









Early Practicum Orientations

Teacher Candidate Presentation



A special thanks
to STCU for their
support!

Teacher Candidate's Topics

-  Introductions
-  Clearances
-  Code of Conduct & FERPA
-  Professionalism
-  Field Team Roles & Responsibilities
-  Practicum Overview
 -  Mid-term & Finals
-  Seminars
-  Resources





Welcome & Introductions

Field Services, Faculty, Supervisors



Field Services – Tri-Cities



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Dr. Kathleen Cowin
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WSU Tri-Cities Field Supervisors

Rick Adams (Prosser, Lower Yakima Valley)

Philip Cioppa (Pasco)

Yichien Cooper (Tri-Cities)

Karen Craig (Yakima, Yakima Valley)

Larry Gregory (Tri-Cities)

Ruth Hargis (Tri-Cities)

Sherri Jones (Tri-Cities)

Lynn Kuntz (Walla Walla Valley, Walla Walla)

Bertha Rachinski (Tri-Cities)

Lindsay Lightner (Any Alternative Route)

Brenda Mehlenbacher (Walla Walla, Walla Walla Valley,
Tri-Cities)

Bill Walker (North Franklin)

Kevin Pierce (Tri-Cities)

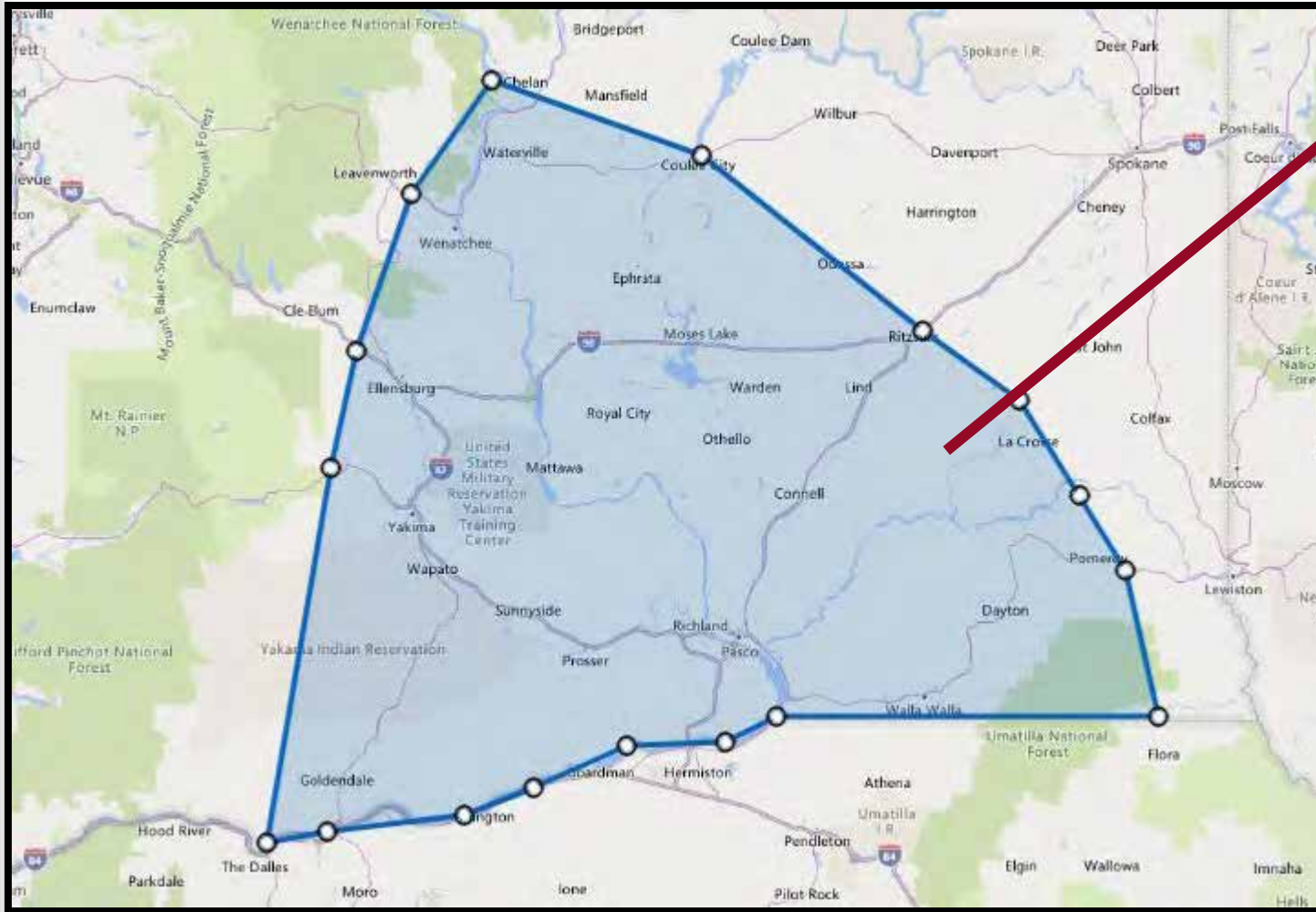
Jessica Harris (Moses Lake)

Lori McCord (Tri-Cities)

7+ Years of Teaching Experience
Supervision/Coaching Experience



WSU Tri-Cities Field Supervisors



20 Supervisors
covering Walla Walla
to Yakima to
Wenatchee and
everywhere in
between

Impact by the Numbers

- ~16697.85 mi² Area
- ~360 annual placements
- 4 Educational Service
- Districts
- 62 Counties
- 33 School District Partners
- 360 annual mentor teachers
- 33 Superintendents
- 33 District Placement Coordinators
- 85 Building Principals
- 20 Field Supervisors



Clearances

- Finger Printing
 - FBI & Washington State
- Insurance
- Pre-residence Clearance
- (Pre-Internship) plan your content assessments.
Completion before Student Teaching
- Each school district has their own onboarding process and paperwork you are required to complete.

