WASHINGTON STATE UNIVERSITY
College of Education

Office of Field Services and Certification

Field Supervisor Handbook

Whitman and Asotin County

Greater Puget Sound

Department of Teaching and Learning

2024 – 2025

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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Editable versions of field experience documents are available at:
https://education.wsu.edu/studentteachingsupervisors/

A copy of the Internship Handbook can be found at:
https://education.wsu.edu/student-teachers/

WSU Field Supervisors,

Thank you for representing Washington State University in preparing the next generation of teachers. Field supervisors play a significant role in the success of our program, and you represent a major strength of our program. We are excited that you get to help beginning teachers successfully navigate the completion of degree/certification requirements and pursue careers in education.

Please review the material in this handbook. This handbook is intended to offer you support as you work within the WSU teacher preparation program. Further information can be found at our website https://education.wsu.edu/studentteaching/. As a university field supervisor, you serve as a liaison between WSU, the teacher candidate, and the mentor teacher. We ask that you provide evidence-based feedback to teacher candidates promoting growth in their teaching experience. It is essential that you contact your area coordinator right away if there are any concerns or problems with any of our teacher candidates. It is best to deal with minor concerns immediately before they grow into more significant issues. This would include any unprofessional/unethical behavior or lack of progress in the classroom that might result in the teacher candidate either being removed from their placement or not receiving a passing grade. If you have any questions or concerns, don't hesitate to get in touch with our office.

You remember the challenges of being a classroom teacher and how these challenges are magnified during student teaching. As a field supervisor, you possess the experience and wisdom to guide and give back to a profession you care deeply for. Ultimately, the learning and well-being of thousands of K-12 students will be positively impacted by the exceptional service and guidance you will provide to WSU teacher candidates. Thank you for being a great representative of WSU and making a difference in education.

Have a wonderful semester, and again, do not hesitate to contact our office if you have any questions.

Sincerely,

Dr. Tariq Akmal
Department Chair and Director of Teacher Education
Washington State University

Field Services Contact Information

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Role of the Field Supervisor

The university field supervisor is a member of the College of Education faculty who serves as a supervisor, mentor, coach, and advocate for the teacher candidate, a consultant for the mentor teacher, and a liaison between the college and public school. As a mentor, the field supervisor oversees the teacher candidate's progress, provides guidance as the candidate reflects on their practice, and makes plans for moving forward systematically and developmentally. As a consultant, the supervisor facilitates ongoing communication and feedback regarding the teacher candidate's effectiveness in the K-12 setting. And as a liaison, the field supervisor actively promotes a partnering relationship with principals and teachers.

Field Supervisor Qualifications

Individuals serving as university field supervisors must possess the following qualifications:

- Public school teaching experience
- A master's degree in education or a related field or demonstrated experience as a mentor and/or supervisor
- Capacity to provide counsel and advice to students
- Competency to supervise in-class activities of students
- Ability to function as a liaison with districts, community, and the public
- Demonstrated achievement in teaching, research, and service activities
- Capacity to perform administrative and departmental requirements regarding reporting and record keeping
- Ability to communicate effectively with colleagues, staff, professional individuals, community members, and students

Field Supervisor Competencies

Individuals serving as university field supervisors must possess the following competencies:

- The field supervisor must have had successful teaching experience. They must have been employed in a public school and thus be familiar with the organization, management, policies, and procedures appropriate for the K-12 system.
- The field supervisor must possess effective communication and interpersonal skills to work with other individuals. Since they will be in direct association with teachers, administrators, students, and the public, the field supervisor must be able to communicate and relate to these various populations.
- The field supervisor must possess knowledge of various teaching and instructional strategies and models, as well as observational and evaluative skills. Teacher candidates rely upon the field supervisor to provide an analysis of their teaching performance. Therefore, the field supervisor must display a working knowledge of the methods and techniques associated with teaching and be able to evaluate these through observation of classroom behaviors.
- The field supervisor must understand and articulate the constructivist approach to preservice teacher preparation and facilitate learning by others of appropriate pedagogical techniques and procedures. They will encourage the methods to be implemented by the teacher candidates.
- The field supervisor must be capable of responding to institutional and public demands. The creation of written reports and correspondence is necessary for the role.

- The field supervisor must know university, departmental, and college academic requirements and programs. Since the field supervisor advises and assists candidates in their programs, they must be familiar with and knowledgeable of the various program requirements.
- The field supervisor must exemplify scholarly and professional traits in teacher education. Additionally, the field supervisor must be aware of and act as a role model regarding professional, ethical, and legal standards and behaviors.

Successful liaison activity will create a positive working environment between the public school and the university. Field supervisors are frequently asked to interpret the university program, help eliminate misunderstandings, or resolve conflicts between the mentor teacher, district, and teacher candidate. Field supervisors possess expertise that is helpful to both the mentor teacher and the teacher candidate and can assist in assuring a rewarding experience for all involved.

Field Supervisor Responsibilities

The field supervisor is an objective advisor, observer, and mentor to the teacher candidates they are assigned. The field supervisor will answer teacher candidate questions, address their concerns, and provide effective performance feedback.

Field supervisors will:

- Visit teacher candidates on both a scheduled and drop-in basis
- Schedule a minimum of six formal observations with twelve hours of classroom visitation, including observation, conferencing, and written and oral performance critiques
- Conference with mentors and teacher candidates during the start, midterm, and end of the semester at a minimum
- Provide prompt feedback to teacher candidates, both written and verbal
- Troubleshoot, advise, counsel, and prepare teacher candidates for all situations
- Provide support to teacher candidates as they complete program requirements
- Be available for teacher candidates by telephone, in person, and electronically
- Keep the area coordinator and the Director of Field Services and Certification aware of any concerns
- Document all concerns and assist in developing a plan of improvement if performance is unsatisfactory
- Use the PDEFE to measure growth and encourage communication
- Carefully account for all required paperwork and seek input about the quality of the experience

With mentor teachers, field supervisors will:

- Communicate regularly to ensure the success of the teacher candidate's experience and continual growth
- Carefully account for all required mentor teacher paperwork, including vouchers, clock hours, and certificates

With building administrators, field supervisors will:

- Introduce themselves to the building principal, assistant principal, and department chair, if appropriate, to inquire about any issues and to share critical information.
- Direct questions or problems with teacher candidates to the principal, area coordinator, and the Director of Field Services and Certification

Tips for Lesson Observations

- Let the teacher candidate clarify lesson objectives and decide what the focus of the observation should be.
- Pay attention to observable behaviors; avoid inference and judgment. Note strengths, improvements, and successes in the identified area of focus. Record what happened in the lesson.
- Meet with the teacher candidate as soon as possible after the lesson to debrief. Begin by asking questions that allow the teacher candidate to feel positive about the experience: "What do you feel were your lesson's strengths? What worked well? Why is it working well?" Focus on what is helping to bring about these successes.
- In situations where it is difficult for the teacher candidate to identify successes, point out observed examples of success, and if the teacher candidate expresses a concern regarding the lesson, assist in drawing connections between previous successes and possible alternatives/solutions to the problem.
- At the end of the conference, discuss the teacher candidate's continuing growth and encourage them to set goals and use past successes to move forward.
- Give the teacher candidate a copy of any observation notes/summaries

Field Supervisor Employment

Field supervisors are Washington State University employees appointed as Adjunct Faculty in the Department of Teaching and Learning. Field supervisors must complete pre-employment paperwork at the Pullman campus, including the I-9 form. Presenting a valid government ID and social security card is part of this process and must be done in person. Field supervisors must also complete a direct deposit form and a W-4 tax exemption.

