

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)

Ending Date: February 10, 2023

***This handbook was updated 1/4/2023 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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- field paperwork

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- liability insurance, background clearance and fingerprinting questions
- e-cert questions

Office of Undergraduate Education and Student Services

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Secondary Pre-internship Instructor

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Regional Directors and Coordinators

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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 PI-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 are not obligated to provide 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 2022-23 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 2022–2023 academic year for all students engaging in activities at a WSU campus or location. Students must provide proof of the initial series of COVID-19 vaccination (currently both doses in a two-dose series, or one dose in a single dose series).

WSU strongly recommends that all individuals who are able to follow the latest guidance on being up-to-date on vaccination, including getting a booster and any subsequent booster shots.

Exemptions will be allowed for those with sincerely-held religious beliefs and documented medical reasons. Information about how to submit proof of vaccination and the process to request an exemption is available on the Cougar Health Services website. (Remember that K-12 schools may require candidates to be fully vaccinated prior to entering their buildings.)

In cooperation with school district partner requests, WSU requires the following information from all students in a field experience:

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 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 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.

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 characteristics of each school. We strong communication amongst mentor, teacher candidate, field supervisor, and seminar instructor.

*** Forms are included to facilitate successful completion of the pre-internship requirements.**

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 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 internship 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 and teach 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.

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 your internship.

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.

PI-PDEFE: The Pre-internship Professional Dispositions Evaluation for Field Experiences (PI-PDEFE) is based on 10 dispositions that are expected of competent teachers (see p. 11-12). 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 is expected to provide written (detailed example) evidence of meeting a particular disposition. It is Ok to not have been able to show a lot of 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 as well, have clear indicators of needs for improvement or growth. Mentor teachers are critical guides in this process, and candidates are expected to seek formal feedback.

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 Pre-internship Professional Dispositions Evaluation for Field Experiences (PI-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 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 completes the Pre-internship Professional Dispositions Evaluation for Field Experiences (PI-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 PI-PDEFE with evidence during the second visit with the University Supervisor.
 - Lesson Observation forms and PI-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 internship
- 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:

1. Daily attendance (M-F) in pre-internship placement following teacher contract hours, minimum (e.g. 7:15 – 3:15 pm. Teacher contract hours typically start 30 minutes before the first bell, and 30 minutes after. Please use your mentor’s schedule as a guide).
2. Submission of Block II Field assignments. See below overview statements, and Canvas for detailed instructions.
3. Completed PI-PDEFE signed by mentor teacher and University Supervisor

Lesson Plans and Instruction

The purpose of this assignment is actively plan a three lesson learning segment. Then teach at least two lessons to a class while being evaluated by your mentor, while filming the lesson (Like Micros in Block 1). Lessons can be your mentor’s lessons that you adapt to lesson plan format. Collect copies of three student’s work for assessment analysis (Pick a top third, a middle third, and a lower third score as representation of student work). The context for learning, lesson plans, teaching video, and class assessments will analyzed in Block 2 courses.

Interview with your Mentor Teacher

The purpose of this assignment is 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. The purpose is to make transparent what your mentor teacher does and why.

Interview with a Special Education Teacher

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 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/reflection with peers and record your conversation. The description below will provide you with the information that you need in order to be successful in your completion of this assignment.

Preparing & building a foundation for Culturally Responsive Teaching

In this assignment, you will draw from Hammond’s focus on “building the foundations of learning partnerships” (Chapter 5). You have prepared for this throughout Block I by building self-awareness surrounding your own cultural reference points (e.g. Critical Self Reflection assignment; practicing protocols for inclusive professional dialogue and feedback; writing 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 for this assignment is for you to be able 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.

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 learns, 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 \(cast.org\)](http://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>
5		

[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?

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*).

Pre-Internship Spring 2023

Professional Dispositions Evaluation for Field Experiences (PI-PDEFE)

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	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 and/or Field Supervisor)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson plans 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 <input type="checkbox"/> Not Observed <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 and/or Field Supervisor)</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 <input type="checkbox"/> Not Observed <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 and/or Field Supervisor)</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 and presents concepts and directions clearly <input type="checkbox"/> Not Observed <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 and/or Field Supervisor)</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 <input type="checkbox"/> Not Observed <p>Evidence (Provided by Teacher Candidate)</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>Observations (Provided by Mentor Teacher and/or Field Supervisor)</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 <input type="checkbox"/> Not Observed <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 and/or Field Supervisor)</p> <p><input type="checkbox"/> Demonstrates an enthusiasm for teaching <input type="checkbox"/> Utilizes mentor as a resource <input type="checkbox"/> Not Observed</p> <p>Evidence (Provided by Teacher Candidate)</p>
<p>7. <u>Taking 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 and/or Field Supervisor)</p> <p><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) <input type="checkbox"/> Not Observed</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 and/or Field Supervisor)</p> <p><input type="checkbox"/> Responds positively when given suggestions from mentor for improvement and applies suggestions in future lessons <input type="checkbox"/> Learns new concepts willingly and demonstrates flexibility <input type="checkbox"/> Not Observed</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 and/or Field Supervisor)</p> <p><input type="checkbox"/> Consistently communicates with mentor in order to improve their practice <input type="checkbox"/> Not Observed</p> <p>Evidence (Provided by Teacher Candidate)</p>
<p>10. <u>Professionalism</u> 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 and/or Field Supervisor)</p> <p><input type="checkbox"/> Punctual to school, meetings, practices good attendance <input type="checkbox"/> Organizes time, materials, lesson plans in 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 <input type="checkbox"/> Not Observed</p> <p>Evidence (Provided by Teacher Candidate)</p>

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

University Supervisor Signature

Mentor Teacher Signature

Teacher Candidate Signature

Date

Teacher candidate will submit one hardcopy to seminar instructor and one copy electronically to coe.paperwork@wsu.edu (teacher candidate names the file lastname.firstname.prepdefe)

Revised 12/13/2022 hr

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.

Internship 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