Early Practicum Mentor Orientation

WSU Tri-Cities Field Services Office

https://tricities.wsu.edu/education/field-experiences/
Thank you for mentoring!
A special thanks to STCU for their support!
Welcome & Introductions

Field Services, Faculty, Supervisors
Field Services – Tri-Cities

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WSU Tri-Cities Field Supervisors

Rick Adams (Prosser, Lower Yakima Valley)
Deena Alley (Yakima)
Ruth Ann Best (Tri-Cities)
Philip Cioppa (TBD)
Yichien Cooper (Tri-Cities)
Karen Craig (Yakima, Yakima Valley)
Susan Gailey (Tri-Cities)
Larry Gregory (Tri-Cities)
Ruth Hargis (Tri-Cities)
Carrie Hatch (North Franklin)
Sherri Jones (Tri-Cities)
Kim Lembeck (TBD)
Lynn Kunz (Walla Walla Valley, Walla Walla)
Bertha Rachinski (Tri-Cities)
Susan Lewis (Tri-Cities)
Lindsay Lightner (Any Alternate Route)
Brenda Mehlenbacher (Walla Walla, Walla Walla Valley, Tri-Cities)
Cathy Reasor (Wenatchee)
Bill Walker (North Franklin)

7+ Years of Teaching Experience
Supervision/Coaching Experience
WSU Tri-Cities Field Supervisors

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
- 22 Field Supervisors

18 Supervisors covering Walla Walla to Yakima to Wenatchee and everywhere in between
Mentor Teacher’s Topics

- The Early Practicum
- Your Role
- The Team
- Evaluations
- Timelines
The Early Practicum
Early Practicum Overview

TCH_LRN 401, 402, 405, 590, SPEC_ED 490

These practicums are designed to acquaint the teacher candidate with the public-school environment. Each course offers a different focus to observe and practice elements of teaching.

- **TCH_LRN 401** - Bilingual/English Language Learners (6 hrs/wk, 90 hrs total)
  - Dr. Eric Johnson (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) 509-372-7237
- **TCH_LRN 405** - Math and Science (3 hrs/wk, 45 hrs total)
  - Dr. Judy Morrison (jamorrison@wsu.edu) 509-372-7176
- **TCH_LRN 590** - MIT content experience (16 hrs/wk, 210 hrs total)
  - Dr. John Mancinelli (john.mancinelli@wsu.edu) 509-372-7237
- **SPEC_ED 490** - Special Education (6 hrs/wk, 90 hrs total)
  - Yun-Ju Hsiao (yhsiao@wsu.edu) 509-372-7505
Teacher Candidate Activities

- Seminar Assignments.
- Weekly log sheet planning with the mentor.
- Observations of the mentor, specialists, para-educators, and programs.
- Assisting the mentor with management, instruction, planning, and logistics.
- Mid-term EPPCJ (journal) to the mentor and field supervisor.
- Final EPPCJ (journal) to the mentor and field supervisor.
- Submit mid-term and final completed paperwork to the field supervisor by the assigned deadline.
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Adaptations to consider for each candidate:
  • Field Experience
  • Readiness
  • Maturity
Your Role

- Modeling
- Coaching (2 written observations)
- Collaborating with the field supervisor
- Teacher Candidate projects and activity approval
- Teacher Candidate Evaluation & Actionable Feedback

Early Practicum Teacher Candidate Engagement looks like...

Small Groups  Individual Support  Observing Instruction  Assisting with Assessment
Teacher Candidate Minimums

<table>
<thead>
<tr>
<th>Course</th>
<th>Minimum Contact Time</th>
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</thead>
<tbody>
<tr>
<td>T&amp;L 401</td>
<td>6 hrs/wk, 90 hrs total</td>
</tr>
<tr>
<td>T&amp;L 402</td>
<td>3 hrs/wk, 45 hrs total</td>
</tr>
<tr>
<td>T&amp;L 405</td>
<td>3 hrs/wk, 45 hrs total</td>
</tr>
<tr>
<td>T&amp;L 590</td>
<td>6 hrs/wk, 90 hrs total</td>
</tr>
</tbody>
</table>
Teacher-Candidate Expectations for ethics and confidentiality

• Code of Conduct: Teacher-Candidates are responsible for reading and following Washington State, OSPI Code of Conduct!

