

Pre-Internship Handbook

Supporting Course
TCH_LRN 469



2-3 credits (Pass/Fail)
Beginning Date:
When teachers report back to school
(varies by school district)

***This handbook was updated 8/31/2021 and is subject to change based on changing circumstances caused by the COVID-19 Pandemic**

WSU Support List for Teacher Candidates

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- certification questions

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- edTPA support
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- background clearance and fingerprinting questions
- e-cert questions

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Communication Ladder: Not every pre-internship 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 University Supervisor.
2. If no resolution, contact should be made with the regional Director/Coordinator.
3. If concerns continue, the next level of resolution should be made to the Secondary Coordinator and Director of Field Services. Consultation will then occur with the Director of Teacher Education.

If the mentor teacher or building administrator has concerns regarding teacher candidate placement or performance during the field experience, they should confer with university supervisor and/or course instructor.

The Department of Teaching and Learning reserves the right to remove any teacher candidate from any practicum 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 teacher candidate violates the student Code of Conduct, the Code of Conduct for Teachers, and/or the expected Professional Dispositions for teacher candidates (see PDA and PDEFE forms).

Conceptual Framework Summary



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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All forms and instructions needed to complete the assignments will be available for the teacher candidate on WSU Canvas 469 Pre-internship

The teacher candidate is responsible for collecting all materials, including the lesson observation forms and the PDEFE, to turn in at the first seminar.

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

Washington State University (WSU) continues to protect the integrity of teacher preparation while also assuring a safe environment for all involved. We continue to seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations. The current COVID-19 pandemic has changed operating procedures for schools across the state, the nation, and the world. The Department of Teaching and Learning within WSU's College of Education will maintain a level of recognition, respect, and adaptability for our teacher candidates placed within our partner school districts. We support the leadership within our state that has determined face to face learning and open school buildings as essential to the educational and social well-being of K-12 students. Furthermore, the Department of Teaching & Learning recognizes the importance of tending to the social and emotional needs of students. The partnership between school districts and the Department of Teaching & Learning will operate in compliance with all safety procedures set forth by Washington state *and* partner school districts to combat the spread of COVID 19 and teacher candidates **must follow** these health and safety requirements and/or guidelines. This includes the expectation that all students have met the vaccination requirement as set forth by WSU policy. Please know that without vaccinations, districts will not provide practicum or student teacher with a field placement.

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

- Offer assistance in developing strategies to support the social and emotional well-being of children.
- Help enforce safety guidelines such as social distancing and facial coverings.
- Support mentor teacher strategies of following up on students who need additional support for academic success.
- Adhere to school district policies for helping students who are, for any reason, at a disadvantage in their schooling.
- Follow various co-teaching models that provide further support to students.
- Assist in remote learning activities such as synchronous and asynchronous methods of teaching.
- Practice professionalism by supporting children, teachers, administration, and staff within the school community.

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

Our current candidate safety guidelines during the COVID-19 pandemic are intended to be updated as this public health emergency evolves and new health and safety laws, guidelines and/or standards are developed. Please note these guidelines are subject to change throughout the 2021-22 school year, so it is important that candidates closely monitor any new requirements and/or guidelines.

Official WSU Guidelines for COVID-19 Vaccinations

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

Vaccine requirements for students

WSU system-wide will require proof of the COVID-19 vaccination for the 2021–2022 academic year for all students engaging in activities at a WSU campus or location. Exemptions will be allowed for medical, religious, or personal reasons. Information about how to submit proof of vaccination and the process to request an exemption will be provided in the coming months. (T&L Note: Remember that K-12 schools require candidates to be fully vaccinated prior to entering their buildings.)

Students whose programs are fully online and/or for which an on-campus/location presence does not occur are automatically exempted from this requirement.

In order to participate in any on-site or in-person courses and activities, students at all WSU locations will be expected to be vaccinated by the start of the fall semester. Some programs may designate an earlier date for proof of vaccination or an exemption based on when fall semester in-person activities begin. All WSU Pullman students living in university-owned housing will need to provide proof of vaccination, or have an approved exemption, by Friday, August 6, 2021. For students who have been granted exemptions, the university retains discretion to modify housing assignments as it deems necessary to protect public health and safety.

