



**COLLEGE OF EDUCATION**

# **Master in Teaching Field Experience Guidelines**

**Fall 2019  
MIT 571: Pre-internship**

**Spring 2020  
MIT 575: Internship**

**Department of Teaching and Learning  
Washington State University  
Pullman/Spokane**



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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## Introduction and Overview

These guidelines have been prepared to serve as an overview of the experience and links to information that will be helpful for the WSU MIT interns and the mentor teachers who guide these teacher candidates during the pre-internship and internship in the public schools. These are supervised experiences therefore a certificated mentor teacher or administrator should be available at all times.

### Placement and Calendar

In the fall pre-internship, MIT interns follow the Washington State University calendar. During the spring internship, interns follow the public school's calendar. Teaching assignments are determined by the MIT program coordinators, university supervisors, and the cooperating school district to which the intern has been assigned. Through a contractual agreement, the MIT intern is under the direct supervision of the university supervisor and a district-appointed mentor teacher in the public school system.

### Attendance and Communication

The MIT interns 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. Interns are also responsible for notifying their university supervisor, mentor teacher and other designated school personnel if they are going to be absent, and for giving their mentor teacher appropriate plans for the day(s) if they are teaching, just as they would if they were planning for a substitute teacher. Absences will be made up to the satisfaction of all involved. MIT interns will be required to **attend scheduled pre-internship and internship seminars** during the school day or after school hours as scheduled by the MIT coordinator and complete all seminar assignments.

### Work Stoppage

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

### Coursework

MIT interns are required to concurrently attend university classes during the yearlong pre-internship and internship placements. Interns register for fulltime in the fall and spring semesters. During the fall pre-internship field experience, elementary and secondary interns spend 2 days per week in their public school classroom placements. Additionally a full-time week of the internship for both elementary and secondary interns occurs December 9-13, 2019. The days your school is in session the week of December 16, you are encouraged to participate. The spring internship is full-time in the public school classroom, Monday through Friday for the entire semester (Check your district calendar for the start date after the winter holiday through May 8, 2020).

### 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 MIT intern 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 MIT intern, both the MIT intern and the mentor teacher could be held responsible.

Both the pre-internship and internship are **supervised** experiences. Consequently, a certificated mentor teacher or administrator should be available at all times.

## **Clock Hours**

Mentor teachers are eligible to receive ten clock hours for the pre-internship and twenty clock hours for mentoring during the MIT internship. The university will distribute the clock-hour form with other WSU documents.

## **Recommendations**

The MIT intern 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 mostly 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 MIT intern was provided a complete copy prior to their field experiences. 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 the MIT pre-internship/internship, please either visit or call the Access Center (Pullman Campus, Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations **MUST** be approved through the Access Center.

## **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 MIT intern 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 intern to the level of detail required of the edTPA. **MIT interns 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 internship 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 MIT interns describe, analyze, and evaluate the teaching of a “learning segment” in their internship classroom and submit a short video of that learning segment and additional artifacts and commentaries as evidence of their teaching ability. The MIT intern is expected to share the edTPA directions and materials with their mentor teacher.

The MIT intern is encouraged to go online to <http://www.edtpa.com> and review the submission and score reporting dates and **submit before April 2020**. MIT interns who do not successfully complete the edTPA will not be recommended for licensure. A remediation and resubmission plan will be developed on a case by case basis. If the MIT intern needs to plan, teach, and assess with new materials, it may be necessary for the intern to enroll for credit in the next WSU term.

### For MIT interns to successfully complete the edTPA, they must:

- Complete the three tasks of the edTPA. A suggested timeline is available at <http://education.wsu.edu/field/studentteaching>
- Upload edTPA documents and videos to the Pearson site. <http://www.edtpa.com>
- Submit a signed Video Guidelines & Permission to Use Form along with a full copy of edTPA materials directly to WSU through the edTPA ePortfolio course space at <http://learn.wsu.edu>
- Receive a passing score of 40 or higher on rubrics 1-15 as reported by Pearson
- Provide a **full printed copy** of the Pearson Score Report to their WSU Supervisor

## 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 are detailed on pages 27-29.

## Observation and Conferencing Resources

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

The MIT Weekly Conference Form is designed to encourage communication between the mentor teacher and intern. Focus should be on what the mentor teacher has observed during the week and suggestions for the next week. The MIT intern is also asked to record their progress on the edTPA. 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 31.

