



# Early Practicum Mentor Orientation

WSU Tri-Cities Field Services Office

<https://tricity.wsu.edu/education/field-experiences/>



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Thank you for mentoring!



stcu

A special thanks to  
STCU for their  
support!



# Welcome & Introductions

Field Services, Faculty, Supervisors

# Field Services – Tri-Cities



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Field Services Director  
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AR Program Director  
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Chris Gana  
Traditional/MIT Program  
Director  
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# Field Services – System



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Specialist  
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# WSU Tri-Cities Faculty



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Dr. Jonah Firestone  
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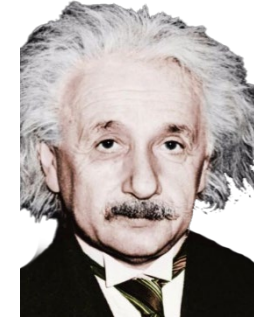
Dr. Eric Johnson  
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Dr. Sarah Newcomer  
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Dr. Judy Morrison  
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Classroom Management**  
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Dr. John Mancinelli  
**Educational Leadership  
Classroom Management**  
John.Mancinelli@wsu.edu



Dr. Kathleen Cowin  
**Educational Leadership**  
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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

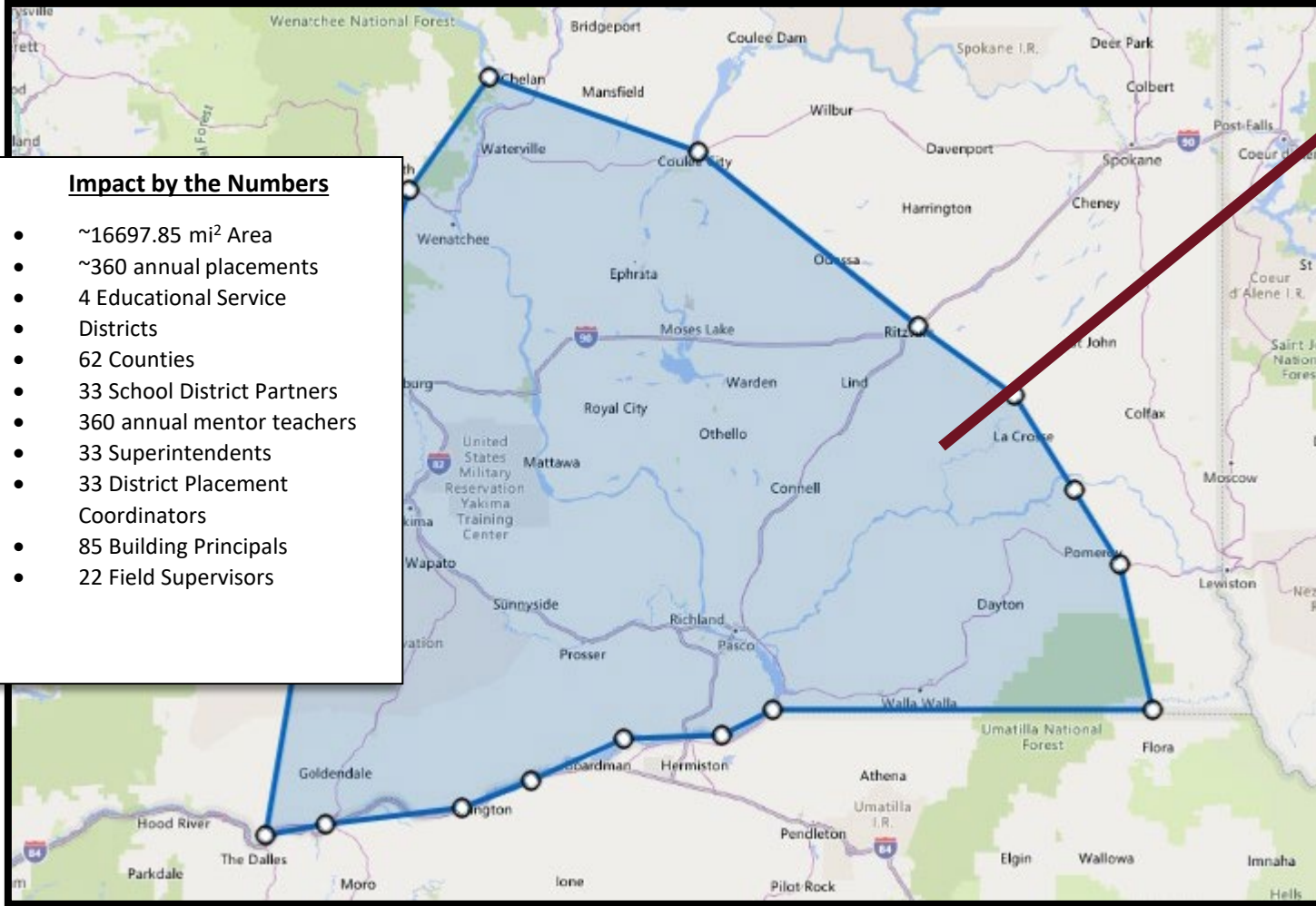




# WSU Tri-Cities Field Supervisors

## Impact by the Numbers

- ~16697.85 mi<sup>2</sup> 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





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# 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 \(e.johnson@wsu.edu\)](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. Judy Morrison \(jamorrison@wsu.edu\)](mailto:jamorrison@wsu.edu) 509-372-7176
- **TCH\_LRN 590** - MIT content experience (16 hrs/wk, 210 hrs total)
  - [Dr. John Mancinelli \(john.mancinelli@wsu.edu\)](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



# 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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- Final EPPCJ (journal) to the mentor and field supervisor.
- Submit mid-term and final completed paperwork to the field supervisor by the assigned deadline.

Adaptations to consider for each candidate:

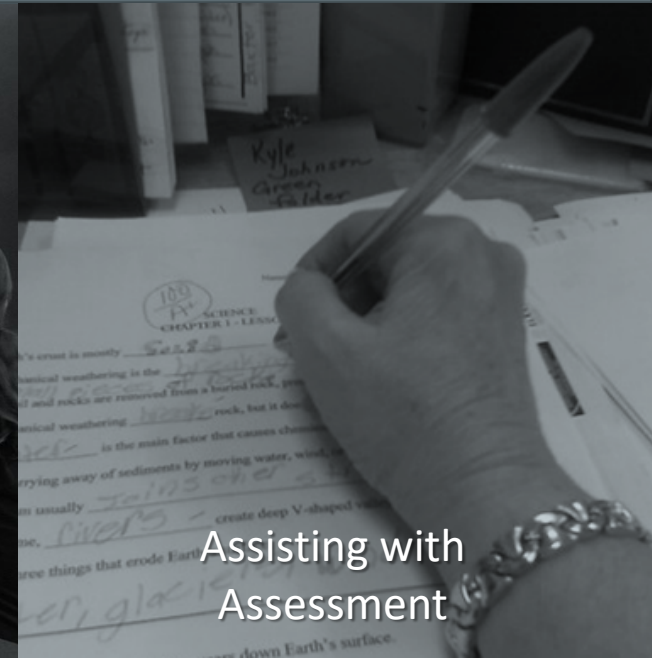
- Field Experience
- Readiness
- Maturity