A 'hold' means you must stop your practicum until the clearance is complete.

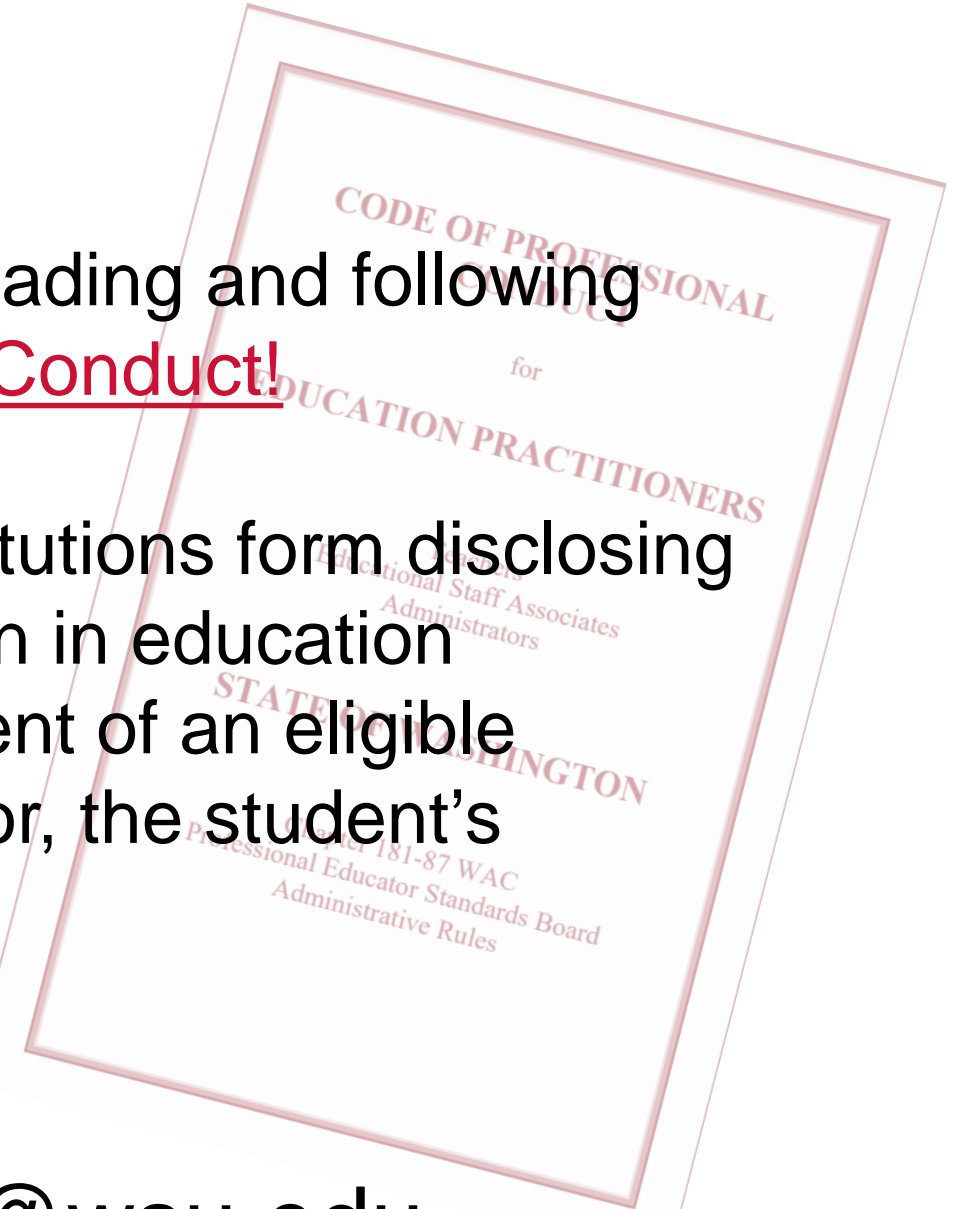
You can not go to the classroom until cleared.

Tricities.fieldservices@wsu.edu



Code of Conduct & FERPA

- Candidates are responsible for reading and following Washington State [OSPI Code of Conduct!](#)
- FERPA prohibits educational institutions from disclosing “personally identifiable information in education records” without the written consent of an eligible student, or if the student is a minor, the student’s parents (20 U.S.C.S. § 1232g(b)).



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Mandatory Reporting

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

Mandatory Reporting & Strategies for the Prevention of Child Abuse

What is reportable?
(defined in WAC 110-30-0030)

- Physical abuse
- Sexual abuse
- Sexual exploitation
- Negligent treatment or maltreatment
- Abandonment



School staff and community serving organizations are not in regular contact with young people because of the Coronavirus. Some families need assistance to keep their children and youth safe. When the Department of Children, Youth, and Families (DCYF) becomes involved with a family, their first priority is to ensure children and youth are safe and well cared for and families have resources to meet their needs. Due to social distancing guidelines, identifying abuse may be difficult. If you are suspicious of abuse or concerned about a child or youth, please call DCYF as soon as possible to discuss and report your concerns. DCYF will make the determination with how to proceed and can provide families with assistance to keep their children and youth safe.

When/Why should I report?

Anyone who has reasonable cause to believe a child has suffered abuse or neglect or may be at risk of abuse or neglect, in good faith, should report. The report must be made at the first opportunity, but in no case longer than 48 hours. "Reasonable cause" means a person witnesses or receives a credible written or oral report alleging abuse, including sexual contact or neglect of a child (RCW 26.44.030).