When the employment process is confirmed, field supervisors will create a WSU Network ID and password and be expected to utilize a WSU email address for all official communication. Field supervisors are expected to provide a digital color photo to create a WSU Field Supervisor ID badge for identification in the public school.

Field Supervisor Compensation

WSU paydays are the 10th and the 25th of the month and are automatically deposited into your account beginning the month after the semester begins. Field supervisors are paid per student based on the following rates:

- Undergraduate Pre-internship: $100 + mileage
- MIT Pre-internship: $325 + mileage
- Undergraduate and MIT Internship: $650 to $1000 + mileage

Mileage Reimbursement

Field supervisors must record all mileage accrued while on official university business. Monthly mileage reports are due by the 10th of each month. Field supervisors are expected to fill out the provided mileage report and send it via email to Heidi Ritter in the Office of Field Services and Certification (hritter@wsu.edu). Once your mileage report is received, the WSU Workday system will generate an expense report. Instructions for how to approve your expense report with screenshots are provided in the appendix. Once the expense report is approved, it will be routed for additional approval and processing before payment is issued. Mileage reimbursements are paid separately from your bi-monthly payroll payments. See Appendix M.

Field Supervisor Meetings

The Office of Field Services and Certification facilitates a monthly supervisors' meeting for the Greater Puget Sound area supervisors and the supervisors in the Whitman and Asotin County area. The meeting is hosted in Pullman via Zoom; all field supervisors are expected to attend these meetings. The area coordinators may schedule additional supervisor meetings or trainings.

Mentor Appreciation

A WSU mentor gift will be distributed at approximately the twelfth week of the semester. Field supervisors are expected to present mentor teachers with a gift and a note of thanks near the end of the experience, often during the final exit conference with the mentor teacher and teacher candidate.

Role of the Mentor Teacher

The mentor teacher is an outstanding educator who helps a university teacher candidate develop the confidence and skills necessary to begin a successful teaching career. The mentor teacher models, guides, challenges, and evaluates the candidates' professional dispositions, content knowledge, and skills to prepare them for a career in education.

Mentor teachers must possess the following qualifications:

1. Successful public school teaching for at least three years
2. Washington State certified
3. Demonstrate effective instruction, classroom management, assessment, communication, and collaboration

Model Professional Skills and Behaviors

Modeling professional behaviors for new teachers is essential. Teacher candidates are observing how to face the daily challenges of teaching with a professional perspective.

Here are some examples of what effective mentors model:

- Building relationships with students, families, and colleagues
- Fostering a safe and positive learning environment
- Decision-making around behavior management, classroom routines, curriculum, and instruction
- Lesson planning
- Formative and summative assessment
- Use of professional communication and conduct
- Planning differentiated instruction
- Reflecting on and growing one's professional practice

Create Teacher Candidate Confidence

Effective mentors help teacher candidates feel welcomed and part of the learning community.

Here are some examples of how effective mentors welcome candidates and create confidence:

- Prepare students for the arrival of the teacher candidate and refer to the teacher candidate as another "teacher" in the classroom
- Create a "teacher space" for your candidate, such as a small desk or table
- Plan for opportunities for the teacher candidate to observe, practice, receive feedback, and make corrections ahead of lesson delivery
- Invite the teacher candidate to meetings and professional development opportunities
- Introduce the teacher candidate to administration, colleagues, and staff
- Think aloud while making decisions, and encourage the teacher candidate to participate in decisions as appropriate
- Communicate with the teacher candidate and field supervisor to determine a plan for the gradual release of teaching responsibilities during the semester

Communicate Feedback Early, Frequently, and Directly

Good communication is critical to the success of teacher candidates. Communicate soon, frequently, and directly so that the teacher candidate can make appropriate improvements promptly. Keep open lines of communication with the teacher candidate and university field supervisor.

Here are some tips for effective communication with teacher candidates:

- Establish a daily and weekly routine for consultation, coaching, and collaboration
- Use specific recognition of successful actions
- Recognize opportunities for growth AND strengths
- Use clear language when providing opportunities for growth
- Do not wait to point out specific concerns
- Use a tone of respect
- “Think aloud” when making decisions regarding lesson planning and instructional strategies
- Demonstrate learning-focused conversations
- Ask the field supervisor for their perspective and share your observations with the supervisor

Field Experiences

Washington State University assigns mentor teachers and field supervisors to pre-internship and internship field experiences.

Pre-internship Experience

Elementary program, secondary program, and Master in Teaching (MIT) students complete an intensive pre-internship the semester before their student teaching internship. Students are placed with a mentor teacher in a contracted school at the beginning of the semester (August or January). Teacher candidates attend any orientations, professional development, etc., that the district may require before the beginning of the school year and assist with setting up the classroom.

- Undergraduate teacher candidates are full-time and follow the district calendar for 4-6 weeks at which time they return to Pullman for the remainder of the semester. Field supervisors are expected to visit/observe at least twice during the experience and communicate with the mentor teacher and teacher candidate weekly concerning progress in the experience. Field supervisors should plan an initial visit for introductions and to outline expectations and a final visit to conference with the mentor teacher. With input from the field supervisor and teacher candidate, the mentor teacher completes the Pre-internship Professional Dispositions Evaluation of Field Experiences (PDEFE). The final visit may include observing a lesson.

- MIT candidates complete a 2-day-per-week experience. Field supervisors are expected to visit and observe at least three times during the experience and communicate with the mentor teacher and teacher candidate weekly concerning progress in the experience. Field supervisors should plan an initial visit for introductions and to outline expectations, a mid-experience check-in with a review of the Pre-internship PDEFE, and a final visit to conference with the mentor teacher. With input from the field supervisor and teacher candidate, the mentor teacher completes the Pre-internship PDEFE at the conclusion of the pre-internship.

