Early Practicum
(TCH_LRN 401, 402, 405, 590, SPEC_ED 490)
Teacher Candidate Handbook
Field Experiences Office

Department of Teaching and Learning
Updated: Spring 2023
The College of Education contributes to the theory and practice of the broad field of education and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

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Welcome!

We are pleased to have you as part of the WSU College of Education’s next generation of highly effective educators.

You are about to embark on a process steeped in a long tradition of excellence. School districts from Washington State voluntarily host our teacher candidates because they desire to partner in developing excellent teachers.

Your program coordinators work diligently to remind you about requirements and deadlines. The mentor teachers volunteer to open their classrooms to you as a teacher candidate. The field Supervisors look forward to guiding you through the maturation process of becoming a professional educator. The Field Services Office spends hours coordinating placements, clearances, and training. In short, many people make a great effort to give you field experiences!

As a teacher candidate, you will receive encouragement, coaching, modeling, and guidance throughout the process.

Please use this handbook and refer to it often during your early practicum field experiences.
What is the purpose of field experiences?

The act of teaching is an art form! Many moving parts of teaching are sophistically integrated. This type of professional practice requires hands-on learning in an actual classroom. There is no substitute for this type of learning and it is valuable for creating highly effective teachers.

WSU's field experiences allow the teacher candidates opportunities to apply their newly acquired skills and knowledge found in their coursework. Applying knowledge and skills is often 'messy' and holds unique challenges. Field experiences allow this 'messy' process to occur with guidance from an expert mentor and field supervisor that transforms the 'messiness' into a competent educator.
How are field experiences scheduled?

Washington State certification requirements include a minimum number of field hours and degree completion. WSU education programs ensure that all candidates meet these field hours:

<table>
<thead>
<tr>
<th>Course</th>
<th>Minimum Field Contact Time</th>
</tr>
</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 415</td>
<td>40 hrs/wk, 600 hrs total</td>
</tr>
<tr>
<td>T&amp;L 490</td>
<td>16 hrs/wk, 210 hrs total</td>
</tr>
<tr>
<td>T&amp;L 590</td>
<td>6 hrs/wk, 90 hrs total</td>
</tr>
<tr>
<td>T&amp;L 469</td>
<td>40 hrs/wk, 210 hrs total</td>
</tr>
<tr>
<td>MIT 571</td>
<td>16 hrs/wk, 210 hrs total</td>
</tr>
<tr>
<td>MIT 575</td>
<td>40 hrs/wk, 600 hrs total</td>
</tr>
</tbody>
</table>

Even though state certification requires all teacher candidates field experiences, school districts are not required to take teacher candidates. School districts agree to accept teacher candidates voluntarily. Each school district has its unique internal process, but most school districts rely on teachers volunteering to take on a teacher candidate. On average, each school district in the Columbia Basin Region works with approximately eleven universities to place hundreds of teacher candidates.

WSU Tri-Cities makes approximately 300 placement requests each year.

WSU works closely with school districts to facilitate field experiences:

1. WSU makes a placement request to a school district on behalf of a teacher candidate. WSU must ensure that the candidates complete the required clearances.
2. The school district determines if they have a place to host a teacher candidate and notifies WSU. This process can take a long time (months) to complete. The school district coordinator works with school building principals to find volunteer teachers willing to take teacher candidates.
3. If a school district does not find a placement, they release the request back to WSU. We then place a request with another school district and wait for their
response. Some field placements occur well into the semester – up to five or six weeks.

4. The field experience may be scheduled for the next semester if no school district takes a teacher candidate.

**What are the different types of field experiences?**

WSU has three types of field experiences:

- **Early Practicums (TCH_LRN 401, 402, 405, 590, SPEC_ED 490)**
  *Note* MIT candidates occasionally take 590 in the first two semesters of the program.
  - Semester 1: TCH_LRN 402 (Literacy in the classroom)
  - Semester 2: TCH_LRN 401 (Bilingual Education/English Language Learning)
    OR TCH_LRN 405 (Math or Science Instruction)
    OR SPEC_ED 490 (Special Education Practicum)

- **Pre-Internships (TCH_LRN 490, 469, MIT 571)**
  - Occurs in the third semester of the education program.
  The pre-internship prepares the teacher candidate for the rigor of student teaching. The field experience requires the teacher candidate to be in the classroom part-time (16 hrs/week) for the semester. Over time, the teacher candidate will take over parts of the school day and teach multiple 50-60 minute lessons.