What information will I be asked to provide?

- Why are you making this mandated report? (What did you see? Hear?)
- What identifying information do you have for the family? (Name, address, date of birth)
- Are you aware of any domestic violence?
- Is there any Native American or Alaska Native ancestry?

* Please make your call if you have reason to believe child abuse or neglect has occurred, even if you can't answer every question.

Regional Intake Number-Region 2

1-855-420-5888

Serving Olympic, Yakima, Klickitat, Benton, Franklin, Walla Walla, and Columbia counties.
(Or call the statewide number: 1-800-324-1888 or 1-800-342-4750)



Washington Office of Superintendent of
PUBLIC INSTRUCTION

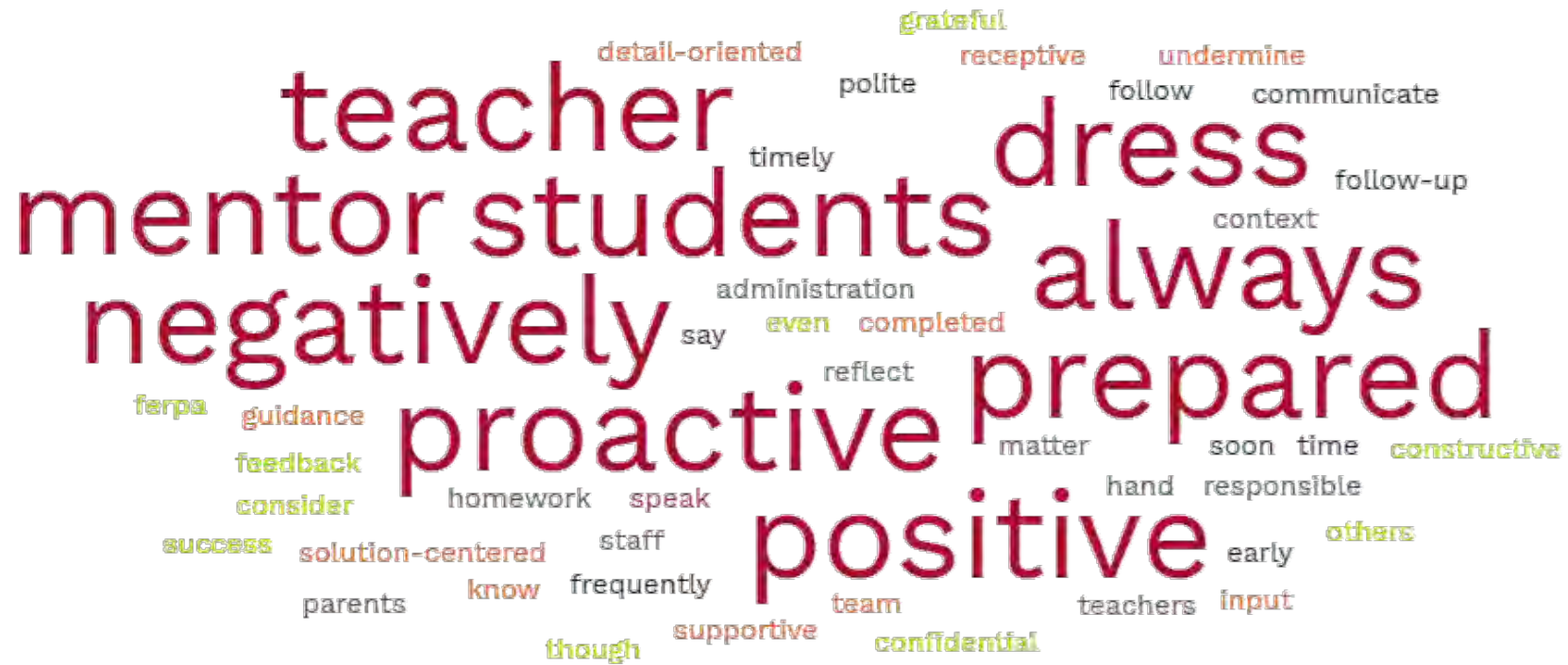


Washington State Department of
CHILDREN, YOUTH & FAMILIES





Professionalism



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Professionalism

- 🦁 Be positive – never speak negatively of students, staff, teachers, administration, or parents. It will reflect on you negatively no matter the context.
- 🦁 Be prepared – do your homework before hand.
- 🦁 Be responsible – follow through with what you say and communicate soon and frequently. Be proactive.
- 🦁 Be timely – To be **early** is on time, prepared, polite (always), follow-up when completed, detail-oriented, proactive, solution-centered.
- 🦁 Be supportive – Never undermine your mentor teacher. Students always know that you and your mentor teacher are a team.
- 🦁 Be receptive to input and guidance – positive or constructive feedback, be grateful and consider it!
- 🦁 Be confidential - FERPA
- 🦁 Dress for Success – Even though others may not, you should dress professionally every day. This is your interview; make an impression!