The Professional Dispositions Evaluation for Field Experiences (PDEFE) should be used to give feedback during the pre-internship and throughout the internship experiences. There are two versions included in this handbook. The pre-internship PDEFE should be used to discuss growth and progress at the mid-term and at the end in preparation for the internship. See page 33. The internship PDEFE should be used during the internship. A met rating on the ten dispositions is required.

## Pre-internship Activities and Progression

MIT interns and mentor teachers should use the following suggestions as a guide for the Pre-internship.

First 5 weeks

- Become familiar with the students (demographic information, diversity issues), the schedule, and the school layout.
- Collect data to complete the edTPA Context for Learning.
- Observe teacher and student interactions.
- Become familiar with school/classroom rules and expectations.
- Observe behavior management and classroom management strategies.
- Observe lesson planning, preparations, implementation and progress.
- Observe various teaching techniques.
- Assist in individualized instruction as needed.
- Begin planning and teaching small-group instruction.
- Assist the teacher in paperwork, bulletin boards, and student activities.
- Schedule the equivalent of 3 days of observation in other classrooms, grade levels, and schools.
- Assume other minor duties as directed by the mentor teacher.
- Assume professional role (punctuality, dress according to building expectations, attitude, initiative, etc.).

Beginning in week 6 and each week thereafter, complete the MIT Weekly Conference Form.

- Continue with initial activities.
- Teach small-group lessons.
- Assume more responsibility for instruction and any other activities as directed by the mentor teacher.
- Complete Weekly Conference Form with the mentor teacher.
- Review edTPA Making Good Choices
- Analyze mentor teacher's unit plans.
- Review/analyze assessments used in class.
- During Week 8, the MIT intern, mentor teacher and university supervisor complete the pre-internship PDEFE for midterm assessment.
- Teach whole class lessons.
- Teach one or two periods in the day.
- Meet with parents (with the mentor teacher present); attend meetings on students (IEP's, 504's)
- Design and/or grade assessments.
- Decide with mentor teacher edTPA focus (content and for secondary which class).
- Review the edTPA and practice backwards planning by becoming familiar with Task 3 requirements for your selected content.
- Practice videotaping.
- During Week 14, the MIT intern, mentor teacher and university supervisor complete the pre-internship PDEFE.
- Prior to the end of the semester, after reviewing Task 3, collect data for the edTPA Context for Learning Information, and begin a draft of edTPA Task 1: Planning for Instruction and Assessment.



## Internship Expectations and Requirements

MIT interns and mentor teachers should use the following suggestions as a guide for the progression of the internship. Conference forms, required assessments and assignments are included in this handbook. During the internship the internship PDEFE should be used both formatively and summatively. If focus is on a specific area 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 internship experience and assess from the prospective 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.

Additionally, please visit the Field Services site <http://education.wsu.edu/studentteaching/> and see the Resources for Mentor Teachers and Supervisors, as well as suggested timelines for both a traditional path of progression of responsibilities for the MIT intern, and the Co-Teaching Model. Adaptations are expected as the intern, mentor teacher, and university supervisor personalize the schedule.

### Weeks 1-5

- Continue with pre-internship responsibilities.
- Plan and teach small-group and large-group instruction.
- Design and grade assignments.
- The MIT intern gradually takes over lead teaching and planning role, incorporating Co-Teaching strategies if appropriate.
- Complete edTPA Task 1: Planning for Instruction and Assessment.
- Continue MIT Weekly Conference Forms with the mentor teacher.
- Attend faculty meetings, planning sessions, professional development opportunities, and professional gatherings within the school.
- Practice videotaping.

### Weeks 6-12

- The MIT intern has total responsibility for preparing and implementing curriculum for which they are the lead teacher.
- Continue to discuss written lesson plans and how to implement them.
- Complete edTPA Task 2: Instructing and Engaging Students in Learning including video.
- Complete edTPA Task 3: Assessment.
- Continue MIT Weekly Conference Forms with the mentor teacher.
- During week 8, the MIT intern, mentor teacher and university supervisor complete the internship PDEFE for the midterm assessment.
- Upload completed edTPA materials to Pearson through <http://edTPA.com>.
- Submit a signed Video Guidelines & Permission to Use Form along with a full copy of edTPA materials directly to WSU through the Black Board edTPA ePortfolio course space at <http://learn.wsu.edu>.
- The building administrator should be invited to do at least one formal observation.