Beginning Monday, November 1, 2021, students not living in university housing or with program-specific requirements will be required to have documented proof of vaccine or an approved exemption. Students who fail to meet this requirement will be prevented from registering for spring semester courses and/or face other restrictions. Students with approved exemptions may be required to participate in regular COVID-19 testing and/or other COVID-19 public health measures.

In cooperation with school district partner requests, WSU requires the following information from our student teachers and practicum students:

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

Welcome to the Washington State University Secondary Pre-internship Experience

This handbook provides an overview of the Secondary Education Pre-internship Field Experience and links to information that will be helpful to the mentor teacher and the WSU teacher candidate. It details the roles and responsibilities of the teacher candidate, mentor teacher, university supervisor, and university instructor for the Pre-internship.

*** Forms are included to facilitate successful completion of the practicum requirements.**

****** *WSU recognizes the difficulties and fluidity of an educator during COVID-19. This handbook can serve as a tool to plan the Secondary Pre-internship experience. The expectations are that the teacher candidate follows the lead of their mentor. The teacher candidate will complete the field assignments, but the final form of the assignments may be different depending on the challenges for each school. Knowing that situations are different in each class makes it imperative for strong communication amongst mentor, teacher candidate, field supervisor, and seminar instructor.*

The Pre-internship is particularly important as it comes immediately before student teaching. 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 with 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 student teaching experience.

***NOTE: Teacher candidates are not placed in buildings where a relative is employed.**

Absences: The teacher candidate is responsible for notifying their mentor teacher and other designated school personnel if s/he is going to be absent. **Absences will be made up to the satisfaction of all involved.**

Supervision: The supervision of the teacher candidate will be completed by the mentor teacher and checking in from the university supervisor.

****Instructional Time:** The teacher candidate is required to plan, teach and hopefully also record, a three lesson learning segment to an entire class during the Pre-internship experience. A Lesson Plan format 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 are to occur. The mentor teacher will use the Lesson Plan Observation Forms to evaluate the lesson content and delivery and should provide feedback for the teacher candidate.

****** The teacher candidate may not have a chance to teach but should take a three lesson segment of their mentor and write lesson plans as if they were teaching. If recording is not an option, then take extreme detailed notes of the teaching.

The success or failure of the pre-internship experience depends on the quality of relationships developed between the teacher candidate, mentor teacher, university supervisor, and instructor. Each person plays important roles that contribute to the total professional development of the prospective teacher. Continuous and clear communication is the key.

Goals of Pre-internship Experience

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 student, teacher deescalate/reduce the tension of misbehavior in a management situation)
3. Develop an awareness of curriculum flow, formative and summative assessment. (Is there a particular reason for using the materials to teach a curriculum, what are various ways to access student comprehension)
4. Develop an understanding of the school culture and context to which you will be, in most cases, returning for student teaching.

Evaluation and Grading: The TCH LRN 469 instructor assigns a grade for the pre-internship on a satisfactory (S) or unsatisfactory (F) basis as determined by the recommendations of the mentor teacher and successful completion of the Field and Seminar experience.

PDEFE: The Professional Dispositions Evaluation for Field Experiences (PDEFE) is based on 10 dispositions that are expected of competent teachers (see p. 14). These dispositions are conceptualized on a growth continuum, and teacher candidates are expected to meet and/or exceed standard by the **end of student teaching**. In support of this cumulative process, during Pre-internship we expect teacher candidates to have strong points identified, and as well, have clear indicators of needs for improvement or growth. Mentor teachers and field supervisors are critical guides in this process, and candidates are expected to seek formal feedback from their support team

Roles and Responsibilities

Secondary Education TCH LRN Instructor

The Secondary Education TCH LRN 469 instructor will make contact with 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 Professional Dispositions Evaluation for Field Experiences (PDEFE) form from the teacher candidate and record a final grade for the experience.

