and in pairs, create a list of additional community assets/contributions (inputs) for social change diagram. Circulate around groups to observe students’ progress.	Supports multiple means of engagement, and allowing students to generate their own inputs from experience; is more culturally responsive than teacher generated ideas only.
1.	
2.	
3.	
4.	

review the learning targets (what was taught) for the day and refocus on what is important.

- c. **Independent Practice:** Describe how students will extend their experiences with the content and demonstrate understanding in a new and different context (perhaps even outside of the classroom). Include possible family interaction (identify at least one way in which you might involve students’ families in this instructional plan.)
- d. **Instructional Materials, Resources, and Technology:** Attach a copy of ALL materials the teacher and students will use during the lesson; e.g., handouts, worksheets, multi-media tools, and any assessment materials utilized.
- e. **Acknowledgements:** Acknowledge your sources

Student Teaching Weekly Conference Form

Things done well:

1.

2.

3.

Things to work on:

1.

2.

3.

Suggestions for the coming week:

1.

2.

3.

4.

5.

6.

edTPA: What I'm working on this week:

1.

2.

3.

Student Teacher's Signature

Mentor teacher's Signature

Date

2018 Professional Dispositions Evaluation for Field Experiences (PDEFE) Student Teaching/Internship

Teacher Candidate Name: _____ WSU ID#: _____

PURPOSE: As an institution that prepares teachers, we owe parents, citizens and our state’s P-12 students our best professional judgement and keenest observations when making assessments that could have profound effects in the future. The identification and evaluation of professional dispositions is part of WSU’s professional responsibility.

DISPOSITION STANDARD	EVIDENCE
1. The teacher candidate centers instruction on high expectations for student achievement through the understanding of individual differences and diverse cultures and communities.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
2. The teacher candidate recognizes individual student learning needs and develops strategies for planning differentiated instruction that supports every student in meeting rigorous learning goals.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
3. The teacher candidate demonstrates effective teaching practices and knowledge of content that use a variety of instructional strategies and technologies to engage learners in critical thinking, creativity and collaborative problem solving focused on the learning targets.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
4. The teacher candidate understands and uses both formative and summative methods of assessment, as well as student voice, to engage learners in their own growth, to monitor learner progress and modify instruction to improve student learning.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
5. The teacher candidate fosters and manages a safe and positive learning environment using a variety of classroom management strategies that takes into account the cultural, physical, emotional and intellectual well-being of students appropriate to their grade level.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
6. The teacher candidate communicates and collaborates with colleagues, parents and the school community in an ethical and professional manner to promote student learning and growth.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
7. The teacher candidate takes the initiative to participate and collaborate with learners, families, colleagues, other school professionals and community members to advance their own professional development and contributions to the broader profession.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
8. The teacher candidate respectfully and openly requests, accepts and applies feedback for improvement.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
9. The teacher candidate reflects on their own practice and progress to improve instruction for all learners.	Notes supporting rating: <input type="checkbox"/> Met <input type="checkbox"/> Not Met
10. The teacher candidate demonstrates professionalism by attending all field experiences; arriving on time and departing appropriately; preparing to participate and /or teach; dressing professionally 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"/> Not Met

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

University Supervisor Signature

Mentor Teacher Signature

Teacher Candidate Signature

Date

Evaluation completed by: Mentor teacher

Return to:
 WASHINGTON STATE UNIVERSITY
 Department of Teaching and Learning
 Field Services Office
 Cleveland Hall Room 252
 Pullman, WA 99164-2114

Field Supervisor Evaluation

WSU Supervisor Name: _____

The supervisor’s role in the field experience is to serve as a liaison between the classroom and the university, to supervise the teacher candidate, and to provide a final evaluation of the student teaching experience. Information gathered from the teacher candidate and mentor teacher will help supervisors reflect on their work and seek ways to improve their effectiveness as supervisors; it will also aid in accurately reporting their activities to the university each year.