### Weeks 13-16

- The MIT intern should have all student progress records up to date.
- Provide a full printed copy of the Pearson edTPA Score Report to their WSU Supervisor.
- Gradually transition planning and instruction back to the mentor teacher at the end of the Internship.
- Internship PDEFE completed with evidence.
- Draft Professional Growth Plan completed.
- EBI Survey completed
- Qualtrics Exit Slip completed.

### **Requirements for MIT intern to Successfully Complete their Internship:**

- Demonstrate ability to successfully plan, instruct, and assess
- Complete and submit the edTPA to Pearson and WSU
- Receive MET ratings on the PDEFE
- Attend scheduled seminars and complete all assignments
- Complete the Draft Professional Growth Plan
- Complete the Qualtrics Student Teaching Exit Slip
- Complete the University Supervisor Evaluation
- Complete the EBI Survey
- Request letters of recommendation

### **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 MIT intern, a consultant for the mentor teacher, and a liaison between the College and public school. As a mentor, the WSU supervisor oversees the MIT intern'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 MIT intern'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 visit the MIT intern on both a scheduled and drop-in basis. The supervisor will use the internship PDEFE to measure growth and encourage communication. Guidance and support will be provided as the intern works on the Teacher Performance Assessment (edTPA) tasks. In order to continue to provide interns with formative evaluation and opportunities for reflection on their progress, the supervisor will spend a minimum of six hours observing and conferencing during the pre-internship, and a minimum of twelve hours observing and conferencing during the internship. The intern or mentor teacher may request additional site visits, as needed.

### **Role of the Mentor Teacher**

The mentor teacher is considered to be an outstanding educator and has been given the responsibility to help the MIT intern 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 MIT intern 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 intern may not.
- Keep lines of communication open with the MIT intern 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 MIT intern in daily and long-range lesson planning and assessing teaching performance and student learning. \*see Co-Teaching strategies on pages 27-29.
  - 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 MIT intern. 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 MIT intern toward 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 MIT intern gathers information regarding the contextual setting of the classroom and the background of the learners.
  - Help the MIT intern with parental permission slips for video recording lessons.
  - Assist, perhaps, with filming the MIT intern during lessons.
  - Be a sounding board as the MIT intern reflects on experiences with your learners.
  - Provide input and feedback as the intern completes the edTPA tasks.
- During the experience, the MIT intern 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 MIT intern have the opportunity to be the lead teacher and to be aware of how they are performing in that role.
- Assist the MIT intern in reflecting on their teaching and analyze strengths and areas in which to improve.
  - Current teacher education literature reinforces the advantages of MIT interns engaging in reflection.
  - Analysis and reflection are the focus of the edTPA.
- Continue to develop MIT intern's awareness of the professional community.
  - Assist the MIT intern in becoming aware of the benefits of belonging to professional organizations.
- Provide time for the MIT intern to visit and confer with other staff members, specialists and classroom teachers.
  - Observation of other classrooms and teaching styles is important to your MIT intern's growth as a teacher. Observing other professional educators broadens an MIT intern's knowledge of teaching strategies.
- Provide the teacher candidate with both formal and informal feedback.

Suggestions when observing and debriefing:

- Let the MIT intern 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 MIT intern 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 MIT Weekly Conference Form on page 29, the PDEFE forms on pages 31 and 33, or whatever works for the mentor.
- Give a copy of the observation notes/summary to the MIT intern and to the WSU supervisor.
- Use the MIT Weekly Conference Form:
  - Begin by asking questions that allow the MIT intern 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 MIT intern to identify successes, point out observed examples of success and if the MIT intern 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 MIT intern's continuing growth and encourage them to set goals and use past success to move forward.
- Keep forms in a folder for the supervisor to review.