# 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...



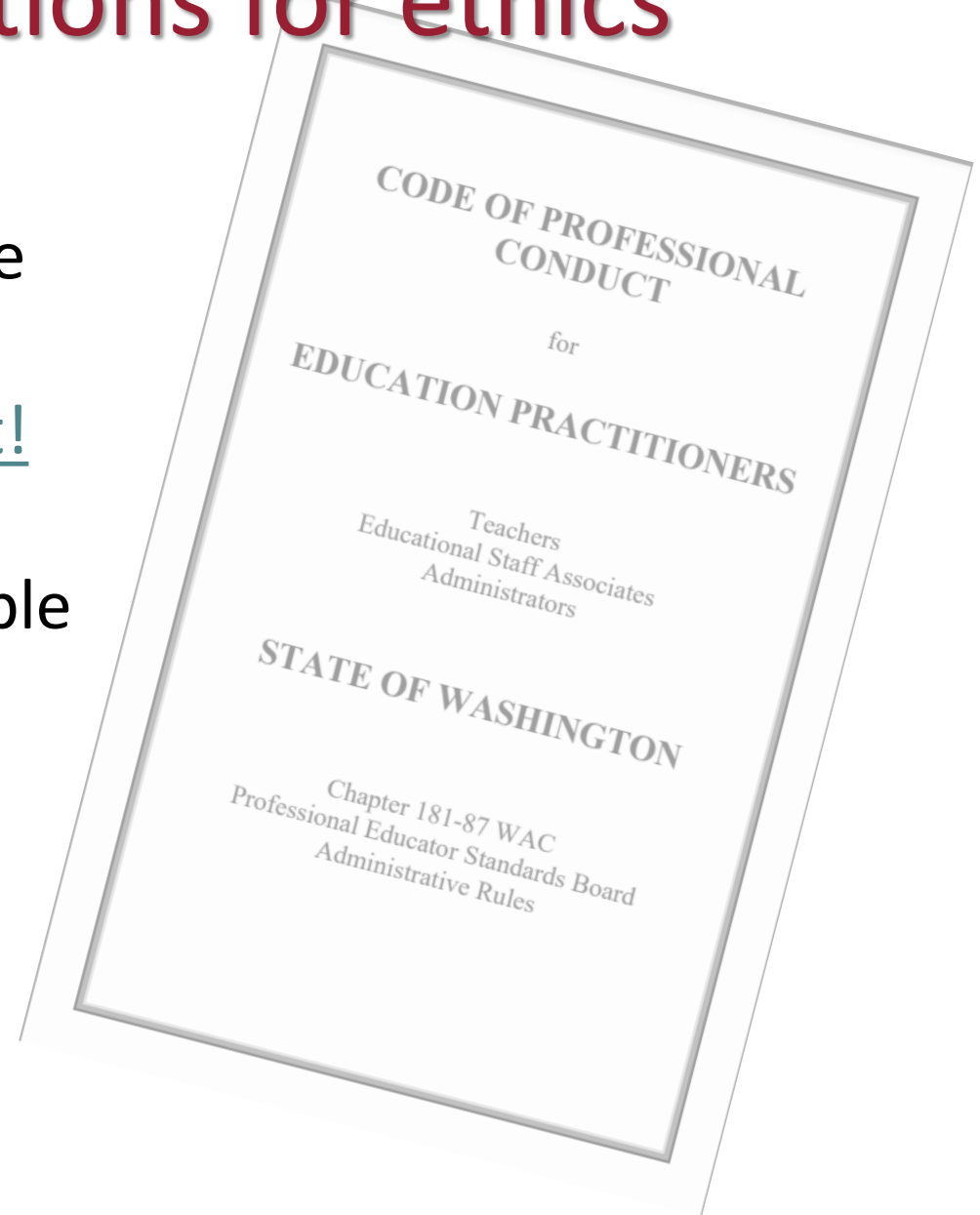
# Teacher Candidate Minimums

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



# Teacher-Candidate Expectations for ethics and confidentiality

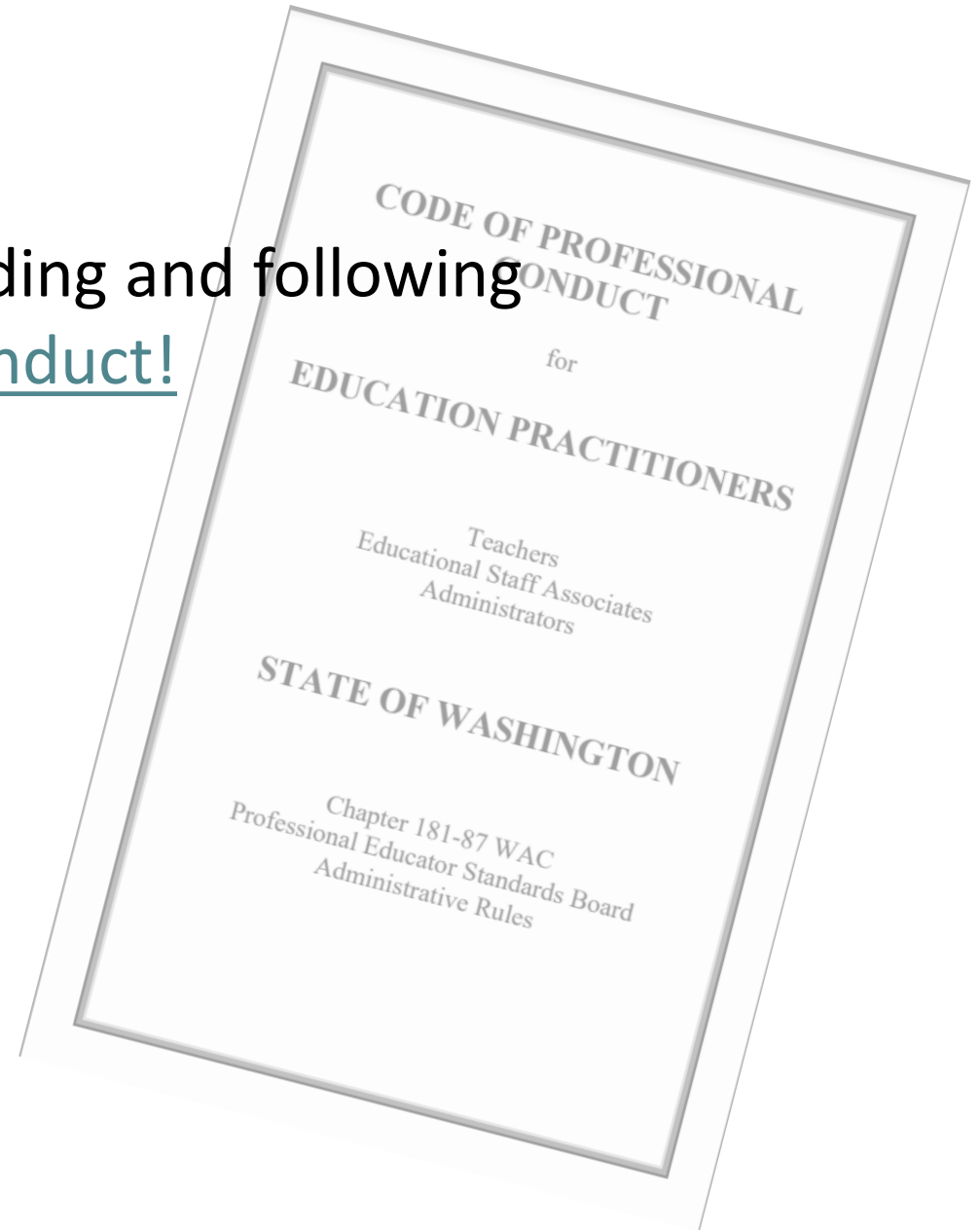
- Code of Conduct: Teacher-Candidates are responsible for reading and following Washington State, [OSPI Code of Conduct!](#)
- FERPA: Teacher-Candidates are responsible for complying with FERPA



# Code of Conduct

- 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  
Positive  
Dress for Success  
