



WASHINGTON STATE UNIVERSITY
College of Education

TCH LRN 469
Pre-internship for Secondary Teachers

Handbook & Syllabus
A Guide for Teacher Candidates



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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Table of Contents

Course Description and Purpose	4
Secondary Program Overview	5
Field Experience	6
WSU Field Services and Certification	9
Teaching & Learning Expectations.....	12
Roles and Responsibilities of Teacher Candidates.....	13
Learning Outcomes and Assignments.....	14
Course Evaluation.....	17
Course Calendar	18
Appendix A: Washington State University Sample Lesson Plan Template	19
Appendix B: Lesson Plan Observation Form	21
Appendix C: Pre-internship Professional Dispositions for Field Experiences (PDEFE).....	22

Course Description and Purpose

Course Information

Location:
Instructor:
Phone:
Office Hours:

Date and Time:
Email Address:
Office Location:
Credit Hours:

* Please type TCH LRN 469 in the subject line when contacting me.

Prerequisite

For candidates who have completed TCH LRN 317 and Block I coursework.

Course Description

Field experience with classroom observation and teaching prior to student teaching. Weekly seminar included for weeks 6 - 16.

- Candidates establish classroom communities that support student learning and positive human relationships.
- Candidates design and execute a wide range of instructional plans and strategies that support student learning within and across the curriculum.
- Candidates design and implement a wide range of assessment strategies that support student learning within and across academic content areas.

The connections between the COE Conceptual Framework and TCH LRN 469 include an emphasis on understanding and respecting learners in the diverse cultural context of a clinical classroom placement.

Instructional Methods

This course relies heavily on interactive discussions and collaborative work. All seminar classes will meet in person.

Required Materials

TCH LRN 469 Handbook

University Syllabus

Students are responsible for reading and understanding all university-wide policies and resources pertaining to all courses (for instance: accommodations, care resources, policies on discrimination or harassment), which can be found in the [University Syllabus](#).

Secondary Program Overview

Washington State University's secondary teacher preparation program is divided into three-semester blocks encompassing academic courses and field experiences. While most of the courses in the program are assigned to a particular block, several classes may be taken in conjunction with either Block I or Block II. The block sequence is as follows:

Block I

Coursework: Provides students with a foundation for understanding and articulating education-related issues.

Block II

Coursework: Ten weeks of coursework builds on the fundamental principles of Block I and emphasizes effective strategies in content areas.

Pre-internship Field Experience: 4 to 6-week field experience provides students with an intensive field experience in which they integrate educational theories with teaching in classroom contexts.

The pre-internship is particularly important as it comes immediately before your internship. This experience provides the following for teacher candidates:

- *It allows teacher candidates to learn about and experience the culture of schools and the everyday life of classrooms, teachers, and children.*
- *It provides teacher candidates opportunities to practice their teaching and classroom management skills by teaching lessons and planning with mentor teachers.*
- *It offers teacher candidates the experiences that will enhance their potential for a successful and productive internship experience.*

Block III

Internship Field Experience: 16-week student teaching internship

Field Experience

School Assignment

The regional field coordinator will work with local school districts to place teacher candidates with cooperating mentor teachers. Teacher candidates are not placed in buildings where a relative is employed.

Required Hours

Teacher candidates completing the pre-internship are required to spend 125+ hours in their assigned classroom during the semester. This should be completed in the semester's first four to six weeks.

TCH LRN 469 Instructor

The Secondary Education TCH LRN 469 instructor will contact the mentor teachers in the field. The instructor will be accessible by Zoom, email, and telephone to answer questions, hear concerns, and discuss the teacher candidate's performance. The instructor will collect and review the pre-internship assignments and the Pre-internship Professional Dispositions Evaluation for Field Experiences (PDEFE) form from the teacher candidate and record a final grade for the experience.

Mentor Teacher

Washington State University relies on the assistance and support of professionals in the field to ensure our teacher candidates are well-prepared for their future students. Participating mentor teachers will oversee the field experience and collaborate with WSU field supervisors to evaluate the field experience.

Mentor teachers are expected to:

- Complete the lesson plan observation forms and debrief with the teacher candidate.
- Collaboratively complete a Pre-internship PDEFE with evidence during the final visit with the university field supervisor.