### **Role of the Building Administrator**

The building administrator plays a key role in selecting qualified mentor teachers, helping MIT interns 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 MIT intern if the administrator will:

- Welcome and introduce the MIT intern to school staff members.
  - MIT interns 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 intern feel part of the school and aids the important transition from coursework to teaching. Include the MIT intern on the staff mailing list and in staff workshops and social functions. If possible, provide a mailbox and an identification badge for them. MIT interns view these actions as symbols of belonging on the school staff.
- Orient the MIT intern to school policies.
  - An overview of the staff and student handbooks, building goals and staff member expectations help the MIT intern become familiar with policies and procedures. It also helps the MIT intern better understand their role in the school. Some administrators include the MIT intern in new teacher orientation.
- Conduct at least one formal observation and conference and several informal visits.
  - Observations enable MIT interns to gain feedback and also become familiar with the professional evaluation system.
- Maintain communication with the WSU supervisor to monitor the MIT intern'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 MIT intern. Communication also is necessary to assess fairly the MIT intern's performance when time comes for final evaluation.
- Participate in the MIT intern's exit process.
  - If asked, complete a recommendation form for the MIT intern. Arrange a simulated (or actual) job interview with the MIT intern. After the interview, discuss the rationale for including specific questions and suggest interview strategies for the MIT intern to consider.

### **Communication Ladder**

If the MIT intern has concerns about their placement, the school climate, or the responsibilities expected of them during their pre-internship and internship, 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 pre-internship and internship, the following steps will be implemented:

1. Remediation: a clear, written plan that all parties agree on (mentor teacher, MIT intern, and university supervisor).

2. Probation: a written contract explaining that the MIT intern will be evaluated on a weekly basis to insure that they are meeting expectations; they are 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 MIT intern from the pre-internship or internship situation when one or more of the following occurs:
  - The mentor teacher and/or the building principal 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 MIT intern violates the student code of conduct and/or the Professional Dispositions of Teachers (see PDEFE).

In the event an MIT intern is removed from the pre-internship or internship 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 MIT intern is required to work through department personnel and their university supervisor to resolve issues regarding their 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 MIT intern 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 MIT intern 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 MIT intern 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 MIT intern 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 MIT intern, who must indicate their agreement to the conditions in writing.
  - The MIT intern is advised to withdraw from the field experience and must meet university criteria and the published university deadlines to withdraw from the experience or cancel enrollment.
  - The MIT intern receives a failing grade for the field experience and may be removed from the teacher preparation program. In the event the MIT intern is removed from the program, they 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 MIT intern's satisfaction, through the formal grievance procedure outlined in the WSU student policies.

## Use of WSU MIT Interns 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, the MIT internship 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 MIT interns who possess an Emergency Substitute Teacher Certificate:

- Determination of readiness for an Intern Substitute Teacher Certificate, or for substitute teaching by MIT interns who possess an Emergency Substitute Teacher Certificate, will be made after formal observations by the university supervisor, and with input from the MIT intern and the mentor teacher.
- The MIT intern must have progressed in their assignment to the point where they have demonstrated the ability to effectively solo teach, and no sooner than the mid-point of the internship experience.
- The MIT intern shall notify in writing the university 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 internship experience. This does not apply to the period of the internship when the individual is assigned to solo teach, during which time the mentor teacher is available to assist the MIT intern.
- The MIT intern 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 internship field experience**. Substitute service during the internship 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 internship experience, (4) is limited to a maximum of three consecutive days per occurrence.

Information and directions for applying for the Intern Substitute Certificate through Washington State University is available on the web at <http://education.wsu.edu/internsubstitutecertificate/>.

If the MIT intern 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 MIT interns as substitutes. Please check before applying.

## 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 "professional" level standards. To access the draft form and directions for completing the Profession Growth Plan, go to: <http://education.wsu.edu/professionalgrowthplan>.

## Teacher Certification

After successful completion of MIT internship and meeting all WSU requirements for certification, 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 [www.k12.wa.us/certification/default.aspx](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 – WEST B
  - 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 (NBPTS).

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 is available at  
[www.k12.wa.us/CurriculumInstruct/ccss/](http://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 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](http://www.smarterbalanced.org) [www.k12.wa.us/smarter](http://www.k12.wa.us/smarter)

### **Helpful Resources and Readings**

The following resources have been compiled on our Field Services website beginning at <http://education.wsu.edu/studentteaching/> to assist both MIT intern 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/CurriculumInstruct/default.aspx](http://www.k12.wa.us/CurriculumInstruct/default.aspx)

Additionally, included in the following pages, you will find resources to help you through the WSU MIT Internship experience. They are also available as separate printable resources through the Field Services Website listed above.