University Supervisors

The university supervisors 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 make sure the practicum is progressing smoothly. The purpose of the last visit is to conference with the teacher candidate and the mentor teacher while the mentor teacher completes the Professional Dispositions Evaluation for Field Experiences (PDEFE) form and discuss any areas that need to be strengthened before returning to student teach.

Mentor Teachers

The College of Education at Washington State University relies on the assistance and support of professionals in the field to ensure that our teacher candidates are well prepared for their future classrooms. Without these professionals, we would be unable to provide teacher candidates with the type of authentic experiences they need. We are confident that teacher candidates will be provided with experiences that will enhance their potential for a successful and productive future

in education.

The following suggestions are offered to help mentor teachers plan for and work with teacher candidates:

**** Please add or modify as needed for face to face, online, and/or hybrid instruction**

- orient the student to the school and its personnel and as needed, acquaint him/her with school policies by sharing schedules, handbooks, curriculum guides, and other pertinent materials;
- prepare school age learners for the arrival of the teacher candidate and refer to the teacher candidate as another “teacher” in the classroom;
- model and demonstrate effective instruction by taking time to explain what is taking place in the classroom and why;
- guide the teacher candidate through the use of both formal and informal observations;
- assist in evaluating the teacher candidate’s performance throughout the practicum experience
- help the teacher candidate recognize strengths and overcome weaknesses by providing honest, direct, and constructive feedback;
- provide time for the teacher candidate to visit and confer with other staff members, specialists, and classroom teachers;
- keep open lines of communication between the mentor teacher, teacher candidate, university supervisor, and the course instructor.

Mentor teachers are expected to:

- complete the Lesson Plan Observation Forms and debrief with your teacher candidate;
- complete a PDEFE with evidence during the second visit with the University Supervisor.
 - Lesson Observation forms and PDEFE should be given to the teacher candidate who is responsible for turning them in to the TCH LRN 469 instructor.

**** If your teacher candidate does not have the chance to teach. Please debrief over planning and delivery in a synchronous and asynchronous environment; family and community engagement efforts are also important to discuss with teacher candidates.**

Teacher candidates

Teacher candidates are nearing the end of their professional education experience. As such, they are expected to act in a professional, responsible manner that would be consistent with the standards to which classroom teachers are held and aligned with the particular school and community context in which they are teaching.

While every placement is different, all teacher candidates should engage in the following:

- an intensive period of growth in personal and professional attitudes, knowledge, and skills
- recognition of and introduction to the auxiliary services of the school and the relationships between these services and the total educational process
- opportunities to observe and practice effective methods of instruction
- supervised experiences in planning instructional programs, developing curriculum materials, experimenting with advanced technology, and assessing learners’ progress
- planned experiences for analyzing and reflecting on their own teaching performance and using feedback from others (e.g., mentor teachers, university supervisors, peers, students) to enhance and refine their teaching skill

- involvement in the academic and extracurricular activities of the school
- active problem solving in the classroom by drawing upon appropriate theories of learning, assessment, technology, and instruction
- sequentially comprehensive and complex experiences which will lead to complete responsibility for full-time classroom planning and instruction during student teaching
- opportunities to work with parents and the school communities; and
- opportunities for professional growth in order to demonstrate the ability and potential that warrants the recommendation for a teaching certificate.

Field Requirements:

(All work/Notes/Observations collected in a) 3-ring binder and/or E-portfolio)

1. **Learning Segment
 - a. Lesson Plans for a three-day learning segment
 - i. Plans written, taught (with video recording);
 - ii. Copies of student work for assessment analysis;
 - iii. A formal observation by mentor teacher using Lesson Observation form for each lesson taught.
2. A completion of the “Context for Learning” statement following edTPA criteria for one class that teacher candidate taught.
3. Completed PDEFE from the mentor teacher and University Supervisor
4. Submission of Block II Field assignments.

** Circumstances from the COVID19 pandemic on individual classrooms will depend on individual districts/buildings/mentors. You may not have a chance to teach online or in classrooms. The expectation will be that you plan a three-day learning segment and if agreed on by your mentor and district, record your mentor teaching and collect an assessment from one class during the three day learning segment. If recording is not an option, then take extreme detailed notes of the teaching with attached debriefing notes with mentor teacher.