Field Team Roles & Responsibilities

Mentor Teacher



- ✓ Model & Coach
- ✓ Mentor
- ✓ Approve all activities
- ✓ Provide Actionable Feedback
- ✓ Observation
- ✓ Provide input on evaluation

Field Supervisor



- ✓ Oversight of field placement progress
- ✓ Model, Coach & Mentor
- ✓ Approve schedules and documentation
- ✓ Observation
- ✓ Provide Actionable Feedback
- ✓ Evaluation

Seminar Faculty



- ✓ Seminar instruction
- ✓ Assignments
- ✓ Content specialist
- ✓ Evaluation/Grades

Teacher Candidate



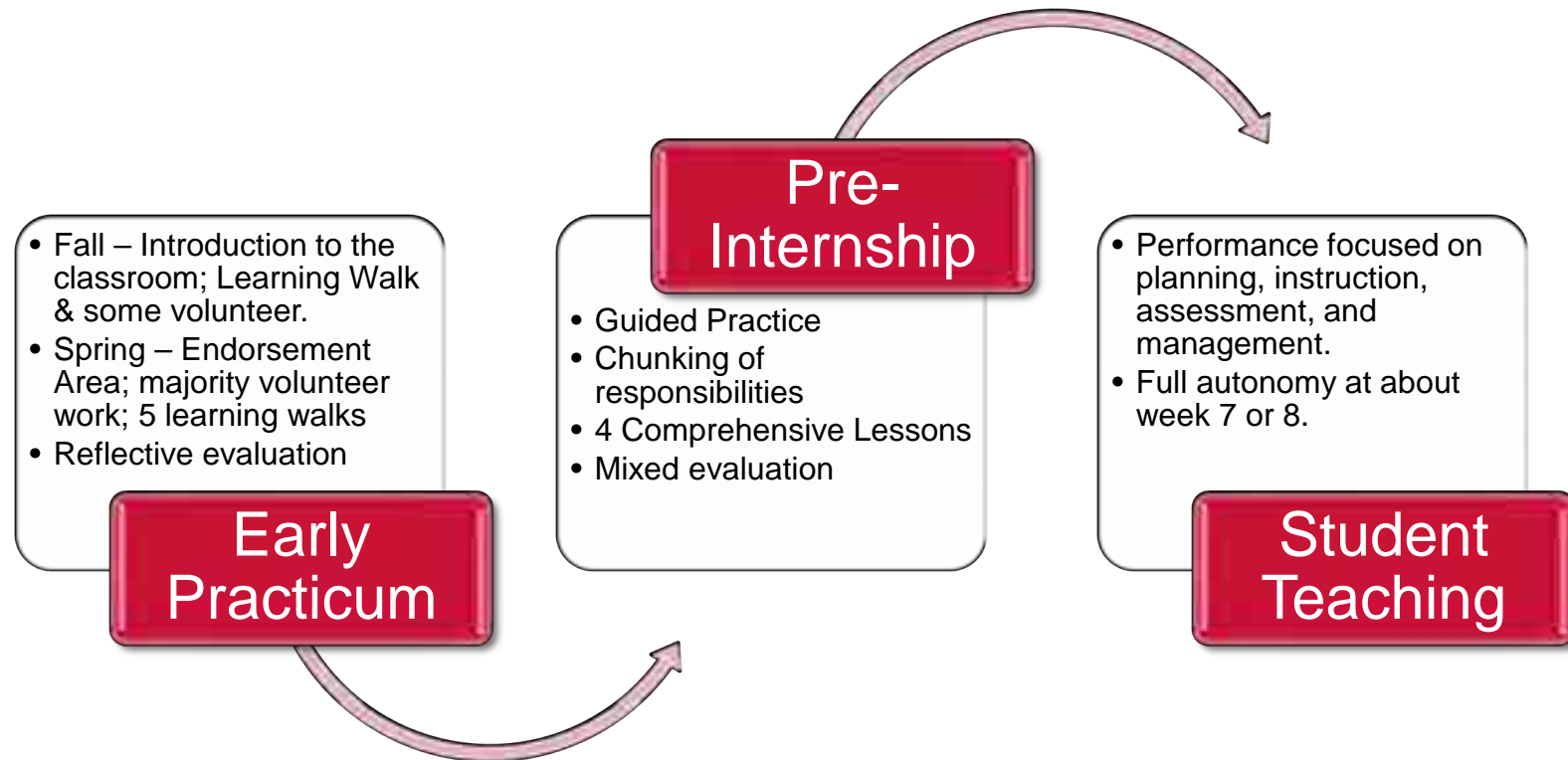
- ✓ Seminar attendance
- ✓ Seminar assignments
- ✓ Field Experiences Documentation
- ✓ Assignments
- ✓ Reflection
- ✓ Application to practice
- ✓ Mentor assignments

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Field Experience Overview



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Practicum Overview

Early Practicum

These practicums are designed to acquaint the teacher candidate with the public school environment. Each course offers a different focus on observing and practicing teaching elements.

- **TCH_LRN 401** - Bilingual/English Language Learners (6 hrs/wk, 90 hrs total)
 - [Dr. Eric Johnson \(e.johnson@wsu.edu\)](mailto:e.johnson@wsu.edu) 509-372-7304
- **TCH_LRN 402** - Instructional Strategies, Literacy, Technology, and Assessment (3 hrs/wk, 45 hrs total)
 - [Dr. John Mancinelli \(john.mancinelli@wsu.edu\)](mailto:john.mancinelli@wsu.edu) 509-372-7237
- **TCH_LRN 405** - Math and Science (3 hrs/wk, 45 hrs total)
 - [Dr. Jonah Firestone \(Jonah.firestone@wsu.edu\)](mailto:Jonah.firestone@wsu.edu)
- **TCH_LRN 590** - MIT content experience (16 hrs/wk, 210 hrs total)
 - [Dr. John Mancinelli \(john.mancinelli@wsu.edu\)](mailto:john.mancinelli@wsu.edu) 509-372-7237
- **SPEC_ED 490** - Special Education (6 hrs/wk, 90 hrs total)
 - [Yun-Ju Hsiao \(yhsiao@wsu.edu\)](mailto:yhsiao@wsu.edu) 509-372-7505

Field Experience Time Minimums

Early Practicum

Course	Minimum Contact Time
T&L 401	6 hrs/wk, 90 hrs total
T&L 402	3 hrs/wk, 45 hrs total
T&L 405	3 hrs/wk, 45 hrs total
T&L 590	6 hrs/wk, 90 hrs total

- 10 weeks volunteering in your assigned classroom.
- 5 weeks (1 time per month) of learning walks at a predetermined location. Dates and times to follow once confirmed.