- Responsibilities of MIT Interns
- WSU Student Teaching Lesson Plan Format
- T&L Instructional Plan Template – edTPA Aligned
- Co-Teaching Strategies and Examples
- MIT Weekly Conference Form
- Professional Dispositions Evaluation for Field Experiences (PDEFE) Form for Advanced Practicum/Pre-internship
- Professional Dispositions Evaluation for Field Experiences (PDEFE) Form for Student Teaching/Internship
- Field Supervisor Evaluations



## Responsibilities of MIT Interns

As you begin your internship, establish a positive working relationship with your mentor teacher. Strive to earn the role of partner and colleague as you work with students whose education futures are at stake. Invite constructive suggestions, take the initiative to ask questions and share your ideas, and genuinely show your desire to be the best you can be as a new teacher. **BE A PROFESSIONAL** and be proud of it. Above all, communicate!

- Free yourself from additional responsibilities, outside employment, and other activities that may deter you from devoting your energies to your internship. Take advantage of the opportunity to prove to all involved that you are an **OUTSTANDING MIT** intern worthy of an excellent letter of reference. As such, you are expected to act in a professional, responsible manner that would be consistent with the standards to which classroom teachers are held and the policies described in this handbook.
- Assume the attitude, the bearing, and the responsibility of a person who can be entrusted with the professional education role. This requires the best possible use of good decision making throughout your pre-internship and internship.
- Demonstrate a professional attitude in all contacts with the school and community, being aware of the instances in which matters of confidence and loyalty are to be respected. Be careful during parent conferences, do not give parents information about any student other than their own son or daughter. You will oftentimes be aware of privileged information and have a professional responsibility to keep such information in strict confidence. Let your mentor teacher guide you.
- Be sensitive to what is appropriate attire for teachers. Although there is no prescribed dress code for your internships, a clean and well-groomed appearance will contribute to your success.
- Address your mentor teacher by the proper name (Miss, Ms., Mrs., or Mr.) in front of students and parents. Students should not be allowed to call you by your first name.
- Be punctual at all times. Check with your mentor teacher for building expectations regarding times to begin and end the day. In the event of illness or other emergency which makes it impossible for you to report to school, report by telephone as soon as possible to both the mentor teacher and the university supervisor. In the spring semester, you are responsible for giving your mentor teacher your lesson plans for the day, just as you would a substitute teacher. Absences will be made up to the satisfaction of all involved.
- Attend the required field experience seminars (MIT 571 and 575). If it is impossible for you to attend a seminar, contact the university supervisor/MIT Coordinator prior to the seminar. Absences will be made up to satisfaction of all involved.
- Know your students and learn to evaluate their growth through daily observations, learning experiences, conferences, and other activities.
- Be well prepared in subject matter.
- Complete appropriate short and long range planning as required by the mentor teacher and university supervisor
- Make certain that you understand the management procedures established in your classroom. Develop pro-active standards of classroom management.
- Make certain that you understand the emergency procedures in your school.
- Make yourself available for weekly conferences with your mentor teacher in order to discuss your progress in terms of your own ability and readiness for assuming the full role of a teacher. Initiate a regular schedule for consultation and team planning with your mentor teacher. Open and frequent communication is key to the success of your experience.
- Communicate to your university supervisor any changes in schedule or other aspects of your teaching which might affect his/her arrangement of visits with you in your classroom.

- Assume, under the guidance of the mentor teacher, such extra duties as study hall, playground, lunchroom, and hall supervision. Be sure you understand the assignment before you attempt the task!
- In addition to the regularly scheduled seminars, attend faculty meetings and all other professional meetings conducted by the district or other professional groups.
- Attend school functions such as club meetings, plays, concerts, dances, athletic events, PTA meetings, and open house programs. Participate in the planning and supervision of these activities whenever possible.

### **Characteristics of the Effective MIT Intern**

- On time and on task
- Effective teaching techniques are used
- Demonstrates a positive attitude
- Moves around the room
- Balances talking and listening appropriately
- Demonstrates enthusiasm
- Demonstrates decency in dealing with students
- Is visible in the classroom
- Interacts appropriately with students
- Instructional objective is clear
- Controls student behavior appropriately
- Appearance is professional
- Actively involved with students
- Demonstrates good organization
- Uses appropriate language and grammar
- Uses different modes of instruction (visual, auditory, hands-on)
- Demonstrates confidence and poise
- Classroom atmosphere is positive
- Checks for student understanding
- Demonstrates appropriate modeling
- Provides appropriate feedback to students
- Maintains a positive feeling/tone in the classroom
- Non-verbal and verbal communications are congruent
- Effectively utilizes time
- Involves all students in the instructions
- Receptive and able to handle criticism
- Has good common sense
- Responsible
- Displays a good sense of humor
- Takes initiative

# 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.

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### 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.