Block II Tch_Lrn Assignment Overview
Specific details will be provided through 469 class Canvas pages

Lesson Plans, Instruction, Mentor Feedback
Tch_Lrn 469: Pre-internship

Goal/Purpose

The purpose of this assignment is actively plan a three lesson learning segment. Then teach the lessons to a class while being evaluated by your mentor. Lessons can be your mentor's lessons that you adapt to lesson plan format. Collect assessments of entire class for each lesson and record your teaching. **The context for learning, lesson plans, audio recording, and class assessments will be used for understanding the evidence needed for your PDEFE in Student Teaching.**

**** (Optional) Due to privacy concerns invite mentor for guidance and modification**

Interview with Two High School/Middle School Students
Tch_Lrn 469: Pre-internship

Goal/Purpose

In this assignment, you will have the opportunity to conduct two student interviews with students from your Pre-internship placement. The purpose of this assignment is to support your understanding of how different high school students understand and experience the same high school.

****** Specifics coming soon.

Interview with your Mentor Teacher
Tch_Lrn 469: Pre-internship

Goal/Purpose

The purpose of this assignment is to help teacher candidates connect theory to practice. You will interview your mentor teacher to learn about his/her philosophy of education, classroom management, curriculum planning, lesson development, etc. The purpose is to make transparent what your mentor teacher does and why.

Interview with a Special Education Teacher
Tch_Lrn 469: Pre-internship

Goal/Purpose

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 a series of questions about their work, and learn from them about what it means to be a Special Education teacher. You will then reflect on the informational interview by writing a 3-page reflection assignment describing what you learned. The description below will provide you with the information that you need in order to be successful in your completion of this assignment.

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	

Central Focus of Learning Segment (*Summary statement of the overarching learning outcomes associated with learning standards and learning objectives*).

State Learning Standard(s): (*Please select 1 or 2 Learning Standards from content areas*)

Learning Targets (Objectives) and Assessments:

Learning Targets: Write the objectives in student friendly language.	Assessments: Describe the assessment(s) that will be used to measure the learning targets. Include rubrics if applicable.

Examine your learning targets. How will you provide opportunities for language development for students?

Include: Academic vocabulary, Language function, Discourse, & Syntax

Students' Prior Knowledge or Experiences with the content of this lesson:

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:

Minutes	What will the teacher be doing?	What will the student be doing?
5		

Answer the Questions:

- How will you differentiate instruction and outcomes to meet needs of students?
Include as appropriate:
 - Universal design, grouping, learning styles/intelligences, ELL, special ed, interests, culturally responsive supports, etc.
- What are your supporting theories/principles? (Why are you doing what you are doing?)
- How will you provide opportunities for student voice? (Student self-assessment/metacognition related to the learning target)
Include as appropriate:
 - Journal entries, rubrics, reflections, exit cards, etc.
- Reflection/ How did the lesson go? (Complete after the lesson is taught)

Teacher Candidate _____

Date: _____

Mentor Teacher _____

Subject/Grade Level _____

Lesson Plan Topic _____

(Please attach lesson plan)

Area Evaluation	Met	Not Met	Not Observed
Lesson Planning and Preparation			
• Written lesson plans show sequence of instruction			
• Materials/equipment are ready when needed			
• Objectives identify and address the appropriate standards			
• Mentor teachers are consulted in preparation of the lesson			
• Lesson plan addresses the needs of diverse student populations			
Learning Engagement/Experiences			
• Introduction/Purpose of the lesson is evident			
• Lesson includes materials/activities for different difficulty levels			
• Transitions are smooth			
• Instruction allows for various learning styles of students			
• Comprehension is checked throughout lesson			
• Questions are responded to appropriately			
• Directions are clear			
• Lesson is summarized and closed effectively			
• Independent practice is provided			
• Learning experiences planned that address individual and whole class needs			
Classroom Management/Grouping of Students			
• A positive learning environment is provided			
• Positive reinforcement is given to students			
• Inappropriate behavior is handled quickly and effectively			
• Consistency is displayed in working with students			
• Voice is effective (e.g., modulation, enunciation, volume)			
Assessment Strategies			
• Clear target(s) and focused purpose are assessed and identified			
• Methods and tools accommodate ALL students			
• Assessment is appropriate for the age group			
• Expectations regarding assessment are communicated to the students			
• Strategies vary with ability levels or special needs of the students			

Comments: Please respond here and give feedback for student improvement and assessment (*use the back of this form for any additional feedback*).