University Field Supervisor

The university supervisor will visit the mentor teacher and teacher candidate at least twice. The purpose of the first visit is to meet with the teacher candidate and the mentor teacher to ensure the pre-internship is progressing smoothly. The purpose of the last visit is to conference with the teacher candidate and the mentor teacher while the mentor teacher and teacher candidate complete the Pre-internship PDEFE form and discuss any areas that need to be strengthened before returning to student teaching the following semester.

Termination of Field Experience

The College of Education reserves the right to refuse the placement of any student in a field experience or to terminate individual placement if there is a cause for concern about that individual's fitness to work with children in a classroom setting.

Attendance

Teacher candidates are expected to attend the pre-internship placement following teacher contract hours Monday through Friday. Teacher contract hours typically start 30 minutes before the first bell and 30 minutes after the last bell. Please use the mentor's schedule as a guide.

Absences

Teacher candidates are expected to be present in their assigned classrooms each week. In the case of an emergency, illness, or accident, teacher candidates are responsible for notifying their mentor teacher if they will be absent or late. **Absences will be made up to the satisfaction of all involved.**

Weather Conditions

The schools prefer that you be resourceful (rather than calling the schools directly) in acquiring information about school closures due to adverse weather conditions.

Transportation

Teacher candidates are responsible for transportation to and from the field experience site. Teacher candidates need to be accountable and on time. If participating in a ride share, please contact passengers and riders as early as possible when absent.

Sign-in

Teacher candidates must sign in as visitors to the school office each week when entering and leaving the building. The administration must be aware of who is in the building.

WSU Identification Badge

Teacher candidates are required to purchase a WSU identification badge from Cougar Card Services located in the Compton Union Building. The cost of the badge is \$10. Teacher candidates will receive a lanyard from the Office of Field Services and Certification. **Badges must always be worn during field experiences.**

Liability Insurance

Proof of liability insurance must be on file before beginning and throughout any field experience. Liability insurance may be purchased online at <https://education.wsu.edu/liabilityinsurance/>.

Pre-Residency Clearance

All WSU students enrolled in a field experience must have a pre-residency certificate clearance. Detailed directions on how to set up your account and apply for the pre-residency certificate can be found at <https://education.wsu.edu/backgroundclearance/>.

Fingerprint Clearance

All teacher candidates enrolled in a field experience must have FBI fingerprint clearance. More information about fingerprinting both in Pullman and outside of the Pullman area can be found at <https://education.wsu.edu/coe-fingerprinting-service/>.

School Handbook

Teacher candidates must read the placement school's handbook and follow the school policies and procedures while in the building.

WSU Field Services and Certification

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Communication Ladder

Not every field experience will be the same. As a guest in the classroom, the teacher candidate is expected to follow the lead of the mentor teacher. If the teacher candidate has concerns about their placement, the school climate, or the responsibilities expected of them during their field experiences, the following steps should be followed:

1. Confer with the university supervisor.
2. If there is no resolution, contact should be made with the regional field coordinator.
3. If concerns continue, the next level of resolution should be made to the Secondary Program Coordinator and Director of Field Services.

Field Concerns

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

1. Remediation: a clear, written plan upon which all parties agree (mentor teacher, teacher candidate, and field supervisor).
2. Probation: a written contract explaining that the teacher candidate will be evaluated on a weekly basis to ensure 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 field supervisor; it usually requires additional tuition.
4. Removal: The Department of Teaching and Learning reserves the right to remove any teacher candidate from any field experience when one or more of the following occurs:
 - a. The mentor teacher, building principal, and/or district placement coordinator request that the experience be terminated.
 - b. The field supervisor indicates that after repeated feedback and observation, documented in writing, sufficient progress is not being achieved.
 - c. The teacher candidate violates the WSU Student Code of Conduct, the Professional Dispositions of Teachers (see PDEFE), the Washington State Code of Conduct Professional Conduct for Education Practitioners, Chapter 181-87 WAC, or district rules.