• FERPA: Teacher-Candidates are responsible for complying with FERPA
Candidates are responsible for reading and following Washington State OSPI Code of Conduct! If unethical behaviors are observed, please contact the building supervisor and the field supervisor.
Teacher Candidate
Professionalism

Receptive
Supportive
Confidential
Positive
Responsible
Prepared
Timely
Reflective
Clearances

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

A ‘hold’ means they must stop their practicum until the clearance is complete.

Please do not allow them to come to the classroom until cleared.
Seminars

Seminar dates and times are published at:

https://schedules.wsu.edu

Teacher Candidates are excused from all field experience responsibilities to attend seminars. All seminars must be attended.
The Mentor’s Role
Your Role - Overall

- Modeling
- Coaching (from the sidelines for specific periods of time)
- Collaborating with the field supervisor
- Approving teacher candidate projects and activities
- Teacher Candidate Evaluation & Actionable Feedback

Early Practicum Teacher Candidate Engagement looks like...

- Small Groups
- Remediation & Extension
- Individual Support
- Work with Paraeducators
- Teach 4 – 50 minute Lessons
- Assisting with Assessment
Your Role – Mentor Tasks

- Observations (2 written feedback/3 formal total)
- Weekly log sheet sign-off
- Mid-term and final PDEFE Evaluations

Early Practicum Teacher Candidate Engagement looks like...

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- Teach 4 – 50 minute Lessons
- Working with Para-educators
- Small Groups
- Remediation & Extension
- Assisting with Assessment
Conversations about Teaching

Word® Templates found at https://tricities.wsu.edu/education/field-experiences/

The teaching profession is sophisticated and often requires deep conversations by teacher candidates with experienced mentor to better understand becoming an effective teacher. This document intends to provide ideas about what these topics could entail.

Connecting the current practices with these topics is essential.

Field Practice
- ECE/LBN 401: Bilingual Education/English Language Learners
- ECE/LBN 402: Literacy & General Orientation
- ECE/LBN 403: Math and Science
- ECE/LBN 490: MIT general Early Practicum
- SPEC ED 498: Special Education

Pre-Internships (ECE/LBN 490; MT 57; TCF/LBN 490)
- Pre-internships allow the teacher candidate controlled opportunities to integrate all aspects of teaching.

Student Teaching Internship (ECE/LBN 455; MT 575)
- Student Teaching Internship allows the teacher candidate increasing responsibility to take on large portions of the teaching day.
- Use of the co-teaching model

Recommended Topics

Planning
- Lesson Planning
- Professional Learning Community/Teams
- Using Standards
- Creating learning targets
- Using tools
- Connecting community and cultural assets to learning
- Vocabulary and symbols related to lesson content
- Curriculum

Instruction
- Supplementing appropriate instruction
- Using strategies
- Instructional shifts
- Questioning techniques
- Lesson pacing
- Lesson introductions
- Checking for understanding
- Using formative assessment
- Content application and adjustment
- Adjusting your lesson

Classroom Management
- Setting expectations
- Reinforcing expectations
- Organizing the classroom
- Managing resources
- Monitoring behavior
- Logistics of the classroom (attendance, lunch counts)

Field Services
- Teaching
- Field Services
- Topics for Discussion
- Pacing and time management
- Recruit keeping and documentation
- Classroom design/setup
- Transitions
- Technology
- Classroom rules and procedures (verbal/nonsensical)
- Flexibility
- Use of positive and negative reinforcement

Communication & Engagement
- Parent Communications
- Student communications
- Administration communications
- Conferencing
- Community Engagement

Inclusion & Equity
- Individual Education Plan (IEP) applications to the classroom
- How to work with the Special Education team
- The IEP process
- 504 application to the classroom
- Monitoring students
- How to deal with CPS concerns
- Since Time Immemorial (STI) application lessons
- Viewing student background as an asset
- How to incorporate diversity within the classroom
Mentor Observations