- **Student Teaching Internships (TCH_LRN 415, MIT 575)**
  - Occurs in the final semester of a program.
  The Student Teaching Internship is the capstone course of all education certification programs. Teacher candidates are in the classroom full-time (40 hrs/week) for the semester. Over time, teacher candidates take over the full operation of the classroom and demonstrate the ability to do so autonomously.
Who does your team consist of?

**The Mentor Teacher**

Each school district handles the assignment of mentor teachers differently. However, all individuals serving as a mentor teacher must possess the following qualifications:

1. Successful teaching for at least three years.
2. Washington State Certified.
3. Demonstrate effective instruction, classroom management, assessment, communication, and teamwork as determined by the school district.
4. Be willing to work with a teacher candidate and complete paperwork and evaluations.
5. Be willing to model effective professional behaviors and practices for a teacher candidate.

**The Program Coordinator**

Each teacher preparation program has a coordinator who works closely with WSU students to help facilitate the completion of graduation and certification requirements. If you have programmatic questions, please feel free to direct them to contact:

- Alternate Route Program, Dr. Lindsay Lightner  
  O: 509-372-7366 E: llightner@wsu.edu
- Undergraduate or MIT Programs, Mr. Chris Gana  
  O: 509-742-7474 E: cgana@wsu.edu

**The Field Supervisor**

The University field supervisor represents the university program to our partner K-12 schools. The field supervisor is an instructor, advisor, coach, and evaluator for the teacher candidate and a resource and support person for the mentor teacher.

The field supervisor is in close contact with building personnel, the district coordinator, the WSU Tri-Cities Field Services Director, and the WSU Pullman Office of Field Services and Certification. Field supervisors are frequently called upon to clarify the university program requirements, eliminate misunderstandings, or resolve conflicts.
between the mentor teacher, School District, and the teacher candidate. Most field supervisors possess years of teaching, and many also have years of administrative experience. This experience is a valuable resource for the entire team. The field supervisor is evaluated and reports to the Field Services Director. The field supervisor has the authority to work with the school district, principal, and mentor teacher to adapt the field experience to meet the needs of all parties.

The field supervisor evaluates teacher candidate performance and approves all final documentation.

**The Seminar Faculty**

Concurrent with the field experience, teacher candidates take a seminar course focusing on the field experience. In a seminar, teacher candidates share experiences and problem-solve issues they face. Additionally, they receive training on pedagogical strategies and high-value educational practices. Each seminar has assignments the teacher candidate is expected to complete in their field experience.

- 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
- TCH_LRN 490/MIT 571 – Pre-Internship (16 hrs/wk, 210 hrs total)
  - Dr. Lindsay Lightner (lilightner@wsu.edu) 509-372-7366
- TCH_LRN 415/MIT 575 – Student Teaching Internship (40 hrs/wk, ~600 hrs total)
  - Dr. John Mancinelli (john.mancinelli@wsu.edu) 509-372-7237
Role of the Teacher Candidate

Once a WSU student completes the prerequisites and is accepted into the education program, they become a teacher candidate. The teacher candidate is an emerging educational professional demonstrating skills and knowledge to be an effective teacher. At the end of a teacher candidacy, the mentor teacher and field supervisor evaluate the candidate's demonstration of skills and knowledge outlined by the Professional Disposition Evaluation for Field Experiences (PDEFE). After the student teaching internship, the teacher candidate is recommended for certification based upon their performance and completion of all required steps.

In the early practicum, the PDEFE is modified into the Early Practicum Performance Criteria Journal (EPPCJ – Appendix E). Each of the ten dispositions lists actions you must complete during your early practica. Take the time to review and understand all ten dispositions listed in the EPPCJ.

The following topics will help you be a successful teacher candidate!

*Practice makes perfect!*

As a teacher candidate in an early practicum, you are introduced to many new ideas and skills. It is your responsibility to learn these ideas. When you don't know something, admit it and seek out information. Consult your mentor, field supervisor, faculty, and do your homework!

After gaining knowledge, you must develop the skills to teach and manage learning. Take the time to practice these skills before you walk into your field experience. Present to yourself in front of a mirror, friend, or family member. Do it often and get comfortable working with others.

*Respond to feedback by taking action!*

Part of learning comes from struggling through challenges. Learn to accept that you will need to work hard for a while. A long while, sometimes. Also, learn to take feedback from your mentor and field supervisor with an open mind and willingness to hear what they have to say. Next, do something with the feedback. Demonstrate new or changed behaviors based on this feedback and ask for more!
**Develop your voice**

Many teacher candidates in their early practicum may be quiet and unsure how to self-advocate and present themselves publicly to students, parents, peers, and administration. Speaking with confidence takes practice. So practice!

