



WASHINGTON STATE UNIVERSITY
College of Education

TCH LRN 415
Internship for Teachers
2023 - 2024

Handbook

A Resource & Guide for Teacher Candidates



The College of Education contributes to the theory and practice of the broad field of education and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

Office of Field Services and Certification

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WASHINGTON STATE UNIVERSITY
College of Education

Dear Teacher Candidates,

Congratulations on reaching the opportunity to participate in your internship this semester. This is your capstone experience at Washington State University and a huge growth opportunity in your development as a teacher. You follow a long line of successful Cougar teachers across Washington. We are excited to help you successfully navigate the completion of your degree and certification requirements and help you pursue a job in education.

Please carefully read and follow the guidelines in this handbook AND share it with your mentor teacher. As a teacher candidate, your job is to follow the lead of your mentor teacher however different it might be from other candidates' experiences, past or present.

Our goal is to help you better understand the complex act of teaching and the relationship-building, communication, and social and emotional supports that are required to be effective. We want you to gain confidence as you learn to work with students, staff, and parents and to be prepared for challenges and triumphs as you embark on your teaching career. This internship is a full-time endeavor, and we expect it will bring out the best in you. It will help prepare you to be a teacher who is caring, service-minded, professional, and adaptable to new experiences. We look forward to you being a great representative of WSU, your placement school, and yourself.

Have a great internship experience, and do not hesitate to contact us with any questions.

GO COUGS!

Sincerely,

A handwritten signature in black ink that reads "Tariq Akmal".

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

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Editable versions of field experience documents are available at: [Student Teachers | College of Education | Washington State University \(wsu.edu\)](https://www.wsu.edu/col/ce/field-services-and-certification/)

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Field Experience

School Assignment

The regional field coordinator will work with local school districts to place teacher candidates with cooperating mentor teachers. Teacher candidates are not placed in buildings where a relative is employed. The internship is a supervised experience. Through a contractual agreement, the teacher candidate is under the direct supervision of a university field supervisor and a district-appointed mentor teacher in the public school system. Consequently, a certificated mentor teacher or administrator should always be available.

Placement Calendar

Teacher candidates will follow the public school's calendar, *not the university calendar*, once the internship begins. The internship starts on the first day of the school district calendar following the summer or winter break and ends on the last day of WSU finals week.

Required Hours

Teacher candidates completing internships are required to spend 450+ hours in their assigned classroom during the semester.

Attendance and Communication

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

In the case of an emergency, illness, or accident, teacher candidates are responsible for notifying their mentor teacher if they will be absent or late. Teacher candidates are also responsible for notifying their field supervisor, mentor teacher, and other designated school personnel if they will be absent. The teacher candidate will also be responsible for giving the mentor teacher appropriate plans for the day(s), just as they would if they were planning for a substitute teacher. Absences will be made up to the satisfaction of all involved.

Teacher candidates are expected to respond to all modes of communication professionally and on time. This includes but is not limited to emails, calls, and texts from university personnel, field supervisors, and mentor teachers.

Seminar

Teacher candidates will be required to attend scheduled internship seminars and complete assignments as scheduled by the field supervisor or seminar instructor.

TCH LRN 415 Instructor

The Director of Field Services and Certification will collect and review the Professional Dispositions Evaluation for Field Experiences (PDEFE) form from the teacher candidate and record a final grade for the experience with input from the TCH LRN 415 seminar instructor and field supervisors.

Transportation

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

Sign-in

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

WSU Identification Badge

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

Liability Insurance

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

Pre-Residency Clearance

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

Fingerprint Clearance

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

School Handbook

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

Work Stoppage

In cases where the mentor teacher participates in a work stoppage, the teacher candidate will report to the field supervisor until deemed appropriate by the university and public school for the teacher candidate to return to the classroom. Under university policy, teacher candidates are not allowed in district buildings during work stoppages or to be involved in demonstrations or strike-related activities.

Recommendations

The teacher candidate is encouraged to request recommendations from their mentor teacher, field supervisor, and anyone else who has seen them teach and work with students. Traditional placement

files have become obsolete with the move to a more electronic application and interview process. Many school districts use their own recommendation forms that the writer may be asked to complete.

Code of Professional Conduct

WAC 181-87 addresses the Code of Professional Conduct for Education Practitioners. By definition, the purpose of this chapter of the WAC is to set forth policies and procedures related to reprimand, suspension, and revocation actions respecting certification of education practitioners for acts of unprofessional conduct including, but not limited to, misrepresentation; alcohol or controlled substance abuse; sexual misconduct; and failure to report. This chapter also defines good moral character and personal fitness necessary to serve as a certificated employee in a Washington school. The teacher candidate was provided a complete copy before their internship. Full details can be found at the [Washington Office of Superintendent of Public Instruction](#).

Confidentiality

All teacher candidates are required to adhere to strict confidentiality agreements during field experiences.