Pick an area to focus on:
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

• Handwritten on a yellow pad or WSU template.
• Actionable feedback:
  • I saw this...
  • Work towards...
Observation Tools

Word® Templates found at https://tricities.wsu.edu/education/field-experiences/

Observation Tools

There are multiple ways to document and communicate observations to Teacher Candidates. The following are some tools for your consideration:

- CoEd Student Teacher Observation T-Chart (Word(r) fillable form)
- CoEd Student Teacher Observation Worksheet
- CoEd Field T-Chart Feedback (handwritten form)
- CoEd Field Service Discussion Documentation contains recommended topical conversations with your Teacher Candidate.
At-Risk Candidates

• Be honest, speak kindly and truthfully.
• Communicate concerns directly to the candidate.
• Inform the field supervisor immediately.
At-Risk Teacher Candidates

Step 1: Verbal Conference with written follow-up.
The first step when a teacher candidate demonstrates concerns is a direct conversation with them.

• Be explicit about the concern and provide a timeline in which the teacher candidate is expected to demonstrate improvement. *NOTE* if the concern violates ethical, moral, or legal expectations notify the Field Services Director (john.mancinelli@wsu.edu) immediately.
• Send a “summary of meeting” email as a follow-up to the meeting outlining what was discussed. Keep this email for your records.
At-Risk Teacher Candidates

Step 2: Teacher-candidate plan of improvement.
There are cases where a Teacher-Candidate significantly struggles or demonstrates deficits during their field experiences.

- The Field Supervisor will work in conjunction with the mentor-teacher and Teacher-Candidate to develop a Plan of Improvement. The Field Supervisor may use CoEd Student Improvement Plan to outline a clear track for improvement by the Teacher-Candidate.
- The Plan of Improvement must be submitted to the Office of Field Services: Lindsay Lightner ([llightner@wsu.edu](mailto:llightner@wsu.edu)) for all Alternate Route Teacher-Candidates and Dr. John Mancinelli ([john.mancinelli@wsu.edu](mailto:john.mancinelli@wsu.edu)) for all other Teacher-Candidates.
At-Risk Teacher Candidates

Additional Consequences for At-Risk Teacher Candidate Behavior.
In the event the Teacher Candidate does not make adequate improvement or lack improvement, the Field Director will hold a meeting with the Mentor Teacher, Principal, and Field Supervisor to clarify issues and interview the team.

- The Field Services Director will meet with the Teacher Candidate to discuss the issue. Once interviews are complete, the Field Services Director will determine appropriate next steps including:
  - Reassignment to another mentor teacher.
  - Removal from practicum ("F" for semester grade) and must retake.
  - A specialized intervention.
  - Termination of program.
The Team
Your Field Team

Field Supervisor

Mentor Teacher

Teacher Candidate

Seminar Faculty
Early Practicum Performance Criteria Journal (EPPCJ)

Field Experience Evaluation

Ten Dispositions aligned to the PDEFE/inTASC

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

![Image of Early Practicum Performance Criteria Journal (EPPCJ)]
Early Practicum Performance Criteria Journal (EPPCJ)

Field Experience Evaluation

The teacher candidate completes the narrative in disposition standards 1 – 6.
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.
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.
Mid-term Evaluation Process

1 Week before the mid-term conference.
- Lists evidence in the EPPCJ narrative area of each disposition one through six (1-6).
- Emails the document to the Mentor & Field supervisor to review and consider.

Before the mid-term conference.
- The mentor and supervisor discuss the candidate’s performance in each disposition (10).
- Lists any concerns.
- Scores all ten (10) areas as “Met,” “Not Met,” “Approaching,” “Not Observed.”
- The Mentor and Field Supervisor collaborates on narrative feedback in sections 7 through 10.
- The Field Supervisor prepares the EPPCJ for the conference and either emails the form 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.
**Final Evaluation Process**

1 Week before the final conference.
- Lists evidence in the EPPCJ narrative area of each disposition one through six (1-6).
- Emails the document to the Mentor & Field supervisor to review and consider.

