



WASHINGTON STATE UNIVERSITY
College of Education



Office of Field Services and Certification

Mentor Teacher Handbook

Department of Teaching and Learning

2023 - 2024



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/studentteachingmentors/>

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

Welcome

Welcome! Washington State University thanks you for partnering with the College of Education. We are excited to have you as part of the team!



Kasiah White (2023 graduate) and Emily Czerwonka (mentor teacher)

The mission of the College of Education is to address the needs of communities, families, students, and school districts by establishing a learning community dedicated to training and developing the next generation of highly effective teachers.

Mentor teachers are critical in the teacher candidate journey where their academic experiences are applied to real-world situations. As a mentor teacher, you will encourage, coach, model, and evaluate teacher candidates and work with field supervisors to support them.

We hope this handbook contributes to the success of all partners, and we encourage continuous and open feedback in support of excellence in the preparation of teachers.

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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



Emma York (2023 graduate) and Amy Yardley (mentor teacher)

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 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
- Communicate regularly with mentor teachers to ensure the success of teacher candidates' experience and continual growth

Mentor Suggestions

Early in the Field Experience

- Welcome and introduce the teacher candidate to school faculty and staff. Teacher candidates tend to be a bit nervous during the first several days of the field experience. Taking time for introductions and a brief tour of the building helps the teacher candidate feel part of the school and aids the important transition from student and coursework to teaching. Include the teacher candidate on the staff mailing list and in staff workshops and social functions.
- Orient the teacher candidate to school policies. An overview of the staff and student handbooks, building goals, and staff member expectations help the teacher candidate become familiar with policies and procedures. It also helps the teacher candidate better understand their role in the school. Some administrators include the teacher candidate in new teacher orientation.
- Provide the teacher candidate with access to safety handbooks, curriculum guides, bell schedules, and access to online learning platforms as necessary.

During the Field Experience

- Take time before and after teaching to explain what is taking place and why, keeping in mind that while you know clearly what you are doing, your teacher candidate may not.
- Collaborate with the teacher candidate in daily and long-range lesson planning and assessing teaching performance and student learning. Establish a routine for consultation, collaboration, and team planning. Try not to let a day go by without some acknowledgment of the efforts of the teacher candidate. Verbal and written feedback is invaluable.
- Assist the teacher candidate in reflecting on their teaching and analyzing strengths and areas to improve. Current teacher education literature reinforces the advantages of teacher candidates engaging in reflection.
- Provide time for the teacher candidate to visit and confer with other staff members, specialists, and classroom teachers. Observing other professional educators broadens a candidate's knowledge of teaching and management strategies.
- Continue to develop the teacher candidate's awareness of the professional community. Assist the teacher candidate in becoming aware of the benefits of belonging to and participating in professional organizations.
- Conduct at least two formal observations and conferences. Formal observations and conferences enable teacher candidates to gain feedback and also become familiar with the professional evaluation system. Include the teacher candidate in conversations regarding Teacher Performance Evaluation Program (TPEP) preparation.

Wrapping up the Field Experience

- Participate in the teacher candidate's exit process. If asked and appropriate, write a recommendation for the teacher candidate. Arrange a simulated (or actual) job interview with the teacher candidate. After the interview, discuss the rationale for including specific questions and suggest interview strategies for the teacher candidate to consider.

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 and share them with the WSU supervisor.

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 mentor teacher has concerns about the placement or the responsibilities expected of them during the field experience, these steps should be followed:

1. Confer with the field 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 and certification.

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.

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.

WSU field supervisors will visit and/or observe two to three times during the pre-internship, including an initial introduction and a final visit to conference with the mentor teacher and teacher candidate to determine readiness for the full-time internship. The final visit may include observing a lesson.

The teacher candidate is responsible for completing assignments as detailed in the applicable Pre-internship Handbook available at <http://www.education.wsu.edu/field/> and submitting all the paperwork directly to the pre-internship instructor. **With input from the field supervisor and teacher candidate, the mentor teacher completes the Pre-internship Professional Dispositions Evaluation of Field Experiences (PDEFE).**

Internship Experience

All teacher candidates complete a full semester student teaching internship.

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.

Teacher candidates are required to attend school for the teacher-contracted day. The experience is designed for the candidate to gradually take over responsibility for planning, instructing, and assessing students in their mentor'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 meet with the teacher candidate for a midterm and final evaluation using the Internship PDEFE.**

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 2023

Elementary and Secondary Pre-internship

First Day of Instruction at WSU.....Monday, August 21, 2023

First Day of Pre-internship.....District Dependent

Last Day of Pre-internship.....Friday, September 22, 2023

Elementary and Secondary Internship

First Day of Internship.....District Dependent

All Observed Holidays.....District Dependent

Last Day of Internship.....Friday, December 15, 2023

MIT Pre-internship

First Day of Instruction at WSU.....Monday, August 21, 2023

First Day of Pre-internship.....District Dependent

Last Day of Pre-internship.....Friday, December 15, 2023*

*MIT Pre-internship teacher candidates attend five full days during finals week, December 11th – 15th.