Reasonable Accommodations

Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in the student teaching internship, please visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations must be approved through the Access Center.

Health and Safety

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

1. Teacher candidates will adhere to the WSU and school district vaccination policies.
2. Teacher candidates must follow all health and safety protocols and may be required to participate in any mandatory training the district implements.

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 J.

School District Policies

To protect students' health, safety, and general welfare, teacher candidates are required to follow school district reporting procedures if a teacher candidate suspects harassment, sexual misconduct, or

boundary invasions. Teacher candidates should visit school district websites for additional district policies and procedures information.

The Washington State Code of Conduct requires teacher candidates to report when they have reasonable cause to believe that a child has suffered abuse or neglect within 48 hours.

Teacher candidates will report incidents in the following order:

1. Mentor Teacher
2. School Counselor
3. Building Administrator

Teacher candidates are required to read, understand, and follow school district safety plans. School safety plans can be found on district websites.

Roles and Responsibilities

Role of the Mentor Teacher

The mentor teacher is selected for being an exceptional educator who is willing to share students, classroom responsibilities, and professional expertise. The mentor teacher has been given the responsibility to help the teacher candidate develop a sense of confidence and security and the skills necessary to begin their teaching career successfully. The mentor teacher will:

- Welcome the teacher candidate as a fellow professional in the learning community.
- Prepare students for the arrival of another “teacher” in the classroom.
- Model and demonstrate effective teaching strategies.
- Keep lines of communication open with the teacher candidate and the field supervisor.
- Collaborate with the teacher candidate in daily and long-range lesson planning and assessing teaching performance and student learning.
- Gradually release teaching responsibilities to the teacher candidate when appropriate.
- Assist the teacher candidate in reflecting on their teaching to analyze strengths and areas to improve.
- Continue to develop teacher candidates’ awareness of the professional community.
- Provide time for the teacher candidate to visit and confer with other staff members, specialists, and classroom teachers.
- Provide the teacher candidate with both formal and informal feedback.
- Provide regular feedback and suggestions when observing lessons.
- Give the teacher candidate a copy of any observation notes/summaries and share them with the field supervisor.
- Complete the PDEFE with evidence to be shared during the mid-term and final conference meeting with the teacher candidate and field supervisor.

Role of the Building Administrator

The building administrator plays a key role in selecting qualified mentor teachers, helping teacher candidates become a welcomed addition to the teaching staff in the school, and serving as a valuable resource and observer. The building administrator will:

- Welcome and introduce the teacher candidate to school staff members.
- Orient the teacher candidate to the school policies and safety procedures by sharing handbooks, curriculum guides, and other pertinent materials.
- Conduct at least one formal observation and conference.
- Maintain communication with the field supervisor to monitor the teacher candidate’s progress.
- Participate in the teacher candidate’s exit process.

Role of the University Field Supervisor

The 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. The field supervisor will:

- Visit the teacher candidate on both a scheduled and drop-in basis.
- Schedule a minimum of six formal observations with a total of twelve hours of classroom visitation, including observation, conferencing, and written and oral performance critiques.
- Meet with the mentor and teacher candidate for a minimum of three conferences during the start, midterm, and end of the semester.
- Provide the teacher candidate with both formal and informal feedback.
- Use the PDEFE to measure growth and encourage communication.
- Maintain communication with the teacher candidate, mentor teacher, and the Office of Field Services and Certification.
- Instruct, advise, coach, and evaluate the teacher candidate.
- Carefully account for all required paperwork and seek input about the quality of the internship.

Role of the Teacher Candidate

The teacher candidate is nearing the end of the teacher preparation program. Teacher candidates are expected to act in a professional, responsible manner that would be consistent with the standards to which classroom teachers are held. The teacher candidate will:

- Adhere to all WSU and school district policies and procedures.
- Attend and be punctual on all scheduled internship days.
- Communicate clearly, effectively, and professionally with the mentor teacher, building staff and administration, regional coordinator, and field supervisor.
- Adhere to the Washington State Code of Professional Conduct for Education Practitioners.
- Participate in all seminar classes.
- Be involved in the academic and extracurricular activities of the placement school.
- Complete and turn in lesson plans in advance to the mentor teacher and/or field supervisor as requested.
- Maintain communication with the mentor teacher using the Weekly Conference Form.
- Reflect on teaching practices using the Weekly Reflection Form.
- Complete the Draft Professional Growth Plan (PGP).
- Meet standard in all ten dispositions on the PDEFE.

Field Concerns

Communication Ladder

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

1. Confer with the 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 Concerns

In most cases, there are minor issues 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 the internship.

If issues are not easily remedied and mentor teachers require additional support, please contact the WSU field team members 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 concerns:

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.