In the event a teacher candidate is removed from an internship placement, the following will occur:

1. Department personnel will gather information from school personnel, the field supervisor, and others as appropriate to document the reason for removal. The teacher candidate is required to work through department personnel and their field 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. Before a teacher candidate is given a new placement, the candidate must submit a formal request letter to their placement coordinator. This letter should reflect why they would like a new placement, what they learned from their last placement, and what they will do differently this time for a successful internship.

3. A college review committee consisting of five representatives selected from the field supervisor, program coordinator, faculty, placement coordinator, field services director, certification coordinator, or director of student services will examine the candidate's request along with a review of the candidate's progress in the program.
4. A meeting is scheduled to discuss the situation and the 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 at least three members of the college review committee. At the meeting, the teacher candidate may present additional information as the situation is discussed and options are explored.
5. The committee will decide on 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. A new placement is recommended, and the teacher candidate begins again as soon as the 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 their agreement to the conditions in writing.
 - b. The teacher candidate is advised to withdraw from the field experience and must meet university criteria and the published university deadlines to withdraw from the internship or cancel enrollment.
 - c. 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, 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.

Teaching & Learning Expectations

Attendance

This course meets the requirements for state-legislated certification; therefore, students should make all reasonable efforts to attend all class meetings AND field experiences. However, in the event a student is unable to attend a class, it is the responsibility of the student to inform the instructor AND mentor teacher as soon as possible, explain the reason for the absence (and provide documentation, if appropriate), and make up class work missed within a reasonable amount of time if allowed. **Attendance is documented.**

Missing class meetings or field experiences may result in failure of the class.

Professional Dispositions

The Department of Teaching and Learning at Washington State University uses the Professional Dispositions for Academic Progress (PDAP) to evaluate the dispositions of all its teacher candidates in the classroom and the field. Your professional disposition will be assessed throughout the course. For more information on professional dispositions, visit <https://education.wsu.edu/professionaldisposition/>.

Professional Communication

The faculty members, instructors, and teaching assistants in the Secondary Education program emphasize the importance of effective written and oral communication for teachers. Students of the program are expected to demonstrate that they can meet professional communication standards on all their assignments. A student who fails to adhere to conventions of writing (e.g., makes consistent grammatical and spelling errors, frequently misuses words or phrases, fails to organize writing effectively) may be required to work with the Writing Center or complete additional coursework. Students who fail to meet expectations after being provided the opportunity for remediation and improvement may be removed from the program. Students will also be held accountable for demonstrating that they are capable of clear and professional verbal communication.

Roles and Responsibilities of Teacher Candidates

The pre-internship provides you with an important opportunity to begin your professional development. Teacher candidates enrolled in WSU's teacher preparation program are expected to behave responsibly and professionally. The following guidelines address some of the issues for which you will be held accountable:

Be Prompt and Present

You are expected to be present and on time in your assigned classroom every week. Teachers are on tight schedules to meet the demands of a school day. Teachers plan on your presence in the classroom and expect you to be a consistent part of their students' learning.

Demonstrate Professionalism

Know and adhere to the school and classroom policies and procedures. **Dress like a professional.** Please do not wear jeans, low-riding pants, midriff tops, sweats, or short skirts or shorts. Do not display studs, body piercings, or tattoos. Appearances that are a distraction or serve as a poor model for children are not acceptable. You could be asked to leave the pre-internship if not dressed appropriately and be required to make up the time on a different day.

Be Respectful

Show effort, enthusiasm, and respect for the teaching profession and the professionals you work with. It is not your place to confront or question the mentor teacher's judgment, teaching style, or choice of activities. A respectful attitude, an eagerness to learn, and an appreciation for this opportunity will go a long way in creating a professional relationship between you and your mentor teacher.

Show Initiative

You will be expected to observe the students and your mentor teacher, take the initiative in working with students individually or in small groups, engage in classroom activities and lessons, be available to assist the students from the classroom to other learning situations (computer lab, specialists, assemblies, library), and to collaborate with your mentor teacher to complete assignments for this course.

Be Reflective

You are expected to reflect on your experiences in this field experience and to make connections to the topics discussed in your methods courses. This is an opportunity for you to analyze and interpret the impact that this experience is having on you as a beginning teacher and the impact you are having on the other professionals and the students with whom you work.