The candidate will complete assignments as detailed in the handbooks available at http://www.education.wsu.edu/field, and the **teacher candidate must turn in all the paperwork** directly to the pre-internship instructor. If there are areas of concern that the candidate needs to work on before their student teaching internship, share this information with the pre-internship instructor, the area coordinator, and the WSU Pullman Director of Field Services and Certification.

Elementary Pre-internship (TCH LRN 490)	4-6 weeks beginning in August or January
Secondary Pre-internship (TCH LRN 469	4-6 weeks beginning in August or January
MIT Pre-internship (MIT 571)	2 days per week August through mid-December

Teacher candidates completing the pre-internship field experience are expected to follow WSU's calendar.

Internship Experience

All teacher candidates complete a full semester student teaching internship. Teacher candidates are required to attend school for the teacher-contracted day. The experience is designed for the teacher candidate to gradually take over responsibility for planning, instructing, and assessing students in their mentor teacher's classroom with 4-6 weeks of solo teaching before returning the classroom to the mentor teacher at the end of

the experience. Field supervisors are expected to have an initial visit, a mid-term conference, and an exit conference with the teacher candidate and mentor teacher and observe at least six formal lessons taught by the teacher candidate. The field supervisor will observe and conference with the teacher candidate for a minimum of twelve hours. The mentor teacher and field supervisor will also meet with the teacher candidate for a midterm and final evaluation using the PDEFE.

Elementary Internship (TCH LRN 415)	5 days per week beginning in August or January
Secondary Internship (TCH LRN 415	5 days per week beginning in August or January
MIT Internship (MIT 575)	5 days per week beginning in January

Teacher candidates completing the internship field experience are expected to follow the school district calendar and begin their experience when the mentor teacher returns to the classroom after the summer or winter break.

Field Experience Seminars

All teacher candidates attend seminars during full-time internships. Seminars and workshops concentrate on a series of general teaching support topics. These topics include classroom management, student voice, professionalism, social-emotional learning, promoting student engagement, career services, interview strategies, parent-teacher conferences, questioning strategies, assessment, and legal issues for the classroom teacher.

Whitman and Asotin County

For teacher candidates placed in Whitman or Asotin County, a seminar instructor conducts mandatory seminars on the Pullman campus. Seminar attendance is required.

Greater Puget Sound

For teacher candidates placed in the Greater Puget Sound, mandatory seminars and cohort meetings are conducted via Zoom with a Pullman campus seminar instructor. Attendance is also mandatory during the four regional cohort meetings with the assigned field supervisor. Seminar attendance is required.

Field Experience Calendar

Teacher candidates follow WSU's calendar during the pre-internship field experience. Teacher candidates follow the school district calendar during the student teaching internship.

Fall 2024

Elementary and Secondary Pre-internship

First Day of Instruction at WSU……Monday, August 19, 2024

First Day of Pre-internship……District Dependent

Last Day of Pre-internship……Friday, September 20, 2024

Elementary and Secondary Internship

First Day of Internship……District Dependent

All Observed Holidays……District Dependent

Last Day of Internship……Friday, December 13, 2024

MIT Pre-internship

First Day of Instruction at WSU……Monday, August 19, 2024

First Day of Pre-internship……District Dependent

Last Day of Pre-internship……Friday, December 13, 2024*

*MIT Pre-internship teacher candidates attend five full days during finals week, December 9th – 13th.

Spring 2025

Elementary and Secondary Pre-internship

First Day of Instruction at WSU……Monday, January 6, 2025

First Day of Pre-internship……District Dependent

Last Day of Pre-internship……Friday, February 7, 2025

Elementary and Secondary Internship

First Day of Internship……District Dependent

All Observed Holidays and Breaks……District Dependent

Last Day of Internship……Friday, May 2, 2025

MIT Internship

First Day of Internship…….District Dependent

All Observed Holidays and Breaks……..District Dependent

Last Day of Internship……Friday, May 2, 2025

Additional WSU Support

Field Concerns

In most cases, there are minor concerns that a teacher candidate needs to address during a field experience. These instances are usually quickly addressed and improved. There are cases, however, when a teacher candidate struggles or demonstrates more significant deficits during a field experience.

If issues are not easily remedied and mentor teachers require additional support, please contact the WSU field services team beginning with the field supervisor, then the area coordinator, and finally the director.

Washington State University uses some or all of the following interventions when addressing field experience issues:

1. Remediation: a clear, written plan (Plan of Improvement) 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, the Washington State Code of Conduct Professional Conduct for Education Practitioners, Chapter 181-87 WAC, or district rules.

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, these 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 director of field services.

If there are concerns with the teacher candidate's performance or progress, communication with the area coordinator and the Director of Field Services and Certification is critical. Depending on the situation, teacher candidates may be placed on a focus plan or a detailed plan of improvement. Communication and documentation, including observation notes and emails from teacher candidates or mentor teachers, are essential in these situations. Additional details are provided in the Internship Handbook.

Teacher Candidates as Substitute Teachers

The following policy applies to teacher candidates participating in the full-time student teaching internship semester. *Teacher candidates participating in the pre-internship semester are not eligible to substitute teach during their assigned days in the classroom.*

Teacher candidates are eligible for two types of substitute certificates in Washington State.

- Intern Substitute Certificates will only be considered during the student teaching internship experience and must be approved by the Office of Field Services and Certification and initiated by the placement school.
- Emergency Substitute Certificates are available in some districts and are initiated by the placement school.

WSU will use the following policy, **regardless of certificate type**, to approve teacher candidates to substitute for their mentor teacher during the student teaching internship.

- The teacher candidate must be at least halfway through their internship and progressed to the point where they have demonstrated the ability to effectively solo teach.
- Teaching as a substitute is limited to the mentor teacher's classroom for no more than three consecutive days and ten days total during the entire internship.
- Teacher candidates must have written approval from the field supervisor and mentor teacher and notify coe.certification@wsu.edu before accepting their first substitute position.
- The teacher candidate shall notify, in writing, the field supervisor of each substitute teaching assignment.
- The teacher candidate shall not be penalized in any way, including performance evaluations, for refusing to accept an assignment as a substitute teacher.

Information and directions for applying for the Intern Substitute Certificate are available on our website at https://education.wsu.edu/internsub.

If the teacher candidate holds a valid Emergency Substitute Certificate for the district where they are completing their internship, applying for the Intern Substitute Certificate is unnecessary. *Please Note:* Some districts do not support using teacher candidates as substitutes.