As mentioned, use your cell phone camera or bathroom mirror to view your appearance as you speak to others. Use your family and friends to practice on. The more you practice and gain experience, you will begin to speak with confidence.

When you need assistance, don't hesitate to ask for help. Anyone on your team, but most near, is your mentor teacher. Ask for their advice often. Your field supervisor holds many years of valuable experience as a teacher and some as a former administrator. They are always available to you.

**Build Relationships**

Being a professional educator means you are in the "people business." This requires you to hold positive and constructive professional relationships with students, teachers, administrators, custodians, secretaries, bus drivers, para-educators, and colleagues.

One of the first relationships you need to nurture is between you and your mentor teacher. They volunteer to host you and accept the time and effort it takes to help you in addition to their regular teaching job. Be grateful and respectful of their time. You do this by being dependable. When you say, you'll be there, show up early and prepared. Let your mentor know your willingness to take critical feedback. You will only get better from honest and direct feedback.

Of course, building professional relationships with your students is very important. This can be tricky for a new teacher candidate. Because your age difference with the k-12 students can be relatively close, you must learn how to establish appropriate boundaries and still have meaningful relationships. Be aware of your surroundings. When with students, have others in the room with you. Keep your proximity from students at a sociably acceptable distance (~3 ft.). Refrain from touching students. Do not contact students or families via social media. Don't allow k-12 students to speak to
you inappropriately. Gently remind them to call you "Mr." or "Miss." Consult your mentor teacher or field supervisor with questions and concerns when in doubt.

In general, view everyone you work with during your field experience as a future job reference or potential boss. Demonstrate your enthusiasm, positive attitude, dependability, and resourcefulness at all times.

**Observe the Modeling of Professional Skills and Behaviors**

Learning the craft of teaching means you will become an expert observer. Watch your mentor and view both the good with the bad. No person is perfect! You are not perfect! A professional, however, is constantly striving for refinement and improvement in what they do.

Learn how to face challenges in teaching with a professional perspective. Hold conversations with your mentor teacher at appropriate times before, during, and after they model a particular skill, action, or event to take advantage of learning opportunities. Begin to understand the rationale behind the mentor's actions and decision-making. In turn, the goal is for you, the teacher candidate, to make sound decisions autonomously.

**Supervision of the Teacher Candidate**

A Washington Certified teacher must supervise teacher candidates at all times. An early practicum teacher students can not substitute for their mentor teacher. They can, however, continue their field experience in a classroom with a certified substitute in the room. They can also visit a colleague's classroom to assist and observe in your absence.

If you, as a teacher candidate, find yourself in a classroom without a certified teacher:

- a) Contact the office to notify the building administrator.
- b) Contact your field supervisor.

**Appropriate Release of Responsibility to the Teacher Candidate**
Just as an athletic coach guides players during a game, a mentor teacher will eventually be on the sidelines providing real-time feedback to the teacher candidate. In your early practicum, you will have limited responsibilities. Below are some examples.

1. Assisting the mentor teacher. You will help the mentor distribute materials, complete tasks, set up the classroom.
2. Tutor a student or small group of students.
3. Complete seminar assignments with students in the classroom.
4. Observe the mentor teacher. When the mentor teacher completes an activity, reflect on what occurred and debrief. Here are some common questions to consider in conversations with a mentor teacher:
   a. What do you think went well and why?
   b. What needs more focus and refinement from your perspective?
   c. What was the level of student engagement during the activity, and how did you know?
   d. What did you think about....?
   e. How could greater student engagement occur in your next lesson?
   f. How many students understood the activity, and how do you know?

Early practicum teacher candidates usually have limited responsibility because they are new to the program. Depending on how many pedagogical and content classes the teacher candidate has under their belt will determine how much release the mentor teacher allows. Work with the field supervisor to determine the teacher candidate’s appropriate level of responsibility.

**Communication with your Mentor Teacher**

Good communication is key to the success of teacher candidates. We encourage teacher candidates to communicate soon, frequently, and directly. To make improvements appropriately, being polite yet direct is necessary in the professional world. We advise you to seek and receive pithy feedback and immediately improve in response. Set up regular meetings to discuss accomplishments and plan for the following week’s activities with your mentor teacher.

**Communications with the Field Supervisor**
Field supervisors typically have a caseload of fifteen to twenty teacher candidates. Because they coordinate with so many schedules, their time is limited. Please coordinate observations and visitations with the field supervisor on their schedule balanced with your limitations. Field supervisors can drop in unannounced as well.