Learning Outcomes and Assignments

Learning Outcomes

1. Learn how a teacher manages the daily operations of a classroom (attendance/transitions between classes, interruptions during classes, communication with colleagues and parents).
2. Learn basic classroom management techniques (start and end of class transitions, transitions during a lesson, redirection of off-task students, teacher deescalate/reduce the tension of misbehavior in a management situation).
3. Develop an awareness of curriculum flow, formative and summative assessment.
4. Develop an understanding of the school culture and context to which you will most likely return for your internship.

Course Assignments

1. Participate in ALL seminar discussions and activities.
2. Plan and teach a three-lesson learning segment to an entire class during the pre-internship experience (Appendix A and B).
3. Complete a mentor teacher interview.
4. Complete the special education teacher interview.
5. Submit the culturally responsive teaching assignment.
6. Meet standards on the Pre-internship PDEFE (Appendix C).

All forms and instructions for required assignments will be available for teacher candidates on the WSU Canvas 469 Pre-internship course.

The teacher candidate is responsible for collecting all materials, including the lesson observation forms and the Pre-internship PDEFE, and submitting them to the instructor at the beginning of the seminar.

Three-Lesson Learning Segment

The purpose of this assignment is to plan a three-lesson learning segment and teach at least two lessons to a class while being evaluated by your mentor teacher (like micros in Block I). Lessons will be recorded with district consent. Lessons can be your mentor teacher's lessons that you adapt to the WSU lesson plan format. Collect copies of three students' work for assessment analysis. Pick a top third, a middle third, and a lower third score to represent student work. The context for learning, lesson plans, teaching video, and class assessments will be analyzed in Block 2 courses.

A lesson plan template is available for students to download and should be completed before the lessons are taught. The mentor teacher should approve the lesson plans at least two days before the lessons occur. The mentor teacher will use the Lesson Plan Observation Form to evaluate the lesson content and delivery and should provide feedback for the teacher candidate. See Appendix A and B.

The teacher candidate may have a chance to teach only some of the three lessons but must submit a three-lesson segment to their mentor and write lesson plans as if they were teaching.

Mentor Teacher Interview

This assignment aims to help teacher candidates connect theory to practice. You will interview your mentor teacher to learn about their philosophy of education, classroom management, curriculum planning, etc.

Special Education Teacher Interview

For this assignment, you will work with your mentor teacher to request a 25–30-minute informational interview with a special education teacher in your building. During this meeting, you will ask this teacher questions about their practice. You will take notes during the interview and take some time after the interview to reflect on what you learned and the questions generated. When you return, you'll share your notes and reflection with peers and record your conversation. The description below will provide you with the information that you need to be successful in your completion of this assignment.

Culturally Responsive Teaching Assignment

In this assignment, you will draw from Hammond's focus on "building the foundations of learning partnerships" (Chapter 5). Throughout Block I, you have prepared for this by building self-awareness surrounding your cultural reference points (e.g., critical self-reflection assignment; practicing protocols for inclusive professional dialogue and feedback; writing an inclusive curriculum). You are learning to expand your interpretations and perspectives by engaging simple tools of observation and listening; these are key practices necessary for building a learning community through cultural humility and committing to equity. This is the kind of deep work needed to close the opportunity gap.

The goal and purpose of this assignment are for you to demonstrate an ability to recognize and name student learning moves as culturally different ways of learning and meaning-making. When educators can do this, we collectively move away from deficit thinking and interpretation patterns and can match those student moves with a powerful teaching response. The below steps support your capacity to teach in this way, and you'll complete this through structured observation, reflection, and discussion once back in coursework for Block II.

PDEFE

The Pre-internship Professional Dispositions Evaluation for Field Experiences (PDEFE) is based on ten expected dispositions of competent teachers. These dispositions are conceptualized on a growth continuum, and teacher candidates in the pre-internship phase should be able to have shown observable evidence to their mentor of meeting a particular disposition. The teacher candidate must provide written (detailed example) evidence of meeting a specific disposition. It is okay not to have been able to show much evidence during this short field experience. Those areas can then be a focal point for teacher candidate student teaching goals. In support of this cumulative process, during pre-internship, we expect teacher candidates to have strong points identified and clear indicators of needs for improvement or growth. Mentor teachers are critical guides in this process, and candidates are expected to seek formal feedback. See Appendix C.