Before the final conference.
- The mentor and supervisor discuss the candidate's performance in each disposition (10).
- Lists any concerns.
- Scores all ten (10) areas as “Met,” “Not,” “Approaching,” “Not Observed.”
- The Mentor and Field Supervisor collaborates on narrative feedback in sections 7 through 10.
- The Field Supervisor prepares the EPPCJ for the conference and either emails the form or brings it to the conference.

At the final 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 final 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.
Example Timelines
Example Timeline

TCH_LRN 402, 401, 405, SPEC_ED 490
Example Timeline - Weekly

TCH_LRN 402, 401, 405, SPEC_ED 490

• Week 1 or 2: Meet with the teacher candidate and field supervisor to review practicum expectations, resources, timelines, and deliverables. Request weekly teaching schedule from the teacher candidate to arrange attendance schedule, observation dates, and times. Schedule observations for the term with the teacher candidate and field supervisor.

• Week 2-6: Observe the teacher candidate and provide written feedback for half of the total required observations.

• Week 7: The Teacher Candidate will send an email to the field supervisor and the mentor with narrative for each of the six (1-6) EPPCJ dispositions. The mentor teacher and field supervisor discuss any areas of concern and agree on scores for all ten dispositions before the mid-term conference with the teacher candidate. The mentor contributes a narrative in sections 7-10 to the field supervisor.

• Week 8: Meet with the teacher candidate and field supervisor to review the mid-term EPPCJ. Sign the mid-term log sheet and EPPCJ and submit them to the teacher candidate.

• Week 9 – 14: Observe the teacher candidate and provide written feedback for the last half of the required observations.

• Week 15: The Teacher Candidate will send an email to the field supervisor and the mentor with narrative for each of the six (1-6) EPPCJ dispositions. The mentor teacher and field supervisor discuss any areas of concern and agree on scores for all ten dispositions before the final conference with the teacher candidate. The mentor contributes a narrative in sections 7-10 to the field supervisor.

• Week 16: Meet with the teacher candidate and field supervisor to review the final EPPCJ. Sign the final log sheet and EPPCJ and submit them to the teacher candidate.
Wrapping it up!
Resources

- [WSU Tri-Cites Field Experience Webpage](#)
- Handbooks/Syllabus (emailed)
- Weekly Newsletter (emailed)
- The Field Supervisor (in person/email/phone)
- Seminar Syllabus & Faculty (candidate)
- Program Coordinators (email/phone)
Upcoming Deadlines

01/09/2023 12:30 PM (East Aud) Early Practicum Orientation (T&L 401, 405, 590, SPEC_ED 490)
01/09/2023 2:00 PM (East Aud) Pre-Internship Orientation (T&L 490/MIT 571)
01/09/2023 7:00 PM (TCOL 202) Mentor Teacher Orientation
01/16/2023 All Day (NA) Martin Luther King Jr Day-(Observe with K-12)
02/20/2023 All Day (NA) President's Day-(Observe with K-12)
02/20/2023 12:00 PM (Email) Mid-term PDEFE/EPPCJ Summary to Field Supervisor and Mentor Teacher
02/20/2023 TBA (TBD) Mid-term signature meeting & paperwork submission to Supervisor
02/27/2023 12:00 PM (Email) Mid-term Packets due to Field Services Office
04/30/2023 12:00 PM (Email) Final PDEFE/EPPCJ Summary to Field Supervisor and Mentor Teacher
04/30/2023 TBA (TBD) Final signature meeting & paperwork submission to Supervisor
05/05/2023 12:00 PM (Email) Final Packet Due to the Field Services Office

Updated based on the current semester/term and sent in the weekly newsletter.
You will do great!

General Questions?

• Contact your field supervisor.
• You received a welcome email with contact information or an update notice.
• Contact the Field Services Office.
• 509-372-7237
• tricities.fieldservices@wsu.edu