Field Documents

Throughout the semester, field supervisors will receive various documents and forms that need to be completed, distributed, collected, etc., from teacher candidates. At the beginning of the semester, field supervisors will receive a checklist of paperwork required for certification at the completion of the full-time internship. All paperwork will be submitted electronically to the Office of Field Services and Certification by the field supervisor.

Field supervisors are responsible for submitting the following three documents to the Office of Field Services and Certification at the end of the full-time internship:

1. 12 Hour Documentation
2. Draft Professional Growth Plan
3. PDEFE

Save each of the documents individually as PDFs or original Word documents and send them as email attachments to coe.paperwork@wsu.edu. In the email subject line, please write the student's name as lastname.firstname and attach the documents individually, not as a group of multiple pages. Please do not send documents for multiple students in the same email or use a zip folder as an attachment. Name the documents as follows:

12 Hour Documentation – lastname.firstname.12hour
Draft Professional Growth Plan – lastname.firstname.pgp
PDEFE – lastname.firstname.pdefe

12 Hour Documentation

The 12 Hour Documentation is required as part of the end-of-semester paperwork and is a log of all field supervisor observations and conferences with individual teacher candidates. This log may be maintained electronically or handwritten and scanned into a PDF document at the end of the experience. See Appendix L.

Draft Professional Growth Plan

Washington Administrative Code (WAC) requires the development of an initial, or draft, Professional Growth Plan (PGP) as a program exit requirement and for issuance of the Residency Teacher Certificate. This mandated plan focuses on the residency level standards. To access the draft form and directions for completing the PGP, visit https://education.wsu.edu/professionalgrowthplan. The teacher candidate and supervisor must both sign the form once it has been completed. Draft professional growth plans that do not include the teacher candidate and supervisor's signatures will be returned and may delay the certification process. See Appendix J.

Pre-internship and Internship PDEFE

The 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 internship phase should be able to show observable evidence to their mentor teacher of meeting a particular disposition. The intent is to provide a way to track progress/competency across the internship experience and assess from a growth mindset perspective. To be effective, illustrative examples or

observation notes should be provided for each observed disposition. All ten dispositions should be addressed at the midterm of the internship, and all dispositions must be met with evidence provided at the end of the internship experience. The teacher candidate, mentor teacher, and supervisor must sign the form once it has been completed. PDEFEs that do not include the teacher candidate, mentor teacher, and supervisor's signatures will be returned and may delay the certification process. See Appendix G and H.

Observation Forms

Most observations should be scheduled with lesson plans reviewed at least a day prior. An occasional drop-in with a generalized appointment (i.e., Monday morning or Wednesday afternoon) is certainly appropriate, as is a drop-in with no notice. Field supervisors should communicate with the teacher candidate about their progress and growth, things to work on for next time, and what is going well. Clear and consistent feedback and communication are expected with documentation of feedback provided to the teacher candidate. WSU provides observational forms that can be utilized for this purpose. See Appendix K.

Lesson Plan Template

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

The teacher candidate will have been trained in lesson planning using the WSU Lesson Plan Template. **Teacher candidates are expected to complete daily lesson plans** for any content they are responsible for teaching. The mentor teacher may wish to give suggestions on the plans most appropriate for the classroom involved.

Daily lesson plans should be submitted to the mentor teacher at least a day in advance so the mentor teacher can make suggestions and confirm that planning has been thorough. Plans submitted on the morning of a lesson are too late for proper evaluation and conferencing. See Appendix F.

Weekly Conference Forms

The Weekly Conference Form encourages communication between the mentor teacher and the teacher candidate. The focus should be on what the mentor teacher has observed during the week and suggestions for the next week. This will provide a snapshot of the week and focus for the following. A notebook or folder of these “week in review” conference forms should be available for the field supervisor to look over when they are in the classroom. See Appendix D.

Weekly Reflection Forms

The Weekly Reflection Form encourages reflection upon one’s teaching practice to identify strengths and weaknesses with the goal of student growth. Reflection helps educators identify barriers to learning and assess teaching practices. Teacher candidates are required to use the Weekly Reflection Form. A notebook or folder of these forms should be available for the field supervisor to look over when they are in the classroom. See Appendix E.

PDEFE 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 on the PDEFE. The intent is to use this tool as a *formative* data collection during the teacher candidate's experience. See Appendix I.

Appendix A: Suggested Internship Timeline for Teacher Candidates

Ultimate authority of teacher candidate progression will be determined by the mentor teacher.

Prior to school starting

- Set up an initial meeting with mentor teacher(s) before the placement begins. Establish teacher candidate time frame and daily schedule. Review resources, routines, and working space. Clarify expectations. Communicate with the building principal and send a thank you note along with a re-introduction.
- Check with placement school HR department and school office regarding district e-mail, keys, identification badge, teacher workdays, and district orientations.
- Look over the Internship Handbook and the College of Education Field Services and Certification website. Become familiar with the placement school (handbook, website, a tour of the building, etc.).
- Research the curriculum, pacing plans, and subject-specific resources for the grade level of your placement.

Week One

- Plan to arrive at school at least a half hour early and stay as long as your mentor teacher is expected to stay.
- Introduce yourself to students and, with the help of your mentor teacher, prepare a message to send to students' families.
- Ask questions, discuss observations, review routines and policies, and familiarize yourself with online learning platforms and curriculum guides.
- Learn the names of students in your classes. Study the characteristics and learning habits of the students in your class(es).
- Establish a weekly check-in/reflection time with your field supervisor. Submit weekly plan with goals.

Week Two

- Review with the mentor teacher the PDEFE as a certification requirement. Review the ten disposition standards. Set goals and discuss opportunities to provide evidence that you are meeting standard as a professional teacher candidate.
- Familiarize yourself with your district, school, and classroom, asking questions about student backgrounds, the community's socio-economic status, and the students in your classroom. Inquire about individual learning plans, pull-out services for individual students, curriculum and pacing plans, and resources for the staff and teachers in your building. Having a well-rounded knowledge of your classroom and the learners themselves will inform your teaching practice and guide you as an educator.
- Seek opportunities to ease into co-teaching roles.

Weeks Three to Five

- Gradually take on more teaching opportunities that include classroom management practice. Offer to co-teach and follow the lead of your mentor teacher.
- Prepare written lesson plans for your mentor teacher and field supervisor as you transition. Invite feedback.

- Record segments of your teaching to share with your field supervisor and to evaluate your progress.
- Create general outlines of unit plans with a clear idea of what assessment you intend to use.

Weeks Six through Eight

- Solo teach if the mentor teacher determines you are ready. Prepare all ideas, resources, and plans in consultation with your mentor teacher. Co-teaching may still occur, but not as much.
- By the end of week eight, collect assessment evidence showing the range of student learning from your lessons. Reflect on the student assessment and set goals for further planning and instruction.
- Schedule a formal observation and conference session with your field supervisor. Review with your mentor teacher and field supervisor the PDEFE for midterm evaluation.