Early Practicum Activities

- Observing classroom functions, planning, instruction, assessment, and management.
- Assisting Mentor Teacher with tasks, small groups, and individual support.
- Developing an understanding of student academic development.
- Reflection and practice from the lens of your endorsement area.
- 5 Learning Walk Reflections, seminar/content course assignments, EPPCJ.

Early Practicum Teacher Candidate Engagement looks like...



Scheduling with Your Mentor Teacher and Field Supervisor

You are expected to:

- Schedule your hours ahead of time with your mentor teacher and field supervisor.
- Be early to your field experience.
- Attend **every** hour scheduled with your mentor teacher.
- Schedule your observations with your field supervisor and follow through with your observations.

Helpful habits for scheduling with your mentor teacher and field supervisor:

- At the beginning of your field experience, sit down with you mentor teacher and field supervisor and map out your field experience. Look at your due dates to help build your plan.
- Make **clear** plans of when you will be in the classroom.
- Create a protocol for absences (for both you and your mentor teacher).
- Check in with your mentor teacher **weekly** about your time in the classroom.

Integrity is an important professional trait- if you say you will be at your site at a certain time, stay true to your word!



Field Experience Documentation

Early Practicum – 401, 402, SPEC_ED 490

- ☐ Log sheet
- ☐ 1 Field Supervisor written feedback/observation
- ☐ 2 Mentor Teacher written feedback/observations
- ☐ 5 Learning Walk Reflections
- ☐ Early Practicum Performance Criteria Journal (EPPCJ)



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Candidate Concerns

- We as mentors and field supervisors to be honest, speak kindly and truthfully.
- Communicate concerns directly to you, the candidate.
- We expect a positive and immediate corrective response by teacher candidates (professionalism).

NOTE the school district, supervising principal, mentor teacher or the field supervisor have the authority to refuse or terminate field placement at any time.



Evaluation (EPPCJ)

Ten Dispositions aligned to the inTASC standards.

1. Student Achievement
2. Differentiated Instruction
3. Instructional Strategies
4. Assessment
5. Classroom Management
6. Communication & Collaboration
7. Professional Development
8. Seeks Feedback
9. Reflection
10. Professionalism

WSU Tri-Cities Pre-Internship PDEFE
(TCH_LRN 490/MIT 571) MIDTERM
Professional Dispositions Evaluation for Field Experiences (PDEFE)

Teacher Candidate Name: _____ WSU ID#: _____

PURPOSE: As an institution that prepares teachers, we owe parents, citizens, and our state's p-12 students our best professional judgement and keenest observations when making assessments that could have profound effects in the future. The identification and evaluation of professional dispositions is part of WSU's professional responsibility.

DISPOSITION STANDARD	OBSERVATIONS
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.	<input type="checkbox"/> Observations (Provided by Mentor Teacher and/or Field Supervisor) <input type="checkbox"/> Lesson plans/learning tasks are aligned to standards. <input type="checkbox"/> Respects gender/ethnic/cultural differences. <input type="checkbox"/> Not observed Mentor and/or Supervisor Notes: _____

Education TRI-CITIES

Early Practicum Performance Criteria Journal MIDTERM

NOTE: Disposition Standards 1-6 completed by Teacher-Candidate, 7-10 completed by Field Supervisor and Mentor Teacher

Disposition Standard	Comments	Score
1. Student Achievement • A) Observed and became familiar with national, state, and district standards to design high-quality learning targets; B) Observed or practiced lesson activities and assessments that progress the student to expected levels of achievement; C) Observed <u>mentor monitor</u> student performance and <u>intervene</u> when poor performance; D) Observed communication with families about performance.	Teacher-Candidate: List at least one example for each letter A-D: provide specific <u>examples</u> for each A-D in your journal, <u>include</u> reflections on what you observed	
2. Differentiated Instruction • A) Observed <u>mentor planning</u> and then changing instruction to meet student needs; B) Observed <u>mentor integrating</u> formative assessment within lessons to remediate or extend depending on student need.	Teacher-Candidate: List at least one example for each letter A-B: provide specific <u>examples</u> for each A-B in your journal, <u>include</u> reflections on what you observed	
3. Instructional Strategies • A) Observed effective pedagogy to create impactful knowledge and skill-building experiences for	Teacher-Candidate: List at least one example for each letter A-B:	

Early Practicum Performance Criteria Journal (EPPCJ)

Field Experience Evaluation

The teacher candidate completes the narrative in disposition standards 1 – 6.