Responsible  
Prepared  
Timely  
Reflective  
Confidential





# 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.*





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# 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...

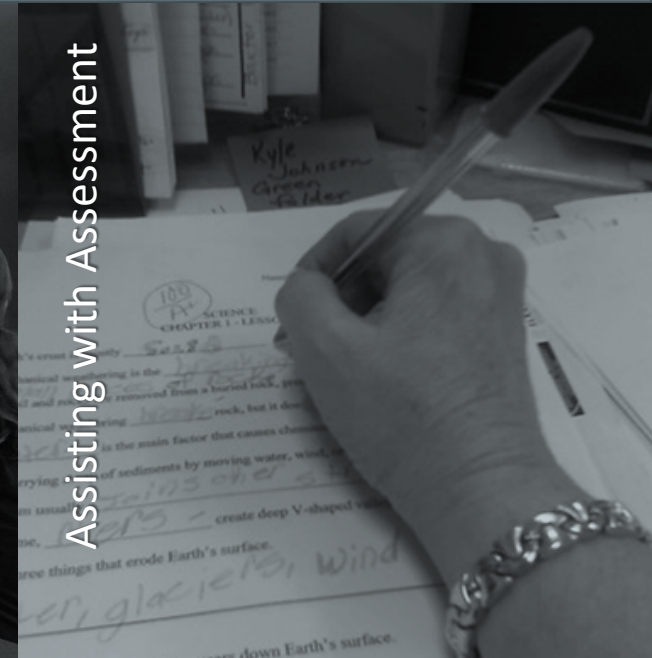




# Your Role –Mentor Tasks

- 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...



# Conversations about Teaching

Word® Templates found at <https://tricity.wsu.edu/education/field-experiences/>

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

Connecting the current practicum with these topics is essential.