Weeks Nine through Fourteen

- Continue teaching responsibilities inviting feedback from your mentor teacher and field supervisor.
- Create a Professional Growth Plan based on your PDEFE or the TPEP model used in your district.
- Invite the building principal to observe your teaching (most principals will not serve as a reference unless they have observed you teach).

Final Weeks

- Gradually transition all teaching responsibilities back to the mentor teacher. Observe or assist teachers in other classes if arranged.
- Be sure all papers, assignments, and resources are graded and returned to the mentor teacher, and that grading records are current.
- Show appreciation to all school personnel who have assisted you.
- Review and complete final WSU requirements (PDEFE, Professional Growth Plan, Exit Survey, etc.).
- Ask if your mentor teacher and field supervisor are willing to be a reference for you.

Appendix B: Tips for Feedback

What to do	How to do it	Example
Align your feedback with the teacher candidate's agenda	Provide timely feedback and offer practical steps and options	"I have a few ideas that might help…." "What usually works for me is…."
Remember that your reality is not the teacher candidate's reality	Set a context and be descriptive to show parallels in experiences	"In my experience, which was…, I found that…I know that is not your situation, but maybe there is something to learn here."
Clarify your understanding of what is being said	Listen actively and summarize	"I understand that you are saying…." "Help me understand what you mean by…"
Use a tone of respect	Take care not to undermine the teacher candidate's self-esteem	"I like the way you…" "I wonder…" "Have you ever considered?"
Be aware of your communication style and how that works with your teacher candidate.	Share communication styles and implications for the feedback cycle	"I react positively to…." "I find that I get defensive when…."
Avoid giving feedback when you lack adequate information	Ask for time to get the information you need	"To be honest with you, I need to think about that a little more."
Encourage the teacher candidate to experience feedback as movement forward.	Continuously link progress and learning to the big picture and journey	"When we started out…and then…and now…"

Zachary, L.J. *The Mentor's Guide*

Appendix C: Co-teaching Strategies

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

One Teach, One Observe

One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is noting specific behaviors.

One Teach, One Assist

An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with work, monitors behaviors, or corrects assignments.

Station Teaching

The co-teaching pair divides the instructional content into parts – each teacher instructs one of the groups and groups then rotate or spend a designated amount of time at each station. Often an independent station will be used along with the teacher-led stations.

Parallel Teaching

Each teacher instructs half the students. The two teachers address and present the same instructional material using the same teaching strategy. The greatest benefit of this approach is reducing the student-to-teacher ratio.

Supplemental Teaching

This strategy allows one teacher to work with students at their expected grade level while the other works with those students who need the information and/or materials retaught, extended, or remediated.

Alternative (Differentiated)

Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the avenue for getting there differs.

Team Teaching

Well-planned, team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader. As both teachers share the instruction, both are free to interject information, and are available to assist students and answer questions.

Solo Teaching

The teacher candidate is the lead planner and teacher for the lesson. The lesson is designed specifically for only one teacher.

Appendix D: Weekly Conference Form

Teacher candidates who communicate regularly and collaborate with mentors are often more effective in the classroom. We encourage mentors to use this form to share feedback and ideas and to promote reflective practice by the teacher candidate. Teacher candidates should keep conference forms in a binder and available for viewing by the field supervisor.

Teacher Candidate: _____ Date: _____

Mentor Signature: _____

Successes (building relationships, instructional strategies, formative assessment, etc.):
Focus (challenge, concern, opportunity for growth):
Teacher Candidate's Next Steps:
Support Needed from Mentor:
Next Meeting Date and Time:

Appendix E: Weekly Reflection Form

The Weekly Reflection Form encourages reflection upon one's teaching practice to identify strengths and weaknesses with the goal of student growth. Reflection helps teacher candidates to identify barriers to learning and assess teaching practices. Teacher candidates should keep reflection forms in a binder and available for viewing by the field supervisor.

Teacher Candidate: _____ Date: _____

Mentor Signature: _____

What prep work have I done regarding student lessons or activities?

What have I presented or taught to my students? How did it go?

What progress have I made in building rapport with students or establishing a connection at home?

What new tips or strategies have I learned to help engage students in their learning?

What student challenges or classroom management issues have I encountered and what are some potential strategies I might try using?

How have my lessons employed the principles of cultural competency, diversity, equity, and inclusion to meet the unique needs of my students?

What have I done to support the social-emotional development of my students?

What have I planned for the following week with my mentor?

What have I done to support my own social-emotional well-being?

Appendix F: WSU Lesson Plan Template

Teacher Candidate:	Date*:*	Estimated Time for Lesson:
Grade/Subject:	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), Language Development, and Assessment:

Learning Targets: Write the objectives in student-friendly language.	How will you provide opportunities for language development for students? Include: Academic vocabulary, Language function, Discourse, & Syntax	Assessment: Describe how you will gather evidence of student thinking, understanding, or performance for this learning target. Include as appropriate: Journal entries, rubrics, reflections, exit slips, etc.

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 (Incorporate UDL principles):

Minutes	What will the teacher be doing?	What will the student be doing? Further prompt to include both practical planning and learning demands.

Lesson Review:

- How will you differentiate instruction and outcomes to meet the needs of students? Include as appropriate: Universal Design, grouping, 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? (e.g., student self-assessment, metacognition, choice related to the learning target, peer assessment)
- How does this lesson connect with what students have previously learned and a progression of future learning you have planned?

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?

Appendix G: Pre-internship Professional Dispositions Evaluation 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
1. <u>High Expectations/Understanding Diverse Cultures</u> The teacher candidate **centers instruction** on high expectations for student achievement through the **understanding** of individual differences and diverse cultures and communities.	Observations (Provided by Mentor Teacher) ☐ Lesson plans and learning tasks are aligned to standards ☐ Lesson plans provide opportunities for students to understand academic language and vocabulary ☐ Respects gender/ethnic/cultural differences Mentor and/or Supervisor Notes Evidence (Provided by Teacher Candidate)
2. <u>Differentiation</u> The teacher candidate **recognizes** individual student learning needs and **develops** strategies for planning differentiated instruction that supports every student in meeting rigorous learning goals.	Observations (Provided by Mentor Teacher) ☐ Lesson plans include learning experiences that address individual and whole class needs ☐ Lesson plans include informal and/or formal assessments to determine student learning and understanding Mentor and/or Supervisor Notes Evidence (Provided by Teacher Candidate)
3. <u>Instructional Strategies</u> 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.	Observations (Provided by Mentor Teacher) ☐ Uses effective voice (modulation, enunciation, volume ☐ Engages students in learning ☐ Understands & presents concepts and directions clearly Mentor and/or Supervisor Notes Evidence (Provided by Teacher Candidate)
4. <u>Assessment</u> 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.	Observations (Provided by Mentor Teacher) ☐ Lesson plan includes checks for understanding ☐ Monitors students and provides feedback pointing out strengths and makes suggestions to improve student learning Mentor and/or Supervisor Notes Evidence (Provided by Teacher Candidate)