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

<b>Learning Steps and Activities</b>	<b>Supporting Theories/Principles</b> ( <i>Why</i> are you doing what you are doing?)
<i>Example:</i> 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.	



### Co-Teaching Strategies & Examples

Strategy	Definition/Example
<b>One Teach, One Observe</b>	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. <b>Example:</b> One teacher can observe students for their understanding of directions while the other leads.
<b>One Teach, One Assist</b>	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. <b>Example:</b> 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.
<b>Station Teaching</b>	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. <b>Example:</b> 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.
<b>Parallel Teaching</b>	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 ration. <b>Example:</b> Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
<b>Supplemental Teaching</b>	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. <b>Example:</b> 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.
<b>Alternative (Differentiated)</b>	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. <b>Example:</b> 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.
<b>Team Teaching</b>	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. <b>Example:</b> Both instructors can share the reading of a story or text so that the students are hearing two voices
<b>Solo Teaching</b>	The teacher candidate is the lead planner and teacher for the lesson. The lesson is designed specifically for only one teacher. <b>Example:</b> 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><b>One teach, one observe:</b> 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 cooperating teacher) could take on both roles.</p>
<p><b>One teach, one assist:</b> 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><b>Station teaching:</b> 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><b>Parallel teaching:</b> 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><b>Supplemental teaching:</b> 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><b>Alternative (Differentiated):</b> 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><b>Team Teaching:</b> 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><b>Solo Teaching:</b> The teacher candidate is the lead planner and teacher for the lesson. The lesson is specifically designed for only one teacher.</p>

<p style="text-align: center;"><b>As a Collaborator:</b></p> <p>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.</p>	<p style="text-align: center;"><b>Are We Co-Teachers?</b></p> <ol style="list-style-type: none"> <li>1. <b>As we prepare for co-teaching, do we:</b> <ul style="list-style-type: none"> <li>• have both teachers’ names on the board/door?</li> <li>• have space for both teachers?</li> <li>• have comparable desks and materials for both teachers?</li> </ul> </li> <li>2. <b>Do we share the responsibility for determining:</b> <ul style="list-style-type: none"> <li>• what to teach?</li> <li>• what teaching strategy(ies) to use?</li> <li>• who teaches what part of the lesson?</li> <li>• how to assess student learning?</li> </ul> </li> <li>3. <b>In planning, do we:</b> <ul style="list-style-type: none"> <li>• have regularly scheduled times to meet and discuss our work?</li> <li>• use our meeting time productively?</li> <li>• share teaching materials and resources?</li> <li>• freely communicate our concerns?</li> <li>• each contribute to the planning process?</li> <li>• decide which co-teaching model to use in a lesson based on the needs of the students and the co-teachers?</li> </ul> </li> <li>4. <b>While co-teaching, do:</b> <ul style="list-style-type: none"> <li>• both teachers have a lead role in the classroom?</li> <li>• both teachers work with all students?</li> <li>• we use a variety of co-teaching approaches?</li> <li>• students see both teachers as equal partners in the classroom?</li> <li>• we both participate in the assessment of students?</li> <li>• students as both teachers for clarification and/or assistance?</li> <li>• we teach different groups of students at the same time?</li> <li>• we read the nonverbal cues of our co-teaching partner?</li> <li>• we make changes as needed during a lesson?</li> <li>• actively reinforce classroom rules and manage the classroom together?</li> </ul> </li> <li>5. <b>After the co-taught lesson, do we:</b> <ul style="list-style-type: none"> <li>• provide feedback to one another on what goes on in the classroom?</li> <li>• celebrate the process of co-teaching and the outcomes and successes?</li> <li>• make improvements in our lessons based on what happens in the classroom?</li> </ul> </li> <li>6. <b>Overall, do we:</b> <ul style="list-style-type: none"> <li>• explain the benefits of co-teaching to the students and their families?</li> <li>• depend on one another to follow through on tasks and responsibilities?</li> <li>• have both co-teachers participate in parent/teacher conferences?</li> <li>• model collaboration and teamwork for our students?</li> <li>• have a process for dealing with any disagreements we have?</li> <li>• continue to pursue additional training to make our co-teaching better?</li> <li>• provide mentoring to others who want to co-teach?</li> <li>• communicate with our administrator about our needs as a co-teaching pair?</li> </ul> </li> </ol>
<p style="text-align: center;"><b>Communication:</b></p> <p><i>It is important to know yourself – so you can share with and know your co-teaching partner.</i></p> <p><b>To begin, determine:</b></p> <ul style="list-style-type: none"> <li>• What types and frequency of communication would we like to have with each other?</li> <li>• How will we ensure regular communication with each other?</li> <li>• What is the best way to give each other feedback?</li> </ul> <p><i>Discuss with your co-teacher your response to each of the following statements:</i></p> <p><b>Personal</b></p> <ul style="list-style-type: none"> <li>• I find it helpful to bounce ideas off other people.</li> <li>• I am comfortable being told by others what they need from me.</li> <li>• I am able to speak openly about my feelings.</li> <li>• I express my opinions, even if others disagree with me.</li> <li>• I feel comfortable saying “no” to people in a professional setting.</li> <li>• I can detect the mood of others by looking at them as we converse.</li> <li>• I can become defensive when I am being criticized.</li> <li>• I am able to resolve problems without losing control of my emotions.</li> </ul> <p><b>Co-Teaching</b></p> <ul style="list-style-type: none"> <li>• I am comfortable giving my co-teacher feedback because it is a natural part of team work.</li> <li>• I am comfortable telling my co-teacher what I need from him/her.</li> <li>• I feel free to politely voice my disagreement with my co-teacher.</li> <li>• I find it difficult to express my opinions when my co-teacher doesn’t share them.</li> <li>• I find it easy to see things from my co-teacher’s point of view.</li> <li>• I tend to postpone discussing touchy topics with my co-teacher.</li> <li>• When co-teaching, I find it important for tasks to be clearly defined and distributed.</li> </ul>	