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

1. Department personnel will gather information from school personnel, the field supervisor, and others as appropriate to document the reason for removal. The teacher candidate is required to work through department personnel and their field supervisor to resolve issues regarding their placement and may not directly contact school district personnel regarding the placement unless authorized by the department to do so.
2. Before a teacher candidate is given a new placement, the candidate must submit a formal request letter to their placement coordinator. This letter should reflect why they would like a new placement, what they learned from their last placement, and what they will do differently this time for a successful internship.
3. A college review committee consisting of five representatives selected from the field supervisor, program coordinator, faculty, placement coordinator, field services director, certification coordinator, or director of student services will examine the candidate's request along with a review of the candidate's progress in the program.
4. A meeting is scheduled to discuss the situation and the next steps. The attendees will include the teacher candidate and, if desired, a support person or other mutually agreeable third party (e.g., ombudsman) and at least three members of the college review committee. At the meeting, the teacher candidate may present additional information as the situation is discussed and options are explored.
5. The committee will decide on removal and next steps, communicate the decision to the teacher candidate in writing, and copy the Department Chair. Possible next steps include, but are not limited to, the following:
 - a. A new placement is recommended, and the teacher candidate begins as soon as the placement can be arranged. The internship may need to be extended to meet time requirements. If reassigned, every effort will be made to make the placement in a different district with a different field supervisor. A formal letter stipulating conditions for the continuation of the field experience is provided to the teacher candidate who must indicate their agreement to the conditions in writing.
 - b. The teacher candidate is advised to withdraw from the field experience and must meet university criteria and the published university deadlines to withdraw from the internship or cancel enrollment.
 - c. The teacher candidate receives a failing grade for the field experience and may be removed from the teacher preparation program. In the event the teacher candidate is removed from the program, they may be able to continue in/graduate from a departmental degree program, but without recommendation to the state for teacher licensure. The degree change may necessitate additional coursework.

The decision of the committee may be appealed to the Department Chair.

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](#).

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.*

Teacher Certification

After successful completion of the internship and the conferment of the bachelor's degree, WSU will recommend teacher candidates for a Residency Teacher Certificate. It is important that teacher candidates **do not** apply for the certificate in E-Certification until an email is received from coe.certification@wsu.edu outlining their next steps. Emails are typically sent a week after the conclusion of the semester. Failure to follow our directions may result in the teacher candidate paying an additional fee that is *not* refundable per OSPI policy.

The Residency Teacher Certificate is based on an endorsement system. It is intended to align endorsement requirements with the state's learning goals and to provide school districts with teachers who can demonstrate a positive impact on student learning. More comprehensive information can be found at the [OSPI Certification website](#).

To be issued a Residency Teacher Certificate, the following requirements must be met:

- Completion of a state-approved preparation program
- One endorsement
- Hold a bachelor's degree
- Prove good character and fitness to teach
- Meet all testing requirements, including basic skills and content exams plus ACTFL for World Language endorsements

The Residency Teacher Certificate (First Issue) is valid until the teacher has completed two years of successful service and has accumulated at least 1.5 years of FTE. At this time, they will apply for the certificate to be reissued and will have five years to complete the equivalent of 100 clock hours.

Field Experience Learning Outcomes

Learning Outcomes

1. The teacher candidate centers instruction on high expectations for student achievement through the understanding of individual differences and diverse cultures and communities.
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.
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.
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, monitor learner progress, and modify instruction to improve student learning.
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.
6. 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.
7. 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.
8. The teacher candidate respectfully and openly requests, accepts, and applies feedback for improvement.
9. The teacher candidate reflects on their practice and progress to improve instruction for all learners.
10. The teacher candidate demonstrates professionalism by attending all field experiences, arriving on time, and departing appropriately; preparing to participate and teach; dressing according to building climate, culture, and expectations; observing confidentiality; and adhering to school and state code of conduct.

Field Documents

Lesson Plans

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 C.

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 E.

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 F.

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. Visit [College of Education Professional Growth Plan](#) to access the draft form and directions for completing the PGP. See Appendix G.

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. See Appendix H.

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.

Field Experience Evaluation

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

Evaluation of the internship is an essential component of the experience. Evaluation will be on a satisfactory/fail basis.

Course Evaluation

Seminars are designed to provide students with additional information about classroom instruction and field experience. Students are required to attend and participate in topics addressed during these seminars.

Field Experience Evaluation

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

Academic Integrity Policy

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

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

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

Appendix A: Suggested Internship Timeline for Teacher Candidates

The 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: 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 group 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. In contrast, the other teacher 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 C: 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 D: 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 E: 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 F: 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 G: Washington State Educator Professional Growth Plan

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.

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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.

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Review

Candidate signature

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Print name

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Date

Reviewer signature

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Print name

Click here to enter text.

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
<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: <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: <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: <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: <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: <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: <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: <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: <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: <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: <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 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 _____

<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 J: 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 purpose of 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 purpose of the internship requirement.

Signature of Parent or Guardian: _____

Date: _____