NOTE: Disposition Standards 1-6 completed by Teacher-Candidate, 7-10 completed by Field Supervisor and Mentor Teacher

Disposition Standard	Comments	Score
1. Student Achievement A) Observed and became familiar with national, state, and district standards to design high-quality learning targets; B) Observed or practiced lesson activities and assessments that progress the student to expected levels of achievement; C) Observed mentor monitor student performance and intervene when poor performance; D) Observed communication with families about performance.	Teacher-Candidate: List at least one example for each letter A-D: provide specific examples for each A-D in your journal, include reflections on what you observed Teacher-Candidate: List at least one example for each letter A-D:	
2. Differentiated Instruction A) Observed mentor planning and then changing instruction to meet student needs; B) Observed mentor integrating formative assessment within lessons to remediate or extend depending on student.	provide specific examples for each A-B in your journal, include reflections on what you observed Teacher-Candidate: List at least one example for each letter A-B:	
3. Instructional Strategies A) Observed effective pedagogy to create impactful knowledge and skill-building experiences for students; B) Observed mentor planning, execution, and assessment of effectiveness of instruction.	provide specific examples for each A-B in your journal, include reflections on what you observed Teacher-Candidate: List at least one example for each letter A-B:	
4. Assessment	provide specific examples for each A-B in your journal, include reflections on what you observed Teacher-Candidate: List at least one example for each letter A-B:	



Early Practicum Performance Criteria Journal (EPPCJ)

Field Experience Evaluation

The teacher candidate completes the narrative in disposition standards 1 – 6.

One week before the mid-term and final conference, the candidate emails the EPPCJ to the mentor and field supervisor for review and completion.

NOTE: Disposition Standards 1-6 completed by Teacher-Candidate, 7-10 completed by Field Supervisor and Mentor Teacher

Disposition Standard	Teacher-Candidate: List at least one example for each letter A-D:	Comments	Score
1. Student Achievement A) Observed and became familiar with national, state, and district learning targets; B) Observed or practiced lesson activities and assessments that progress the student to expected levels of achievement; C) Observed monitor student performance and intervene when poor performance; D) Observed communication with families about performance.			
2. Differentiated Instruction A) Observed mentor planning and then changing instruction to meet student needs; B) Observed mentor integrating formative assessment within lessons to remediate or extend depending on student.			
3. Instructional Strategies A) Observed effective pedagogy to create impactful knowledge and skill-building experiences for students; B) Observed mentor assessment of effectiveness of instruction.			
4. Assessment			



Early Practicum Performance Criteria Journal (EPPCJ)

Field Experience Evaluation

The mentor provides input to the field supervisor, who completes the narrative in disposition standards 7 – 10.

The mentor provides input to the field supervisor, who scores all ten (1-10) dispositions as:

- Met
- Approaching
- Not Met
- Not Observed

The field supervisor prepares the EPPCJ for the conference.

Education TRI-CITIES

Early Practicum Performance Criteria Journal MIDTERM

NOTE: Disposition Standards 1-6 completed by Teacher-Candidate, 7-10 completed by Field Supervisor and Mentor Teacher

Disposition Standard	Teacher-Candidate: List at least one example for each letter A-D:	Comments	Score
1. Student Achievement A) Observed and became familiar with national, state, and district learning targets; B) Observed or practiced lesson activities and assessments that progress the student to expected levels of achievement; C) Observed monitor student performance and intervene when poor performance; D) Observed communication with families about performance.	provide specific examples for each A-D in your journal, include reflections on what you observed	Teacher-Candidate: List at least one example for each letter A-D:	
2. Differentiated Instruction A) Observed monitor planning and then changing instruction to meet student needs; B) Observed mentor integrating formative assessment within lessons to remediate or extend depending on student need.	provide specific examples for each A-B in your journal, include reflections on what you observed	Teacher-Candidate: List at least one example for each letter A-B:	
3. Instructional Strategies A) Observed effective pedagogy to create impactful knowledge and skill-building experiences for students; B) Observed mentor planning, execution, and assessment of effectiveness of instruction.	provide specific examples for each A-B in your journal, include reflections on what you observed	Teacher-Candidate: List at least one example for each letter A-B:	
4. Assessment	provide specific examples for each A-B in your journal, include reflections on what you observed	Teacher-Candidate: List at least one example for each letter A-B:	



Learning Walk Early Practicum Performance Criteria Journal (EPPCJ)

Field Experience Evaluation

The mentor provides input to the field supervisor, who completes the narrative in disposition standards 7 – 10.

The field supervisor will **NOT** score standards 1 – 6, as evidence of these standards will have been observed through the investigation sessions.

The field supervisor prepares the EPPCJ for the conference with the teacher candidate. The mentor teacher does not need to be at the conference.

NOTE: Disposition Standards 1-6 completed by Teacher-Candidate, 7-10 completed by Field Supervisor and Mentor Teacher

Disposition Standard	Teacher-Candidate: List at least one example for each letter A-D:	Comments	Score
1. Student Achievement A) Observed and became familiar with national, state, and district standards to design high-quality learning targets; B) Observed or practiced lesson activities and assessments that progress the student to expected levels of achievement; C) Observed monitor student performance and intervene when poor performance; D) Observed communication with families about performance.	provide specific examples for each A-D in your journal, include reflections on what you observed Teacher-Candidate: List at least one example for each letter A-D:		
2. Differentiated Instruction A) Observed mentor planning and then changing instruction to meet student needs; B) Observed mentor integrating formative assessment within lessons to remediate or extend depending on student need.	provide specific examples for each A-D in your journal, include reflections on what you observed Teacher-Candidate: List at least one example for each letter A-D:		
3. Instructional Strategies A) Observed effective pedagogy to create impactful knowledge and skill-building experiences for students; B) Observed mentor planning, execution, and assessment of effectiveness of instruction.	provide specific examples for each A-B in your journal, include reflections on what you observed Teacher-Candidate: List at least one example for each letter A-B:		
4. Assessment	provide specific examples for each A-B in your journal, include reflections on what you observed Teacher-Candidate: List at least one example for each letter A-B:		



Mid-term Evaluation Process



1 Week before the mid-term conference.

- Lists evidence in the EPPCJ/PI-PDEFE narrative area of each disposition (10).
- Emails the document to the Mentor & Field supervisor to review and consider.



Before the mid-term conference.