Please check the appropriate column on the right:

	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Observed
ORGANIZATION: The Supervisor						
	1. Provides information on the field requirement					
	2. Facilitates the teacher candidate/intern’s integration into the field					
	3. Keeps scheduled observation visits					

SUPPORT: The Supervisor						
	1. Listens and is open					
	2. Is sensitive to the teacher candidate/intern					
	3. Gives individualized assistance					
	4. Solicits feedback					
	5. Is an advocate for the teacher candidate/intern					
	6. Supports the teacher candidate/intern					
	7. Encourages the teacher candidate/intern to challenge him/herself					
	8. Arranges time to meet with the teacher candidate/intern and the mentor teacher for discussion on a regular basis as appropriate or requested					
	9. Encourages the teacher candidate/intern to become self-reflective about his/her teaching practices and facilitates his/her desire to become a better teacher					
	10. Encourages the teacher candidate/intern push him/herself to excellence.					
	11. Assists in making connections between the field and campus course work.					
	12. Was effective in providing the teacher candidate/intern with assistance in the following areas:					
	- using a variety of teaching strategies					

	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Observed
	- promoting student learning					
	- assessing student learning					
	- teaching students who are culturally or linguistically diverse					
	- subject area content					
	- classroom and behavior management					
	- incorporating technology into teaching and learning					
	- working with families					
	- completing the edTPA					

In addition to the above, the supervisor is:						
	1. Available					
	2. Approachable					
	3. Courteous					
	4. Professional					

General Comments and suggestions for improving the student teaching program:

Thank you for helping to improve WSU's program.

Evaluation completed by: Student Teacher/Intern

Return to:
 WASHINGTON STATE UNIVERSITY
 Department of Teaching and Learning
 Field Services Office
 Cleveland Hall Room 252
 Pullman, WA 99164-2114

Field Supervisor Evaluation

WSU Supervisor Name: _____

The supervisor's role in the field experience is to serve as a liaison between the classroom and the university, to supervise the student teacher, and to provide a final evaluation of the student teaching experience. Information gathered from the student teacher/intern and mentor teacher will help supervisors reflect on their work and seek ways to improve their effectiveness as supervisors; it will also aid in accurately reporting their activities to the university each year.

Please check the appropriate column on the right:

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Observed
ORGANIZATION: The Supervisor					
1. Provides information on the field requirement					
2. Facilitates the student teacher/intern's integration into the field					
3. Keeps scheduled observation visits					

SUPPORT: The Supervisor					
1. Listens and is open					
2. Is sensitive to the student teacher/intern					
3. Gives individualized assistance					
4. Solicits feedback					
5. Is an advocate for the student teacher/intern					
6. Supports the student teacher/intern					
7. Encourages the student teacher/intern to challenge him/herself					
8. Arranges time to meet with the student teacher/intern and the mentor teacher for discussion on a regular basis as appropriate or requested					
9. Encourages the student teacher/intern to become self-reflective about his/her teaching practices and facilitates his/her desire to become a better teacher					
10. Encourages the student teacher/intern push him/herself to excellence.					
11. Assists in making connections between the field and campus course work.					
12. Was effective in providing the student teacher/intern with assistance in the following areas:					
- using a variety of teaching strategies					
- promoting student learning					
- assessing student learning					

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Observed
- teaching students who are culturally or linguistically diverse					
- subject area content					
- classroom and behavior management					
- incorporating technology into teaching and learning					
- working with families					
- completing the edTPA					

In addition to the above, the supervisor is:					
1. Available					
2. Approachable					
3. Courteous					
4. Professional					

General Comments:

Seminar Evaluation
To be completed by the Student Teacher

Reflecting upon the topics that were discussed during seminars, which seemed most informative or substantive?

Are there additional topics you would recommend?

Would the supervisors have been more effective if his/her approach had been:

- more structured;
- less structured; or
- remained the same?

Would you have preferred the supervisor to:

- use more outside resources/speakers;
- allow more time for discussion; or
- continue with the present format?

Additional suggestions for improving the student teaching program:

Thank you for helping to improve WSU's program.