Course Evaluation

Grades are assigned on a satisfactory (S) or unsatisfactory (F) basis.

Evaluation of the pre-internship is an essential component of the experience. Evaluation will be on a satisfactory/fail basis. Satisfactory performance will permit students to continue to the next phase in the teacher training program. Teacher candidates earning a failing grade will receive remediation or be counseled out of the program.

Course Evaluation

Seminars are designed to provide students with additional information about classroom instruction and field experience. Students are required to attend and participate in topics addressed during these seminars. At most, one unexcused absence will be accepted for the term. Supplementary assignments and tasks have been provided in this handbook.

Field Experience Evaluation

Since this field experience is a university requirement, the final evaluation of the teacher candidate is the responsibility of university personnel. However, school personnel (teachers and principals) will have the greatest contact and experience with teacher candidates while in the classroom, so we will rely heavily upon their assessment.

Upon recommendation of the Department of Teaching and Learning, a teacher candidate receiving a failing grade may be allowed to repeat the field experience but will not be eligible to begin Block III until receiving a passing grade in TCH LRN 469. In some cases, a failing grade may result in decertification from the program.

Academic Integrity Policy

You are responsible for reading WSU's [Academic Integrity Policy](#), which is based on [Washington State Law](#). If you cheat in your work in this class, you will:

- **Fail the course.**
- Be reported to the [Center for Community Standards](#).
- Have the right to appeal the decision.
- Not be able to drop the course or withdraw from the course until the **appeals** process is finished.

Ask the instructor if you have questions about what you can and cannot do in this course. If you want to ask for a change in the decision about academic integrity, use the [form](#) at the [Center for Community Standards](#) website. You must submit this request within 21 calendar days of the decision.

Course Calendar

Dates	Seminar Focus*	Assignment
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		
Week 9		
Week 10		
Week 11		

*Calendar subject to change due to guest speaker schedules

Appendix A: Washington State University Sample Lesson Plan Template

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

Materials, Resources, and Technology used in this Lesson:

Materials/Resources	
Technology	

Lesson Rationale (*the what [content/skills], why [importance and relevance to students' lives & society], and how of the lesson [pedagogical and practical decisions to best support your learners, e.g., approach. What is your intention? Who are your learners).*

State Learning Standard(s): (*Please select 1 or 2 Learning Standards from content areas/WIDA that support your objectives*)

Learning Targets (Objectives), Language Development, and Assessment

Learning Targets: Write the objectives in student-friendly language (content and language)	Assessment: Describe how you will gather evidence of student thinking, understanding, or performance for this learning target. <i>Include as appropriate:</i> Journal entries, rubrics, reflections, exit slips, etc.

[add rows as needed]

Students' Prior Knowledge or Experiences with the content of this lesson; note that this section is also a space to name what may be general or specific assumptions or "misunderstandings" about the content:

Sequence of Learning Activities: (beginning, middle, and end - include revisiting the learning target)

- Include short descriptions of what the students will be doing (application), placed alongside corresponding teacher actions & minutes. Include major statements (such as definitions or directions, as needed). Include major questions the teacher will ask. Include a motivational intro & strong conclusion.

Sequence of Learning Activities: Incorporate UDL: The UDL Guidelines (cast.org)

Minutes	What will the teacher be doing?	What will the student be doing? <i>Further prompt to include both practical planning and learning demands</i>

[add rows as needed]

Guiding Questions: What guides lesson progression (convergent, divergent, evaluative) (include 3-5)

[add rows as needed]

Inclusive Design highlights:

- In the chart below, identify design choices for instruction and outcomes to meet needs of students. *Include as appropriate:* Universal Design, grouping, ELL, Special Ed., interests, culturally responsive supports, and anti-oppressive/anti-racist design choices.

Design highlight/Principle	Checkpoints and methods
UDL Multiple Means for Representation	
UDL Multiple Means of Engagement	
UDL Multiple Means of Action/Expression	
Culturally Responsive Learning Supports (e.g., name a specific strategy or academic routine)	
Explicit anti-oppressive/anti-racist content/skills (e.g., content selection)	

Reflection: (Complete after the lesson is taught)

How did the lesson go? Why did you do what you did? What building blocks in student thinking, understanding, and performance did you observe? What needs remediated or extended in future lessons? What needs remediated or extended in future lessons?