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.	Observations (Provided by Mentor Teacher) ☐ Develops positive rapport with students and promotes a culture of fairness and belief that all students can learn ☐ Displays a positive attitude and empathy for students ☐ Responds appropriately when issues develop and uses positive reinforcement with students ☐ Articulates expectations for a positive and safe learning environment Mentor and/or Supervisor Notes Evidence (Provided by Teacher Candidate)
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.	Observations (Provided by Mentor Teacher) ☐ Demonstrates an enthusiasm for teaching ☐ Utilizes mentor as a resource Mentor and/or Supervisor Notes Evidence (Provided by Teacher Candidate)
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.	Observations (Provided by Mentor Teacher) ☐ Participates in the school community ☐ Is self-motivated and willing to grow professionally (including participating in trainings or PLCs when invited) Mentor and/or Supervisor Notes Evidence (Provided by Teacher Candidate)
8. <u>Requests Feedback</u> The teacher candidate respectfully and openly **requests**, **accepts,** and **applies** feedback for improvement.	Observations (Provided by Mentor Teacher) ☐ Responds positively when given suggestions from mentor for improvement ☐ Learns new concepts willingly and demonstrates flexibility Mentor and/or Supervisor Notes Evidence (Provided by Teacher Candidate)
9. <u>Reflection</u> The teacher candidate **reflects** on their own practice and progress to improve instruction for all learners.	Observations (Provided by Mentor Teacher) ☐ Consistently communicates with mentor in order to improve their practice Mentor and/or Supervisor Notes Evidence (Provided by Teacher Candidate)

10. <u>Professionalism</u> The teacher candidate **<u>demonstrates</u>** 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.	Observations (Provided by Mentor Teacher) ☐ Punctual to school, meetings, practices good attendance ☐ Organizes time, materials, and lesson plans in a timely manner ☐ Demonstrates dependability and reliability; keeps information and conversations confidential ☐ Maintains professional demeanor, behavior, and attire ☐ Demonstrates professional conversations and behaviors with students ☐ Demonstrates ethical conduct Mentor and/or Supervisor Notes Evidence (Provided by Teacher Candidate)

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:

☐ Black or African American ☐ Asian

☐ Hispanic ☐ Asian Subcontinent

☐ Native American or Alaska Native ☐ Native Hawaiian or Pacific Islander

☐ White/non-Hispanic ☐ Special Needs Learner

☐ Other ☐ 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

Appendix H: Internship Professional Dispositions Evaluation 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	EVIDENCE
1. <u>High Expectations/Understanding Diverse Cultures</u> The teacher candidate **centers instruction** on high expectations for student achievement through the **understanding** of individual differences and diverse cultures and communities.	Notes supporting rating: ☐ Met ☐ Not Met
2. <u>Differentiation</u> The teacher candidate **recognizes** individual student learning needs and **develops** strategies for planning differentiated instruction that supports every student in meeting rigorous learning goals.	Notes supporting rating: ☐ Met ☐ Not Met
3. <u>Instructional Strategies</u> The teacher candidate **demonstrates** effective teaching practices and knowledge of content that use a variety of instructional strategies and technologies to engage learners in critical thinking, creativity, and collaborative problem solving focused on the learning targets.	Notes supporting rating: ☐ Met ☐ Not Met
4. <u>Assessment</u> The teacher candidate **understands** and **uses** both formative and summative methods of assessment, as well as student voice, to engage learners in their own growth, to monitor learner progress, and modify instruction to improve student learning.	Notes supporting rating: ☐ Met ☐ Not Met
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.	Notes supporting rating: ☐ Met ☐ Not Met
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.	Notes supporting rating: ☐ Met ☐ Not Met
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.	Notes supporting rating: ☐ Met ☐ Not Met
8. <u>Requests Feedback</u> The teacher candidate respectfully and openly **requests**, **accepts,** and **applies** feedback for improvement.	Notes supporting rating: ☐ Met ☐ Not Met

9. <u>Reflection</u> The teacher candidate **reflects** on their own practice and progress to improve instruction for all learners.	Notes supporting rating: ☐ Met ☐ Not Met
10. <u>Professionalism</u> The teacher candidate **<u>demonstrates</u>** professionalism by attending all field experiences; arriving on time and departing appropriately; preparing to participate and /or teach; dressing according to building climate, culture, and expectations; observing confidentiality; and adhering to school and state code of conduct.	Notes supporting rating: ☐ Met ☐ Not Met

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

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

☐ Black or African American

☐ Hispanic

☐ Native American or Alaska Native

☐ White/non-Hispanic

☐ Other

☐ Asian

☐ Asian Subcontinent

☐ Native Hawaiian or Pacific Islander

☐ Special Needs Learner

☐ Multilingual Learner

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

2. How did you communicate high expectations for students of all backgrounds, especially those from minoritized or historically marginalized groups?

3. Describe a time when you adapted a lesson or communication strategy to meet the needs of students with different life experiences and interests from most students in the class, school, or community.

4. Washington State educators must continue seeking opportunities to remove barriers and create opportunities for all students.

(a) What is your plan as a new educator to continue to work toward equitable teaching and to advocate for all students during your first few years of teaching?

(b) What methods will you use to seek feedback from students and families to increase student equity and to help you teach your students more effectively?

University Supervisor Signature

Mentor Teacher Signature

Teacher Candidate Signature

Date

Appendix I: PDEFE Formative Collection Tool

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 a *formative* data collection during a candidate's experience.