Professional Dispositions Evaluation for Field Experiences (PDEFE) - Interim/Formative Data Collection Tool This

observation tool provides a way to support the ongoing work of Teacher Candidate growth by indicating what might be seen during observation(s) as evidence towards meeting the Disposition Standards. The intent is to use this tool as examples and ideas for the final PDEFE.

Teacher Candidate Name: _____ Field Supervisor _____
 Subject observed _____ Date _____ Mentor _____

<p>1. The teacher candidate centers instruction on high expectations for student achievement through the understanding of individual and diverse cultures and communities.</p>	<p><input type="checkbox"/> Learning tasks are aligned to standards/learning targets & understandable to students <input type="checkbox"/> Respects gender/ethnic/cultural differences <input type="checkbox"/> Monitors student learning and makes appropriate adjustments in instruction <input type="checkbox"/> Vary strategies based on ability levels and other needs <input type="checkbox"/> Sets clear expectations for the learning environment <input type="checkbox"/> Models and provides opportunities for students to understand academic language and vocabulary related to the content</p>
<p>2. The teacher candidate recognizes individual student learning needs and develops strategies for planning differentiated instruction that supports every student in meeting rigorous learning goals.</p>	<p><input type="checkbox"/> Provides methods and tools to accommodate all students <input type="checkbox"/> Purposeful planned learning experiences that address individual and whole class needs <input type="checkbox"/> Uses informal and formal assessments to determine student leaning and understanding <input type="checkbox"/> Understands and utilizes interventions/modifications/accommodations <input type="checkbox"/> Organizes to maximize instructional time <input type="checkbox"/> New concepts are linked to old and the teacher helps students see connections</p>
<p>3. The teacher candidate demonstrates effective teaching practices and knowledge of content that use a variety of instructional strategies and technologies to engage learners in critical thinking, creativity and collaborative problem solving focused on the learning targets.</p>	<p><input type="checkbox"/> Uses techniques to effectively begin class & orient students to lesson objectives <input type="checkbox"/> Checks for understanding throughout lesson – Student Voice <input type="checkbox"/> Understands and presents concepts clearly – Gives clear directions <input type="checkbox"/> Uses effective voice (modulation, enunciation, volume) <input type="checkbox"/> Helps students make connections between concepts & asks questions that require thinking/critical thinking <input type="checkbox"/> Uses a variety of strategies and instructional groupings – Engages students in learning <input type="checkbox"/> Paces lessons appropriately & provides closure, including assessment of objective <input type="checkbox"/> Includes multiple intelligence considerations in planning <input type="checkbox"/> Provides a variety of graphic organizers, models, representations for student learning <input type="checkbox"/> Helps students use a variety of sources and tools, including technology to access information related to the objective <input type="checkbox"/> Identifies students who need additional support and/or acceleration and designs learning experiences to support progress</p>
<p>4. The teacher candidate understands and uses both formative and summative methods of assessment, as well as student voice, to engage learners in their own growth, to monitor learner progress and modify instruction to improve student learning.</p>	<p><input type="checkbox"/> Checks for understanding throughout lesson <input type="checkbox"/> Utilizes Exit slips/student voice/ monitor own progress <input type="checkbox"/> Monitors students & provides feedback pointing out strengths & making suggestion to improve student learning/understanding <input type="checkbox"/> Modifies task, provides scaffolding during lesson and in planning for the next lesson <input type="checkbox"/> Uses informal/formal assessments to understand student progress as related to the learning target/standard & promote growth <input type="checkbox"/> Provides, explains and utilizes rubrics to improve student learning and achievement <input type="checkbox"/> Differentiates assessment by implementing required accommodations and challenging those who are more advanced</p>