Appendix B: Lesson Plan Observation Form

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

Teacher Candidate: _____

Date: _____

Mentor Signature: _____

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

	Met	Not Met	Not Observed
Part I: Introduction			
1. Introduction is engaging to learners			
2. Learning objectives are communicated in student-friendly language			
3. Connection to prior learning is made			
Part II: Instruction and Engagement			
4. Learning experiences address individual and whole class needs			
5. Lesson and activities respect gender, ethnic, and cultural differences			
6. Teacher candidate uses engaging and effective voice			
7. Lesson engages students in learning			
8. Concepts and directions are presented clearly			
9. Questioning prompt thinking from students			
10. Pacing of the lesson is appropriate for grade level			
11. Instruction allows for various learning styles of students			
Part III: Classroom Environment			
12. Teacher candidate demonstrates an enthusiasm for teaching			
13. Teacher candidate uses positive reinforcement			
14. Teacher candidate demonstrates respect for students			
15. Teacher candidate responds appropriately to off-task behavior			
16. Materials are prepared and transitions are smooth			
Part IV: Assessment			
17. Lesson includes checks for understanding with student feedback			
18. Adjustments are made during the lesson to meet student needs			
19. Lesson includes multiple modes of assessment (formative/summative)			
20. Assessment is aligned to learning objectives			
21. Lesson is summarized; tied to objectives in student-friendly language			
22. Student voice is included			

Additional Comments (please use the back of the form for additional feedback):

Appendix C: Pre-internship Professional Dispositions for Field Experiences (PDEFE)

Teacher Candidate Name: _____ WSU ID#: _____

PURPOSE: As an institution that prepares teachers, we owe our state’s p-12 students, parents, and citizens our best professional judgment 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	OBSERVATIONS
<p>1. High Expectations/Understanding Diverse Cultures The teacher candidate centers instruction on high expectations for student achievement through the understanding of individual differences and diverse cultures and communities.</p>	<p>Observations (Provided by Mentor Teacher)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson plans and learning tasks are aligned to standards <input type="checkbox"/> Lesson plans provide opportunities for students to understand academic language and vocabulary <input type="checkbox"/> Respects gender/ethnic/cultural differences <p>Mentor and/or Supervisor Notes</p> <p>Evidence (Provided by Teacher Candidate)</p>
<p>2. Differentiation The teacher candidate recognizes individual student learning needs and develops strategies for planning differentiated instruction that supports every student in meeting rigorous learning goals.</p>	<p>Observations (Provided by Mentor Teacher)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson plans include learning experiences that address individual and whole class needs <input type="checkbox"/> Lesson plans include informal and/or formal assessments to determine student learning and understanding <p>Mentor and/or Supervisor Notes</p> <p>Evidence (Provided by Teacher Candidate)</p>
<p>3. Instructional Strategies The teacher candidate demonstrates effective teaching practices and knowledge of content that use a variety of instructional strategies and technologies to engage learners in critical thinking, creativity, and collaborative problem solving focused on the learning targets.</p>	<p>Observations (Provided by Mentor Teacher)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses effective voice (modulation, enunciation, volume) <input type="checkbox"/> Engages students in learning <input type="checkbox"/> Understands & presents concepts and directions clearly <p>Mentor and/or Supervisor Notes</p> <p>Evidence (Provided by Teacher Candidate)</p>
<p>4. Assessment The teacher candidate understands and uses both formative and summative methods of assessment, as well as student voice, to engage learners in their own growth, to monitor learner progress, and modify instruction to improve student learning.</p>	<p>Observations (Provided by Mentor Teacher)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson plan includes checks for understanding <input type="checkbox"/> Monitors students and provides feedback pointing out strengths and makes suggestions to improve student learning <p>Mentor and/or Supervisor Notes</p> <p>Evidence (Provided by Teacher Candidate)</p>