- The mentor and supervisor discusses the candidate's performance in each disposition (10).
- Lists any concerns.
- Determines if performance is satisfactory.
- The Field Supervisor prepares the EPPCJ/PI-PDEFE for the conference and either emails the form it or brings it to the conference.



At the mid-term conference.

- The mentor and supervisor share feedback on their performance with the candidate in each disposition (10).
- Provide actionable steps to address any concerns.
- All parties sign the document acknowledging the conference occurred.



After the mid-term conference.

- Converts the signed documents to PDF or Word.
- Names each file per the field office requirements.
- Attaches each document to a single email to the field supervisor for record keep and grade submission.



Mid-term Evaluation Checklist



WASHINGTON STATE UNIVERSITY
College of Education
TRI-CITIES

Mid-Term Packet Early Practicum Fall 2024

To receive credit for any practicum or internship, all WSU Teacher-Candidates are expected to submit a mid-term and final packet via email to their respective field supervisor by the appropriate deadline.

File Format

All files submitted must be either in a PDF or Microsoft Word file format. No other file formats are accepted.

File Naming Protocol

To help ensure proper filing of files we require the following naming protocol:

[last name].[first name].[Term].[Course].[Document Title] + the appropriate extension (.pdf or .docx)

Looks like this...

Mancinelli,John,Fall24,TL402,Logsheet.pdf (if a PDF file or the extension would be .docx if a Word file)

Packet Submission Process

1. Collect the required documents with signatures from your Mentor Teacher and Field Supervisor. **Please note that the packet requirements vary from Learning Walk practicums and the TCH_LRN 401, 405, and SPEC_ED 490 practicums. Be sure that you are following the requirements for your practicum.**
2. Scan or save the files into a PDF or Word document.
3. Save each file using the "File Naming Protocol" listed above.
4. Attach each required document to an email.
5. Subject line: Last name, first name "Final Packet" (i.e., Mancinelli, John Final Packet)
6. Address the email to your Field Supervisor and send it by the assigned deadline and before 12/3/2024.

Learning Walk Practicum (TCH_LRN 402)

	Required Documentation	When Due	Signatures Required
1.	Practicum Log Sheet Name: Lastname.Firstname.Fall24.TL402.Logsheet.pdf	Assigned by Supervisor before 10/1/24	Pre-service student Field Supervisor
2.	Early Practicum Performance Criteria Journal (EPPCJ) Mid-Term Evaluation Name: Lastname.Firstname.Fall24.TL402.Final EPPCJ.pdf	Assigned by Supervisor before 10/1/24	Field Supervisor

Updated: 6/13/2024 09:56AM



WASHINGTON STATE UNIVERSITY
College of Education
TRI-CITIES

Mid-Term Packet Early Practicum Fall 2024

TCH_LRN 401, 405, SPEC_ED 490 Early Practicum

	Required Documentation	When Due	Signatures Required
1.	Practicum Log Sheet Name: Lastname.Firstname.Fall24.TL402.Logsheet.pdf	Assigned by Supervisor before 10/1/24	Pre-service student Field Supervisor
2.	Early Practicum Performance Criteria Journal (EPPCJ) Mid-Term Evaluation Name: Lastname.Firstname.Fall24.TL402.Final EPPCJ.pdf	Assigned by Supervisor before 10/1/24	Pre-service student Mentor teacher Field Supervisor

Updated: 6/13/2024 09:56AM



Final Evaluation Process



1 Week before the mid-term conference

- Lists evidence in the EPPCJ/PI-PDEFE narrative area of each disposition (10).
- Emails the document to the Mentor & Field supervisor to review and consider.



Before the mid-term conference

- The Mentor and supervisor discusses the candidate's performance in each disposition (10).
- Lists any concerns.
- Determines if performance is satisfactory.
- The Field Supervisor prepares the EPPCJ/PI-PDEFE for the conference and either emails the form it or brings it to the conference.



At the mid-term conference

- The mentor and supervisor share feedback on their performance with the candidate in each disposition (10).
- Provide additional steps to address any concerns.
- All parties sign the document acknowledging the conference occurred.



After the mid-term conference

- Orders the signed documents to PDF or Word.
- Names each file per the field office requirements.
- Attaches each document to a single email to the field supervisor for record keep and grade submission.

Same as Mid-term with full documentation



Final Evaluation Checklist



College of Education
THE CHIEFS

FINAL Packet Early Practicum Fall 2024

To receive credit for any practicum or internship, all WSU Teacher-Candidates are expected to submit a mid-term and final packet via email to their respective field supervisor by the appropriate deadline.

File Format

All files submitted must be either in a PDF or Microsoft Word file format. No other file formats are accepted.

File Naming Protocol

To help ensure proper filing of files we require the following naming protocol:

[last name].[first name].[Term].[Course].[Document Title] + the appropriate extension (.pdf or .docx)

Looks like this:

Manionelli, John.Fall24.TL402.Logsheet.pdf (if a PDF file or the extension would be .docx if a Word file)

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2. Scan or save the files into a PDF or Word document.
3. Save each file using the "File Naming Protocol" listed above.
4. Attach each required document to an email.
5. Subject line: Last name, first name "Final Packet" (i.e. Manionelli, John Final Packet)
6. Address the email to your Field Supervisor and send it by the assigned deadline and before 12/3/2024.