#### Early Practica

- TCH\_LRN 401: Bilingual Education/English Language Learners
- TCH\_LRN 402: Literacy & General Orientation
- TCH\_LRN 405: Math and Science
- TCH\_LRN 590: MIT general early practicum
- SPEC\_ED 490: Special Education

#### Pre-Internship (TCH\_LRN 490; MIT 571; TCH\_LRN 469)

- Pre-internships allow the teacher candidate controlled opportunities to integrate all aspects of teaching.

#### Student Teaching Internship (TCH\_LRN 415; MIT 575)

- Student Teaching Internships allow the teacher candidate increasing responsibility to take over large portions of the teaching day.
- Use of the co-teaching model.

#### **Recommended Topics**

##### Planning

- Lesson Planning
- Professional Learning Communities/Teams
- Using Standards
- Creating learning targets
- Using persona connections within lessons.
- Connecting community and cultural assets to learning
- Vocabulary and symbols related to lesson content
- Curriculum

- Supplementing appropriateness
- Pacing charts

##### Instruction

- Instructional Rigor
- Questioning techniques
- Lesson pacing
- Lesson introductions
- Checking for understanding
- Using formative assessment
- Content application and adjustment
- Adjusting your lesson

- Using GLAD/AVID strategies
- Cooperative learning groups
- Classroom logistics that help instruction
- Entry Tasks
- Incorporating technology
- Using manipulatives and representations in instruction.
- Connecting students to their learning.
- Wait time.
- Remediation and extension of learning
- Classroom management supporting instruction
- Whole group vs. small group.
- Differentiation

##### Assessment

- How to use formative assessment.
- Summative assessments
- How to design an assessment
- Using standardized assessments
- Assessment administration
- Exit slips
- Informal vs. formal assessments

##### Classroom Management

- Setting Expectations
- Reinforcing Expectations
- Organizing the classroom.
- Managing resources
- Monitoring behaviors
- Logistics of the classroom (attendance, lunch count)

- Pacing and time management
- Record keeping and documentation
- Classroom design/setup
- Transitions
- Technology
- Classroom signals and cueing (verbal/nonverbal).
- Proximity
- Use of positive and negative reinforcement