Spring 2024

Elementary and Secondary Pre-internship

First Day of Instruction at WSU.....Monday, January 8, 2024

First Day of Pre-internship.....District Dependent

Last Day of Pre-internship.....Friday, February 9, 2024

Elementary and Secondary Internship

First Day of Internship.....District Dependent

All Observed Holidays and Breaks.....District Dependent

Last Day of Internship.....Friday, May 3, 2024

MIT Internship

First Day of Internship.....District Dependent
All Observed Holidays and Breaks.....District Dependent
Last Day of Internship.....Friday, May 3, 2024



Eleanor Abbott (2023 graduate) and Stacey Robb (mentor teacher)

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.

Clock Hours and Stipends

Mentor Teacher Compensation

Mentor teachers receive a one-time stipend of \$200 for hosting teacher candidates completing the student teaching internship (TCH LRN 415 and MIT 575). Voucher forms will be emailed to mentor teachers following the semester's midpoint. Mentor teachers need to sign and return the form to receive prompt compensation.

Mentor Teacher Clock Hours

Mentor teachers receive 10 clock hours for hosting teacher candidates completing the pre-internship (TCH LRN 469, TCH LRN 490, and MIT 571).

Mentor teachers receive 20 clock hours for hosting teacher candidates completing the student teaching internship (TCH LRN 415 and MIT 575).

Clock hour forms will be emailed to mentor teachers following the semester's midpoint. Instructions for clock hours are provided with the clock hour forms.



Erin Brewer (2023 graduate) and Patricia Maddux (mentor teacher)

Field Documents

Mentor teachers are responsible for completing and signing the Pre-internship PDEFE or PDEFE at the end of the semester. The field supervisor will submit all field experience documents to the Office of Field Services and Certification.

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 Form

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 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 educators to 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.

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 H and I.

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 J.

Field Services Consent to Record

Teacher candidates must follow school district policy when recording lessons during field experiences. If the school district does not have a specific policy, teacher candidates are required to use the Parent/Guardian Release Form before recording lessons in the field. Recordings will not be duplicated, and digital and print materials must be destroyed before the end of the semester. The recordings may not appear online or in any other public setting. See Appendix K.

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:

<p>Learning Targets: Write the objectives in student-friendly language.</p>	<p>How will you provide opportunities for language development for students? Include: Academic vocabulary, Language function, Discourse, & Syntax</p>	<p>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.</p>

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: Lesson Plan Observation Form

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

Teacher Candidate: _____

Date: _____

Mentor Signature: _____

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

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

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

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

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

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

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

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

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

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

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

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

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

University Supervisor Signature

Mentor Teacher Signature

Teacher Candidate Signature

Date

Appendix I: 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
<p>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.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>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.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>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.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>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.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>5. <u>Classroom Environment</u> The teacher candidate fosters and manages a safe and positive learning environment using a variety of classroom management strategies that take into account the cultural, physical, emotional, and intellectual well-being of students appropriate to their grade level.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</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>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>7. <u>Taking the Initiative to Participate and Collaborate</u> The teacher candidate takes the initiative to participate and collaborate with learners, families, colleagues, other school professionals, and community members to advance their own professional development and contributions to the broader profession.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>
<p>8. <u>Requests Feedback</u> The teacher candidate respectfully and openly requests, accepts, and applies feedback for improvement.</p>	<p>Notes supporting rating:</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Not Met</p>

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

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:

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

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

<p>1. The teacher candidate centers instruction on high expectations for student achievement through the understanding of individual and diverse cultures and communities.</p>	<p>___ 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</p>
<p>2. The teacher candidate recognizes individual student learning needs and develops strategies for planning differentiated instruction that supports every student in meeting rigorous learning goals.</p>	<p>___ 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</p>
<p>3. The teacher candidate demonstrates effective teaching practices and knowledge of content that use a variety of instructional strategies and technologies to engage learners in critical thinking, creativity and collaborative problem-solving focused on the learning targets.</p>	<p>___ 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</p>
<p>4. The teacher candidate understands and uses both formative and summative methods of assessment, as well as student voice, to engage learners in their own growth, to monitor learner progress, and modify instruction to improve student learning.</p>	<p>___ 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</p>

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

Appendix K: Field Services Consent to Record

Dear Parent/Guardian:

I am a teacher candidate at Washington State University working with your child's teacher to complete my university program requirements and state licensure. I may be required to film myself teaching a lesson during my internship. This video will be viewed for analysis in my teacher preparation program.

The primary focus of the video recording is on my instruction, not on the students in the class. While recording my teaching, your child may appear on the video. Additionally, I will collect student work samples as evidence of my teaching practice, which may include some of your child's work. If you choose not to give your permission, your child will still participate in classroom instruction as usual. I will adjust the camera range to exclude your student and no work samples will be collected.

No student's name will appear on any submitted materials and materials will always be kept confidential. The video recordings are submitted in a secure and confidential portfolio that will only be viewed by university faculty. The recordings will not be duplicated and digital and print materials will be destroyed prior to the end of the semester. The recordings will not appear online or in any other public setting. The attached form will be used to document your permission for these activities.

Sincerely, _____
(Teacher Candidate Signature)

Student Name: _____

I am the parent/legal guardian of the child named above. I have read and understand the consent to record and agree to the following: (Please check the appropriate box below.)

I DO give permission for you to include my child's student work and/or image on video recordings as part of the video(s) showing your classroom performance to be used for the internship requirement. I understand that my child's name and any other personally identifiable information about my child will not appear on any materials.

I DO NOT give permission for you to include my child's student work and/or image on video recordings as part of the video(s) showing your classroom performance for the internship requirement.

Signature of Parent or Guardian: _____

Date: _____