<p>5. <u>Classroom Environment</u> The teacher candidate fosters and manages a safe and positive learning environment using a variety of classroom management strategies that take into account the cultural, physical, emotional, and intellectual well-being of students appropriate to their grade level.</p>	<p>Observations (Provided by Mentor Teacher)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops positive rapport with students and promotes a culture of fairness and belief that all students can learn <input type="checkbox"/> Displays a positive attitude and empathy for students <input type="checkbox"/> Responds appropriately when issues develop and uses positive reinforcement with students <input type="checkbox"/> Articulates expectations for a positive and safe learning environment <p>Mentor and/or Supervisor Notes</p> <p>Evidence (Provided by Teacher Candidate)</p>
<p>6. <u>Communication/Collaboration</u> 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.</p>	<p>Observations (Provided by Mentor Teacher)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates an enthusiasm for teaching <input type="checkbox"/> Utilizes mentor as a resource <p>Mentor and/or Supervisor Notes</p> <p>Evidence (Provided by Teacher Candidate)</p>
<p>7. <u>Taking the Initiative to Participate and Collaborate</u> 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.</p>	<p>Observations (Provided by Mentor Teacher)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in the school community <input type="checkbox"/> Is self-motivated and willing to grow professionally (including participating in trainings or PLCs when invited) <p>Mentor and/or Supervisor Notes</p> <p>Evidence (Provided by Teacher Candidate)</p>
<p>8. <u>Requests Feedback</u> The teacher candidate respectfully and openly requests, accepts, and applies feedback for improvement.</p>	<p>Observations (Provided by Mentor Teacher)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Responds positively when given suggestions from mentor for improvement <input type="checkbox"/> Learns new concepts willingly and demonstrates flexibility <p>Mentor and/or Supervisor Notes</p> <p>Evidence (Provided by Teacher Candidate)</p>
<p>9. <u>Reflection</u> The teacher candidate reflects on their own practice and progress to improve instruction for all learners.</p>	<p>Observations (Provided by Mentor Teacher)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consistently communicates with mentor in order to improve their practice <p>Mentor and/or Supervisor Notes</p> <p>Evidence (Provided by Teacher Candidate)</p>

<p>10. Professionalism The teacher candidate demonstrates professionalism by attending all field experiences; arriving on time and departing appropriately; preparing to participate and /or teach; dressing according to building climate, culture, and expectations; observing confidentiality; and adhering to school and state code of conduct.</p>	<p>Observations (Provided by Mentor Teacher)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Punctual to school, meetings, practices good attendance <input type="checkbox"/> Organizes time, materials, and lesson plans in a timely manner <input type="checkbox"/> Demonstrates dependability and reliability; keeps information and conversations confidential <input type="checkbox"/> Maintains professional demeanor, behavior, and attire <input type="checkbox"/> Demonstrates professional conversations and behaviors with students <input type="checkbox"/> Demonstrates ethical conduct <p>Mentor and/or Supervisor Notes</p> <p>Evidence (Provided by Teacher Candidate)</p>
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Standards adapted from the Teacher Performance Evaluation Program (TPEP) and the Interstate New Teacher Assessment and Support Consortium (INTASC).

Candidate is ready to proceed to Student Teaching Internship **Yes** **No**

Mark all population groups you worked with during your field experience:

- | | |
|---|--|
| <input type="checkbox"/> Black or African American | <input type="checkbox"/> Asian |
| <input type="checkbox"/> Hispanic | <input type="checkbox"/> Asian Subcontinent |
| <input type="checkbox"/> Native American or Alaska Native | <input type="checkbox"/> Native Hawaiian or Pacific Islander |
| <input type="checkbox"/> White/non-Hispanic | <input type="checkbox"/> Special Needs Learner |
| <input type="checkbox"/> Other | <input type="checkbox"/> Multilingual Learner |

1. Briefly describe your experiences working with the students marked above (small group instruction, large instruction, observations, etc.).

2. Describe how your mentor provided regular opportunities for communication with students and families, including strategies to align communication with the communication styles or languages of others.

3. Educators who create partnerships with students and families create a shared responsibility for learning. During the pre-internship, did you observe opportunities for families from various backgrounds to provide input on activities and classroom practices?

If you have yet to observe these due to the brief nature of the pre-internship, what will you do to initiate and facilitate communication and collaboration with families to better support learning goals during the internship?

University Supervisor Signature

Mentor Teacher Signature

Teacher Candidate Signature

Date