Learning Walk Practicum (TCH_LRN 402)

	Required Documentation	When Due	Signatures Required
1.	Practicum Log Sheet Name: Lastname.Firstname.Fall24.TL402.Logsheet.pdf	Assigned by Supervisor before 12/3/24	Pre-service student Field Supervisor
2.	3 Investigations Name: Lastname.Firstname.Fall24.TL402.Investigations.pdf	Assigned by Supervisor before 12/3/24	Field Supervisor

Applicable to 12/3/2024 onwards



College of Education
THE CHIEFS

FINAL Packet Early Practicum Fall 2024

	Required Documentation	When Due	Signatures Required
4.	Early Practicum Performance Criteria Journal (EPPCJ) Final Evaluation Name: Lastname.Firstname.Fall24.TL402.Final EPPCJ.pdf	Assigned by Supervisor before 12/3/24	Pre-service student Field Supervisor

TCH_LRN 401, 405, SPEC_ED 490 Early Practicum

	Required Documentation	When Due	Signatures Required
1.	Practicum Log Sheet Name: Lastname.Firstname.Fall24.TL402.Logsheet.pdf	Assigned by Supervisor before 12/3/24	Pre-service student Field Supervisor
2.	1 University Field Supervisor Observations Name: Lastname.Firstname.Fall24.TL402.Supervisor.pdf	Assigned by Supervisor before 12/3/24	Field Supervisor
3.	2 Mentor Teacher Observations Name: Lastname.Firstname.Fall24.TL402.Mentor.pdf	Assigned by Supervisor before 12/3/24	Mentor teacher
4.	Early Practicum Performance Criteria Journal (EPPCJ) Final Evaluation Name: Lastname.Firstname.Fall24.TL402.Final EPPCJ.pdf	Assigned by Supervisor before 12/3/24	Pre-service student Mentor teacher Field Supervisor

Applicable to 12/3/2024 onwards





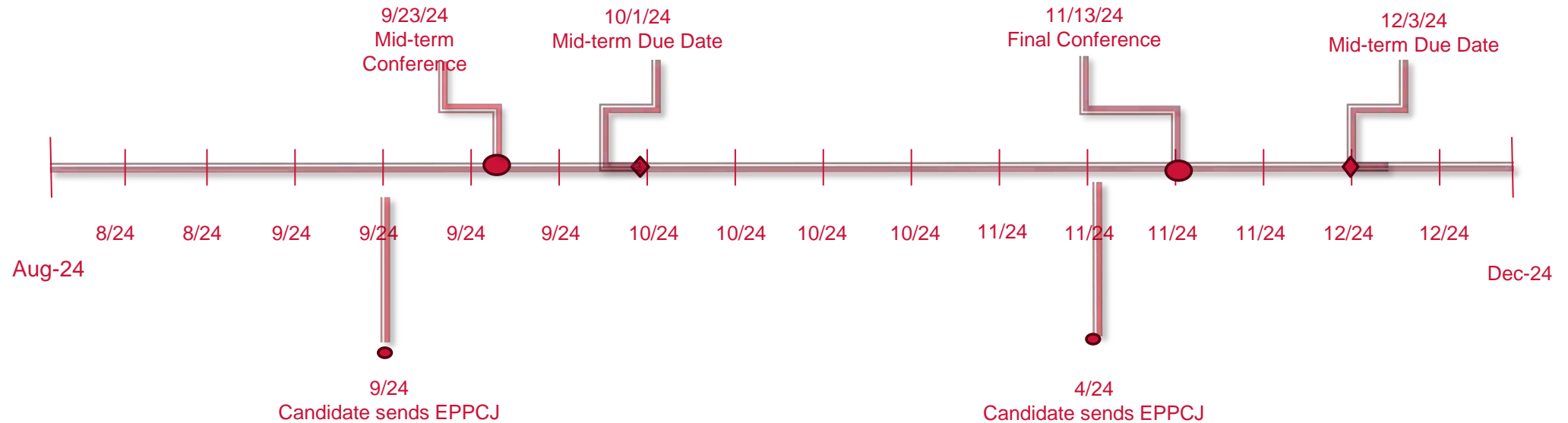
Spring 2025 Deadlines

1/20/2025	Martin Luther King Jr Day - NO SCHOOL/ ALL UNIVERISTY HOLIDAY
2/14/2025	Field Placement Survey for Fall 2025 Due
2/17/2025	President's Day - Follow school calendar
2/18/2025	Midterm conference with mentor teacher and field supervisor due date
2/21/2025	Mid-term packets due to Field Services Office OR on CORE
3/10/2025	WSU spring break; teacher candidates follow their district schedule
3/31/2025	RSD, PSD, KSD spring break; follow district calendar
4/22/2025	Final conference with mentor teacher and field supervisor due date
4/25/2025	Final packets due to Field Services Office OR on CORE
5/2/2025	Final day in the Field



Example Timeline

TCH_LRN 401, 402, 405, SPEC_ED 490



Tricities.fieldservices@wsu.edu



Resources

-  Seminar CANVAS contains forms and assignments.
-  Your Field Supervisor
-  Your Mentor
-  Field Experiences Webpage

Tricities.fieldservices@wsu.edu

Scholarship Opportunities

<https://futurecoug.wsu.edu/portal/scholarships>

This application is THE application for most of the College of Education-specific scholarships, and without applying, students cannot be considered for over 90 College-specific scholarships available, plus there are also hundreds of University-wide awards available, as well.

Even if you know you won't be awarded any federal aid, it is also a good idea to apply for the FAFSA/WASFA if you are able.

A special note for students who plan to teach in the public school system after graduation: There is a question on the WSU Scholarship Application that asks, "Are you planning to teach in the public school system?" If you are, you should mark **YES** on this question. Do not miss the opportunity for funding by missing this question. Please do note that the students that answer yes to this question will be verified by COE staff before scholarships are awarded.





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- 32 yrs. K-20 experience as a teacher and administrator.
- Associate Clinical Scholarly Professor.
- Field Services Director

College of Education Faculty:

- Teaching & Learning
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