## MIT 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.

\_\_\_\_\_  
**MIT Intern's Signature**

\_\_\_\_\_  
**Mentor teacher's Signature**

\_\_\_\_\_  
**Date**



# Professional Dispositions Evaluation for Field Experiences (PDEFE)

## Advanced Practicum/Pre-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 <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"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard
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"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard
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"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard
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"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard
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"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard
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"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard
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"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard
8. The teacher candidate respectfully and openly <b>requests, accepts</b> and <b>applies</b> feedback for improvement.	Notes supporting rating:  <input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard
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"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard
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"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard

*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





# 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 <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"/> 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"/> 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"/> 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"/> 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"/> 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"/> 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"/> Not Met
8. The teacher candidate respectfully and openly <b>requests</b> , <b>accepts</b> and <b>applies</b> feedback for improvement.	Notes supporting rating:  <input type="checkbox"/> Met <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"/> 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"/> 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  
 Office of Field Services and Certification  
 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
<b>ORGANIZATION: The Supervisor</b>						
	1. Provides information on the field requirement					
	2. Facilitates the teacher candidate/intern's integration into the field					
	3. Keeps scheduled observation visits					

<b>SUPPORT: The Supervisor</b>						
	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 cooperating 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					
	- promoting student learning					
	- assessing student learning					

	<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Not Observed</b>
	- 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					

<b>In addition to the above, the supervisor is:</b>						
	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.**

### 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
<b>ORGANIZATION: The Supervisor</b>					
1. Provides information on the field requirement					
2. Facilitates the student teacher/intern's integration into the field					
3. Keeps scheduled observation visits					

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Observed
<b>SUPPORT: The Supervisor</b>					
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					
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8. Arranges time to meet with the student teacher/intern and the cooperating 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					
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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					
- teaching students who are culturally or linguistically diverse					
- subject area content					
- classroom and behavior management					

	<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Not Observed</b>
	- incorporating technology into teaching and learning					
	- working with families					
	- completing the edTPA					

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

General Comments:

**Seminar Evaluation**  
*To be completed by the MIT Intern*

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/internship program:

**Thank you for helping to improve WSU's program.**