<p>5. The teacher candidate fosters and manages a safe and positive learning environment using a variety of classroom management strategies that takes into account the cultural, physical, emotional and intellectual well-being of students appropriate to their grade level.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Develops a positive rapport with students and promotes a culture of fairness and belief that all students can learn <input type="checkbox"/> Displays a positive attitude, appropriate sense of humor, and empathy for students <input type="checkbox"/> Smooth and timely transitions; materials, technology, groups, managed effectively <input type="checkbox"/> Intervenes in inappropriate or off-task behaviors quickly and effectively-parameters clear <input type="checkbox"/> Responds appropriately when issues develop and uses positive reinforcement with students <input type="checkbox"/> Implements and understands specific behavior plans/strategies for the class and individuals <input type="checkbox"/> Routines and procedures are evident including expectations for preparation & completion of work <input type="checkbox"/> Articulates expectations for positive safe learning environment conducive to learning which includes respect for others
<p>6. The teacher candidate communicates and collaborates with mentor, colleagues, parents and the school community in an ethical and professional manner to promote student learning and growth.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Communicates with parents regarding grades, behavior, etc. (student success and challenging issues) <input type="checkbox"/> Demonstrates enthusiasm for teaching <input type="checkbox"/> Integrates education policies/school policies/curriculum <input type="checkbox"/> Utilizes mentor as a resource for curriculum/lesson planning <input type="checkbox"/> Looks for ways to promote positive growth in students <input type="checkbox"/> Utilizes mentor, colleagues, and resources to better understand student needs for explanations and experiences
<p>7. The teacher candidate takes the initiative to participate and collaborate with mentor learners, families, colleagues, other school professional and community members to advance their own professional development and contributions to the broader profession.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Seeks opportunities to attend trainings, <input type="checkbox"/> Communicates/collaborates with teachers/counselors regarding students <input type="checkbox"/> Provides early communication with Administrators regarding students <input type="checkbox"/> Participates in school activities outside the classroom <input type="checkbox"/> Is self-motivated and willing to grow professionally including participating in trainings and/or PLCs.
<p>8. The teacher candidate respectfully and openly requests, accepts and applies feedback for improvement.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Responds positively when given suggestions from mentor/colleagues for improvement and/or lesson reflections <input type="checkbox"/> Solicits suggestions for improvement from multiple sources <input type="checkbox"/> Gives appropriate consideration to student and parent feedback <input type="checkbox"/> Learns new concepts willingly and demonstrates flexibility <input type="checkbox"/> Participates in pre-planning with mentor and shares plans with mentor, soliciting suggestions and improvements
<p>9. The teacher candidate reflects on their own practice and progress to improve instruction for all learners.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently completes and discusses the Weekly Conference Form <input type="checkbox"/> Reflects on lesson during post observation conference <input type="checkbox"/> During planning/co-planning, reflects and expands on successful lessons, strategies and practices <input type="checkbox"/> Seeks counsel and guidance from <i>mentor and</i> other staff
<p>10. 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>	<ul style="list-style-type: none"> <input type="checkbox"/> Punctual to school, meetings, practices good attendance <input type="checkbox"/> Organizes time, materials, lesson plans in timely manner; balances various demands effectively <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"/> Seeks ways to build a community of learners <input type="checkbox"/> Demonstrates careful oral, written and electronic communication <input type="checkbox"/> Follows established rules, laws and policies <input type="checkbox"/> Demonstrates ethical conduct

Professional Dispositions Evaluation for Field Experiences (PDEFE)