##### Communication & Engagement

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

##### Inclusion & Equity

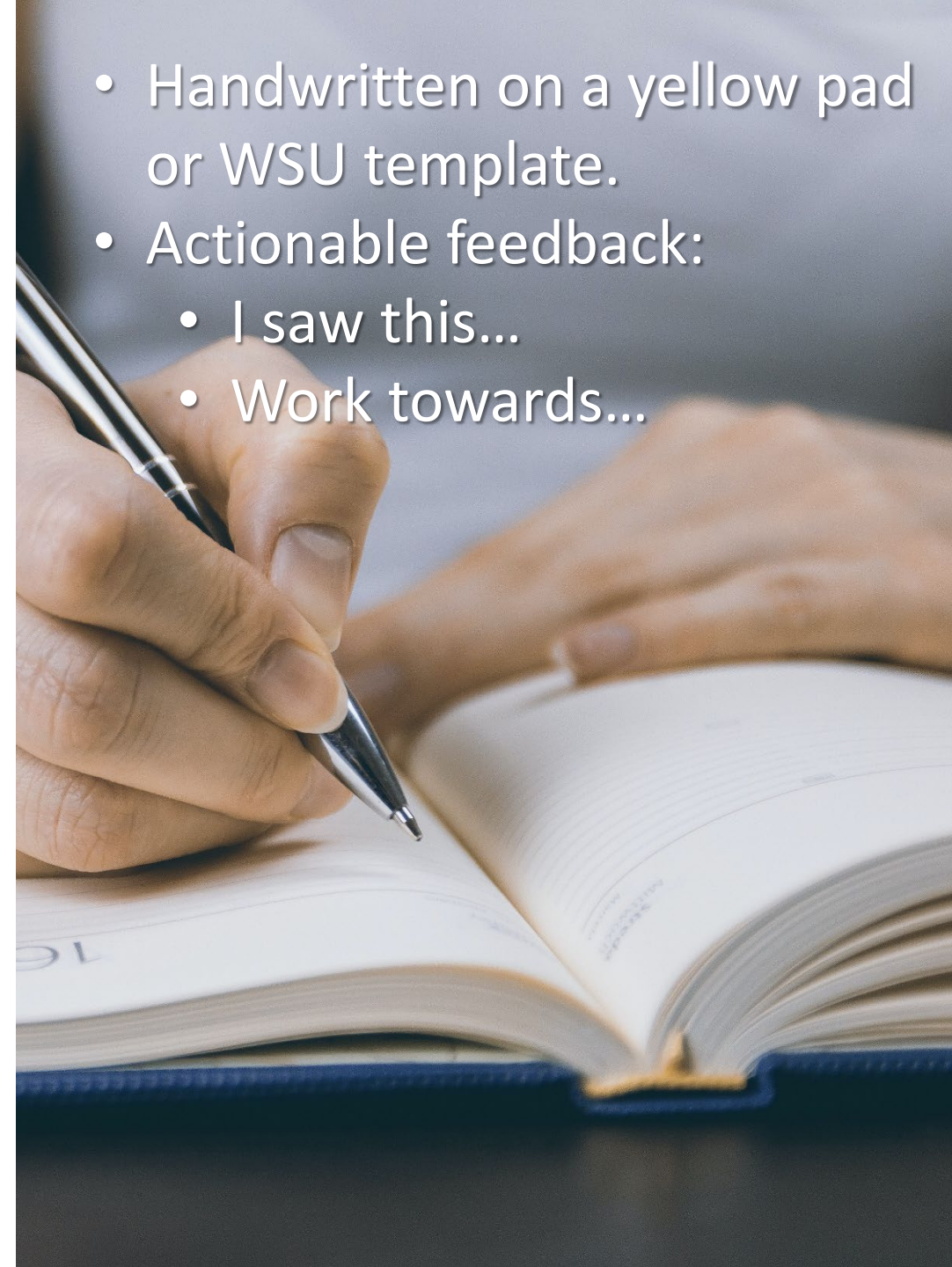
- Individual Education Plan (IEP) applications to the classroom.
- How to work with the Special Education team
- The IEP process
- 504 application to the classroom.
- Monitoring Students
- How to deal with CPS concerns.
- Since Time Immemorial (STI) application to the classroom
- Viewing student background 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://tricity.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](mailto: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.





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# The Team

# Your Field Team



Field Supervisor



Seminar Faculty



Mentor Teacher



Teacher Candidate



# 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



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**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
<b>1. Student Achievement</b> <ul style="list-style-type: none"> <li>A) Observed and became familiar with national, state, and district standards to design high-quality learning targets; B) Observed or 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.</li> </ul>	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 Teacher-Candidate: List at least one example for each letter A-B:	
<b>2. Differentiated Instruction</b> <ul style="list-style-type: none"> <li>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</li> </ul>	provide specific <u>examples</u> for each A-B in your journal, <u>include</u> reflections on what you observed Teacher-Candidate: List at least one example for each letter A-B:	
<b>3. Instructional Strategies</b> <ul style="list-style-type: none"> <li>A) Observed effective pedagogy to create impactful knowledge and skill-building experiences for students; B) Observed mentor planning, execution, and assessment of <u>effectiveness</u> of instruction.</li> </ul>	provide specific <u>examples</u> for each A-B in your journal, <u>include</u> reflections on what you observed Teacher-Candidate: List at least one example for each letter A-B:	
<b>4. Assessment</b>	provide specific <u>examples</u> for each A-B in your journal, <u>include</u> 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.



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

Disposition Standard	Comments	Score
<b>1. Student Achievement</b> <ul style="list-style-type: none"><li>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.</li></ul>	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-B:	
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# 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.



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

Disposition Standard	Comments	Score
<b>1. Student Achievement</b> <ul style="list-style-type: none"><li>A) Observed and became familiar with national, state, and district standards to design high-quality 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.</li></ul>	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-B:	
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# 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.