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

1.The teacher candidate **centers instruction** on high expectations for student achievement through the **understanding** of individual and diverse cultures and communities.	___Learning tasks are aligned to standards/learning targets & understandable to students ___Respects gender/ethnic/cultural differences ___Monitors student learning and makes appropriate adjustments in instruction ___Varies strategies based on ability levels and other needs ___Sets clear expectations for the learning environment ___Models and provides opportunities for students to understand academic language and vocabulary related to the content
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.	___Provides methods and tools to accommodate all students ___Purposefully plans learning experiences that address individual and whole class needs ___Uses informal and formal assessments to determine student learning and understanding ___Understands and utilizes interventions/modifications/ accommodations ___Organizes to maximize instructional time ___Links new concepts to old, and helps students see connections
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.	___Uses techniques to effectively begin class & orient students to lesson objectives ___Checks for understanding throughout the lesson – Student Voice ___Understands and presents concepts clearly – Gives clear directions ___Uses effective voice (modulation, enunciation, volume) ___Helps students make connections between concepts and asks questions that require thinking/critical thinking ___Uses a variety of strategies and instructional groupings – Engages students in learning ___Paces lessons appropriately & provides closure, including assessment of objective ___Includes multiple intelligence considerations in planning ___Provides a variety of graphic organizers, models, and representations for student learning ___Helps students use a variety of sources and tools, including technology to access information related to the objective ___Identifies students who need additional support and/or acceleration and designs learning experiences to support progress
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.	___Checks for understanding throughout the lesson ___Utilizes exit slips/student voice/monitors own progress ___Monitors students & provides feedback pointing out strengths & making suggestion to improve student learning/understanding ___Modifies tasks, provides scaffolding during the lesson and in planning for the next lesson ___Uses informal/formal assessments to understand student progress as related to the learning target/standard & promote growth ___Provides, explains, and utilizes rubrics to improve student learning and achievement ___Differentiates assessment by implementing required accommodations and challenging those who are more advanced

5.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.	___Develops a positive rapport with students and promotes a culture of fairness and belief that all students can learn ___Displays a positive attitude, appropriate sense of humor, and empathy for students ___Implements smooth and timely transitions; effectively manages materials, technology, and groups ___Intervenes in inappropriate or off-task behaviors quickly and effectively-parameters clear ___Responds appropriately when issues develop and uses positive reinforcement with students ___Implements and understands specific behavior plans/strategies for the class and individuals ___Routines and procedures are evident including expectations for preparation and completion of work ___Articulates expectations for a positive safe learning environment conducive to learning which includes respect for others
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.	___Communicates with parents regarding grades, behavior, etc. (student success and challenging issues) ___Demonstrates enthusiasm for teaching ___Integrates education policies/school policies/ curriculum ___Utilizes mentor as a resource for curriculum/lesson planning ___Looks for ways to promote positive growth in students ___Utilizes mentor, colleagues, and resources to better understand student needs for explanations and experiences
7.The teacher candidate takes the **initiative** to participate and collaborate with mentor learners, families, colleagues, other school professionals, and community members to advance their own professional development and contributions to the broader profession.	___Seeks opportunities to attend trainings ___Communicates/collaborates with teachers/counselors regarding students ___Provides early communication with administrators regarding students ___Participates in school activities outside the classroom ___Is self-motivated and willing to grow professionally including participating in trainings and/or PLCs.
8.The teacher candidate respectfully and openly **requests, accepts, and applies** feedback for improvement.	___Responds positively when given suggestions from mentor/colleagues for improvement and/or lesson reflections ___Solicits suggestions for improvement from multiple sources ___Gives appropriate consideration to student and parent feedback ___Learns new concepts willingly and demonstrates flexibility ___Participates in pre-planning with mentor and shares plans with the mentor, soliciting suggestions and improvements
9.The teacher candidate **reflects** on their own practice and progress to improve instruction for all learners.	___Consistently completes and discusses the Weekly Conference Form ___Reflects on the lesson during post-observation conference ___During planning/co-planning, reflects and expands on successful lessons, strategies, and practices ___Seeks counsel and guidance from mentor and other staff
10.The teacher candidate **demonstrates** professionalism by attending all field experiences; arriving on time and departing appropriately; preparing to participate and /or teach; dressing professionally; observing confidentiality; and adhering to the school and state code of conduct.	___Punctual to school and meetings, practices good attendance ___Organizes time, materials, and lesson plans in a timely manner; balances various demands effectively ___Demonstrates dependability and reliability; keeps information and conversations confidential ___Maintains professional demeanor, behavior, and attire ___Demonstrates professional conversations and behaviors with students ___Seeks ways to build a community of learners ___Demonstrates careful oral, written, and electronic communication ___Follows established rules, laws, and policies and demonstrates ethical conduct

Appendix J: Washington State Educator Professional Growth Plan (PGP)

Educator information

First name:	Last name:
Preparation program:	Academic year:

Self-assessment and goal selection

1. **Self-assessment.** Use a self-assessment to identify an area of focus that will lead to your professional growth. You might choose to assess yourself using the pre-service standards for your role, or you might choose to use another self-assessment.

   - What is the name of the self-assessment you used?

2. **Personalized area of focus.** Based on your self-assessment, what area or topic will you focus your learning on that will lead to your professional growth?

   - What is your area of focus?

3. **Standards.** The area of focus for your professional growth goal needs to align to at least one standard from at least one of the following:
   Pre-service role standards

   - To what standard did you align your area of focus (include name of standards used and standard number or another identifier):

4. **Professional growth goals.** Professional growth goals are goals that you set for your own professional growth, not for the growth of your students (although your own professional growth will have an impact on the growth of your students). What would you like to learn this year? In what specific area would you like to grow?

   - What is your goal for your professional growth?
   - Describe how this goal relates to your self-assessment:
   - Describe how this goal relates to your focus area identified in question two:

Intended outcomes

5. **Educator outcomes.** Professional growth creates outcomes. Educator outcomes refers to some new skill or ability that you, the educator, are able to do or some skill or ability that you can improve based on your learning.

   - What will you be able to do as a result of attaining your professional growth goal that you are not able to do now? What skill or ability will you have improved upon?

6. **Student outcomes.** As noted previously, students are impacted by educator learning and growth.

   - What impact will attaining your professional growth goal have on students?

Professional growth action plan and evidence

Complete the two-column chart below.
In the *left column*, list the professional growth activity you plan to complete.
In the *right column*, list at least one piece of evidence you plan to collect for that activity.

You do not need to use all the available rows. Additionally, if you need more rows, complete and attach this supplemental chart.

7. **Activities.** List your professional growth activities (one per row). To increase your learning and accomplish your goal, you will need to engage in specific growth activities. Examples of activities you could engage in may include, but are not limited to: attending training, participating in a book study, researching specific information, observing other educators, etc. Activities should connect back to your goal.	8. **Proposed evidence.** List the evidence you plan to plan to use to verify your engagement in your professional growth activities. Evidence may include, but is not limited to: professional learning reflections, professional learning community (PLC) notes, certificates of completion, programs implemented, videos of lessons, and other adult data. If desired, you may also plan to collect evidence regarding the impact of your professional growth on students. Evidence of your professional growth impact on students may include, but is not limited to: student work, student reflections, notes from observing students, student test scores, attendance rates, and other student data. The same evidence can be used for multiple activities.
Click here to enter text.	Click here to enter text. Click here to enter text. Click here to enter text. Click here to enter text. Click here to enter text. Click here to enter text. Click here to enter text.
Click here to enter text.	
Click here to enter text.	
Click here to enter text.	
Click here to enter text.	
Click here to enter text.	
Click here to enter text.	