Pre-internship/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
<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>Notes supporting rating:</p> <p><input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard</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>Notes supporting rating:</p> <p><input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard</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>Notes supporting rating:</p> <p><input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard</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>Notes supporting rating:</p> <p><input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard</p>
<p>5. Classroom Environment The teacher candidate fosters and manages a safe and positive learning environment using a variety of classroom management strategies that takes into account the cultural, physical, emotional and intellectual well-being of students appropriate to their grade level.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard</p>
<p>6. Communication/Collaboration 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>Notes supporting rating:</p> <p><input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard</p>
<p>7. Taking Initiative to Participate and Collaborate 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>Notes supporting rating:</p> <p><input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard</p>
<p>8. Requests Feedback The teacher candidate respectfully and openly requests, accepts and applies feedback for improvement.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard</p>
<p>9. Reflection The teacher candidate reflects on their own practice and progress to improve instruction for all learners.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard</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>Notes supporting rating:</p> <p><input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard</p>

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

Online Teaching Resources

Synchronous learning refers to learning that occur at the same time (real time), but not in the same place or not in person. It can be in various forms of technology such as phone, Zoom, FaceTime, or Skype in which students learn from instructors, colleagues, or peers.

Asynchronous learning refers not learning at the same time together. This type of learning allows students' the ability to access information, demonstrate what they've learned, and communicate with classmates and instructors on their own time--they don't have to be in the same classroom, space, time period to participate. Websites, e-mail, Blackboard are all examples of Asynchronous learning.

Student Teaching Tips for Working Remotely:

1. Simplify! Use tiered learning targets that clarify and personalize levels of learning. Prioritize the skill and concepts you want learned. Keep a clear daily schedule with clear objectives. Teach in smaller chunks (using a timer helps) that emphasize the target.
2. Design lessons around clear assessments. Plan backward using the learning targets to provide measurable data of student learning. With the assessment in mind plan for synchronous an asynchronous learning. Utilize resources such as *Kahoot, Flipgrid, E-Puzzle, or Peardeck* for engaging online lessons.
3. Promote curiosity and provide examples. Student will follow your lead. Develop intriguing questions, provide visuals, and model/demonstrate the correct way of doing things. Create a safe and supportive learning environment that allows for two way feedback.
4. Research and utilize fun online resources that supports student learning. Review and research various programs and create a “toolbox” of 5 websites you like to use. For example: AnswerGarden, Blabberize, Poll everywhere, DocsTeach, Powtoon.
5. Seek student participation. Develop hand signals that encourage nonverbal student feedback such as “share your level of understanding from 1-5”. Teach sign language for yes, no, thank you, will you please repeat etc... Promote student voice and input. Seek ways to build rapport with students while also supporting social and emotional wellness. Create activities within lesson such as scavenger hunts make the most out of the given time provided.
6. Patience, Planning, and Practice. Be patient with technology issues or students who are falling behind. Plan for back up plans if something isn't working. Practice and learn as much as you can about the online platform being used by your mentor teacher. Plan/Prepare asynchronous activities and materials to support your synchronous learning times. Ensure that the learning can be done both ways – so if a student can't be part of the synchronous time, they will still have a way of getting the content.
7. Maintain professionalism and protect the privacy of you, your mentor, and your students.

Consider what is in your Zoom background and always be aware that virtual learning allows for people other than your students to eavesdrop on synchronous class sessions. Always dress appropriate and keep written and verbal communication centered on student learning.

8. Emphasize the quality of learning over the quantity of learning. A common beginning teacher mistake is to try and cover too much content. Providing student choice within lesson design promotes equity and interest.
9. Establish clear routines and expectations. Be intentional in your planning on what student expectations are Before, During, and After (BDA) the online session. This where synchronous and asynchronous learning works in tandem.
10. Bring positive energy to online teaching. Just like in traditional model face to face teaching, students will follow the teachers lead. Sell the importance and model excitement for each topic you teach. Include fun ice breakers and consider meaningful exit activities that promote the first 5 minutes and last 5 minutes of each lesson.
11. Practice self-care and establish boundaries. You don't "live in the classroom", so don't be tempted to unnecessarily make yourself available outside of school hours. You may still plan and prep in the evenings and on weekends, but establish those clear boundaries early in the year so you have time away from your screen.

*****Book Recommendation: *The Distance Learning Playbook, Grades K-12: Teaching for Engagement and Impact in Any Setting* by Douglas Fisher, Nancy Frey, and John Hattie