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**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
<b>1. Student Achievement</b> • 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-B:	<input type="text"/>
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<b>4. Assessment</b>	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:	<input type="text"/>





# 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



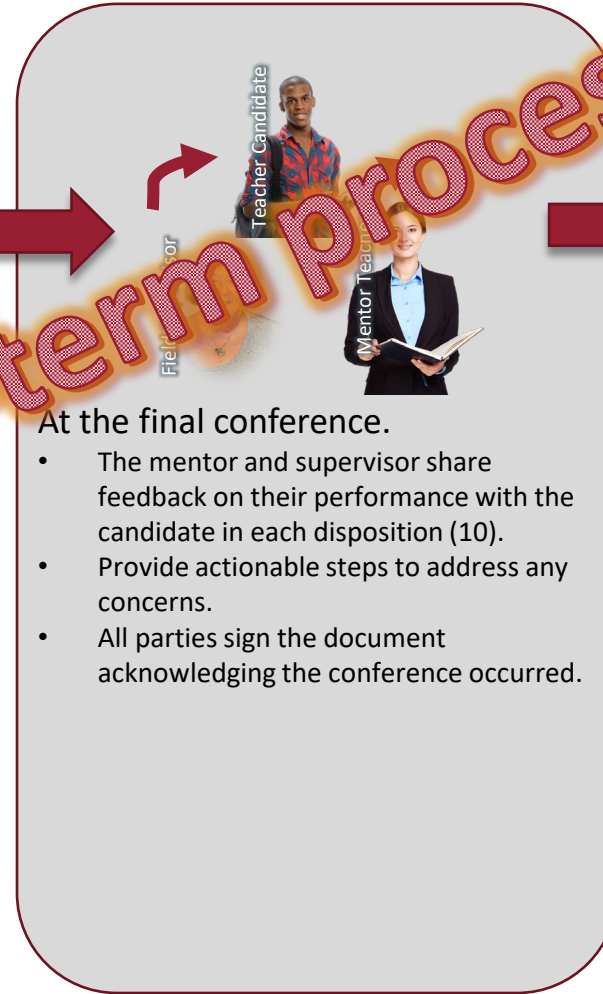
1 Week before the final conference.

- 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 evidence in each
- Score 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 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.



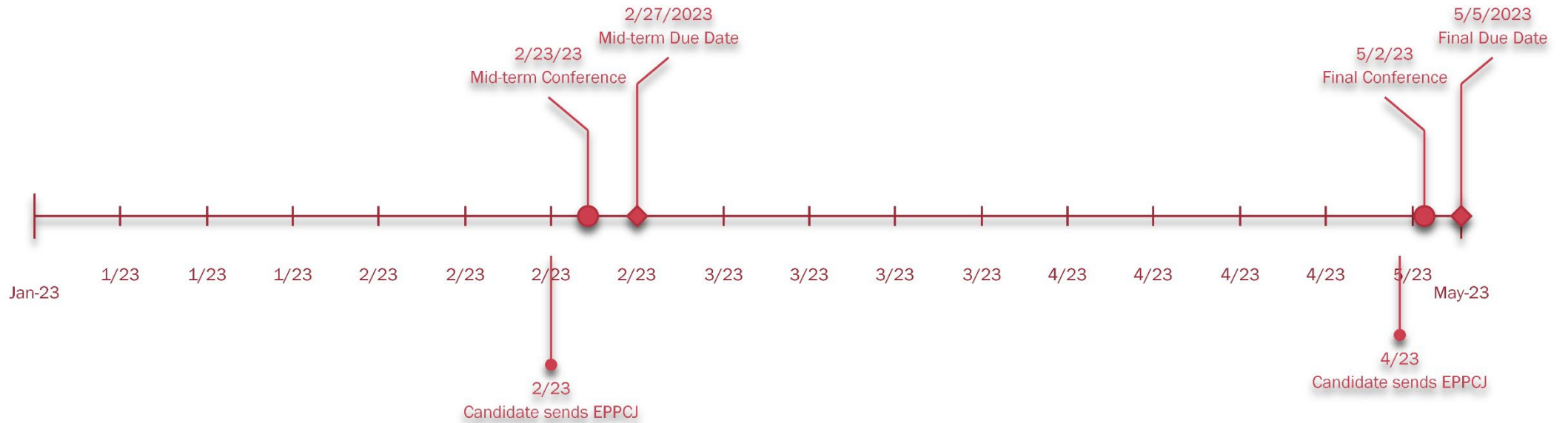
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# Example Timelines



# 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.





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# Wrapping it up!

# Resources

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









# 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
  - [tricityfieldservices@wsu.edu](mailto:tricityfieldservices@wsu.edu)