Review

_____
Candidate signature
Click here to enter text.
Print name
Click here to enter text.
Date

_____
Reviewer signature
Click here to enter text.
Print name
Click here to enter text.
Date

Appendix K: Lesson Observation Form

Teacher Candidate _____Grade/Subject_____Date_____

Observer _____Lesson Time _____Conference Time _____

Observation Notes

Evidence of CCDEI Practices

Evidence of Supporting SEL of Students

Teacher Candidate _____ Field Supervisor_____
Signature *Signature*

Focus requests _____ Next Observation Date & Time _____

Appendix L: Internship 12 Hour Documentation

Teacher Candidate Name _____ WSU ID Number_____
Semester/Year Fall_____Spring_____Year_____

Student Teaching/Internship: Grade_____ Subject_____
Classroom Teacher_____ Principal _____
School Name _____ City_____State_____
School District_____
WSU Supervisor_____Final Grade_____

Twelve (12) Hours* of Observation & Conference Documentation

Date	Subject	Observe Time	Conf Time	Total

TOTAL TIME_____

*Conferencing about observed teaching; **do not** include seminar time.

Appendix M: Monthly Mileage Report

Submitting Mileage for Reimbursement

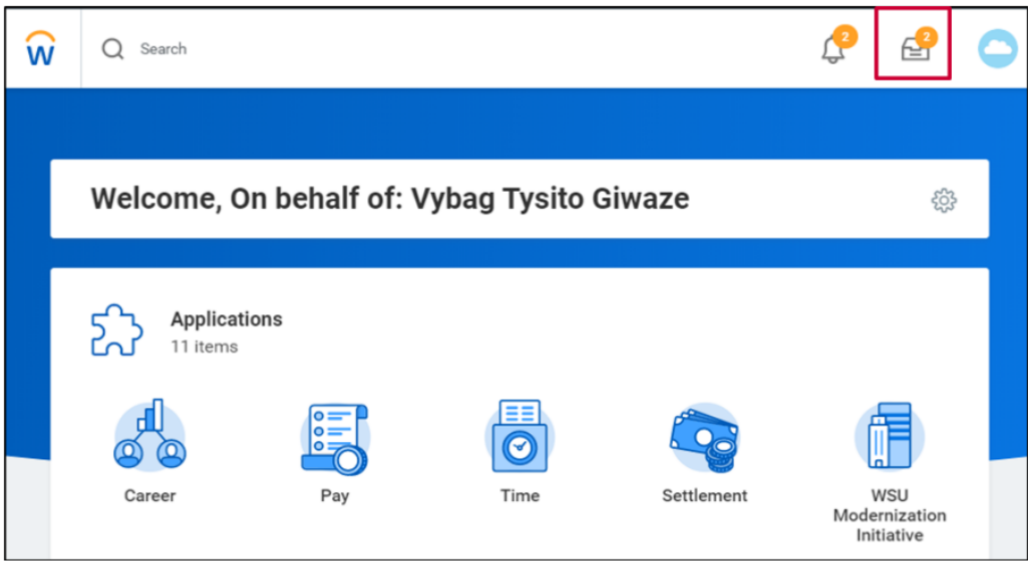
Mileage is submitted to the Office of Field Services and Certification monthly. Field supervisors will receive an Excel spreadsheet template to track and submit mileage. Following the submittal of mileage reports, field supervisors will receive an email to their WSU email account called "Workday Digest" to complete outstanding tasks.

Approving an Expense Report

Field supervisors are required to log in to http://workday.wsu.edu/ with their network ID and password and proceed with the following instructions:

Execute the following steps to review or approve an expense report in the Workday system:

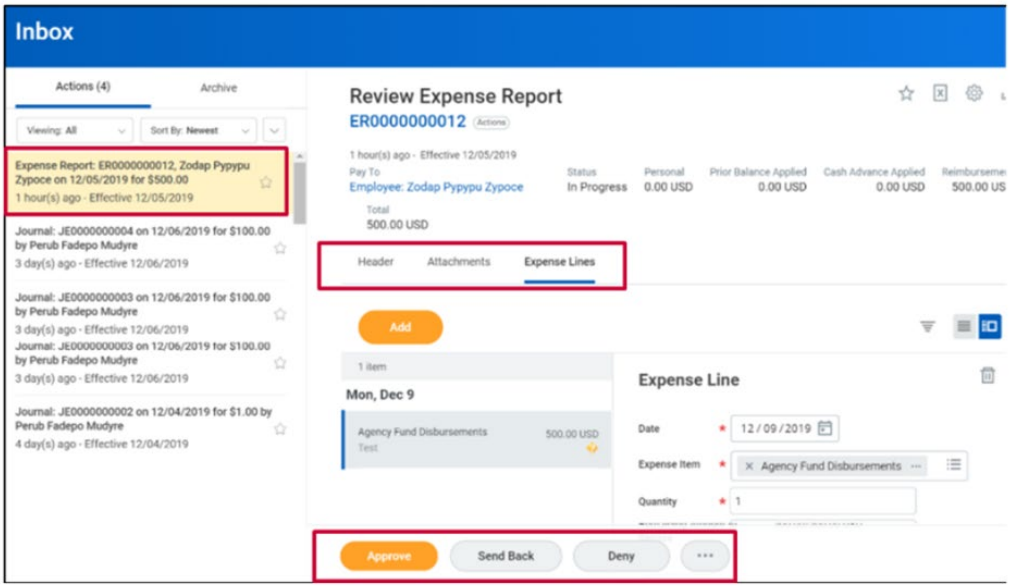
1. Log in to the Workday system.
2. Select the Workday **Inbox** (file folder) icon at the top right of the page and select an expense report that needs to be reviewed or approved.



3. Review the expense report details under the **Header**, **Attachment**, and **Expense Lines** tabs.
4. For review steps, make any changes to the export report in-line.

5. Select one of the following buttons, as per the scenario:

   a. **Approve**
   b. **Send Back**
   c. **Deny**
   d. **Save for Later** (only for review step)
   e. **Close**



6. Select the **Details** and **Process** tab to view the status and history of the process.

7. Select the **Done** button. The expense report is routed to the next step in the business process.

Result: You have completed the steps to review or approve an expense report in the Workday system.

Once you click approve, the remainder of the process is automated. Please allow two weeks for your reimbursement check to arrive. This reimbursement is not connected to your bi-monthly paycheck.