The field supervisor regularly contacts you and the mentor teacher. The field supervisor's observations don't necessarily require the mentor's availability unless previously arranged. For instance, the field supervisor may observe the teacher candidate and plan to connect with the mentor teacher for a few minutes after they meet as the teacher candidate leads the class. The field supervisor may also follow up with the mentor teacher after the observation through email, a phone call, or zoom meeting.

The field supervisor will reach out on occasion to check in with you; however, do not hesitate to reach out to the field supervisor with questions at any point.

**Evaluation Collaboration**

The mentor teacher and field supervisor evaluate the teacher candidate's performance. The mentor and field supervisor can often have quick conversations before or after observations, or they may schedule a time to talk or conduct a conversation via email or zoom. Ultimately, the mid-term and final evaluations reflect the collaboration between the mentor and the field supervisor.

**The Early Practicum**

The Early Practicums are a field experience a teacher candidate has when starting the Teaching and Learning program. These teacher candidates joined the program with few or no pedagogy or content courses. These practicums *acquaint* teacher candidates with the public school environment and, more specifically, content-specific (English Language Learners, Bilingual Learner Education, math, literacy, science, Special Education, etc.) curriculum applicable to the classroom. The focus and emphasis for these experiences are to expose teacher candidates to content standards, design, instruction, and assessment in practice.

**Teacher Candidate Activities**
The teacher candidate's activities depend on the practicum they are taking. For instance, TCH_LRN 402 focuses on literacy in the classroom. In TCH_LRN 402 a teacher candidate will complete assignments about literacy in the classroom during their field experience. The teacher candidate must communicate these assignments to their mentor and field supervisor. Teacher candidates must work with the mentor teacher to adapt the project to the classroom context.

Additionally, teacher candidates are to engage in activities outlined by the "Early Practicum Performance Criteria & Journal" (EPPCJ). These activities align with the national teaching standards.

**Evaluation**

The "Early Practicum Performance Criteria & Journal" (EPPCJ) (see Appendix E) is the evaluation tool for all early field experiences. The criteria come from the Professional Dispositions Evaluation of Field Experiences (PDEFE) and are modified for early practicum students to achieve.

1. The teacher candidate will complete sections 1 through 6 by entering their reflections in the journal during the semester.
2. One week before mid-term and finals, the Teacher candidate will deliver the journal to the mentor teacher and the field supervisor to complete sections 7 through 10.
3. With input from the mentor teacher, the field supervisor will write the narrative in areas 7 through 10 and score all areas (1 through 10).
4. The mentor teacher and field supervisor meet with the Teacher candidate for Mid-term and Finals to review the EPPCJ feedback.
5. The teacher candidate will collect the signed EPPCJ and log sheet after the mid-term or final conferences, convert the document into a PDF®, and submit it to the field supervisor attached to an email (see Appendix G).
6. The field supervisor will submit the mid-term or final version of the EPPCJ to the WSU Tri-Cities Field Services Office.
7. The Field Services Office, upon receipt of the EPPCJ and Log sheet, will issue the grade for the field experience.

**Teacher Candidate Tasks:**
Practicum Level  | Teacher Candidate Tasks
--- | ---
Early Practicum (T&L 401, 402, 405, 590, SPEC_ED 490)  | • Arrange mentor and field supervisor observations.  
• Weekly log sheet signoff  
• Mid-term EPPCJ Evaluation  
• Final EPPCJ Evaluation  
• Seminar Assignments  

- **Approve weekly log sheet** – Each week, the teacher candidate is expected to review their schedule with the mentor to coordinate activities. Mentor teachers are asked to initial each week’s approval at least one week in advance.

- **Observations**—a minimum of 2 written observations  
  Mentors make several observations of the Teacher candidate during an early practicum. Most feedback is offered verbally; however, the college program requires a minimum of two observations with written feedback.

  Written feedback can be done by hand on a notepad or typed in a Word® document. Example observation forms are located in Appendix D.

- **Mid-term and Final Evaluation**: The teacher candidate must provide the EPPCJ to the mentor teacher and field supervisor one week before mid-term and finals with a completed narrative in sections 1 through 6.

- **Mid-term submission**: After the mid-term conference with the field supervisor and mentor, the teacher candidate collects signatures on their logsheet and EPPCJ. Follow the submission directions found in the "Final Packet Instructions" in Appendix G.

- **Final Packet**: The teacher candidate is responsible for managing all paperwork included in the final packet. Follow the directions outlined in the "Final Packet Instructions" found in Appendix G. The mentor teacher and field supervisor is responsible for reviewing and approving the documentation, including:
  - Log sheet: The teacher candidate fills out the time and activities on the weekly log sheet—the mentor initials approval of documented hours.
  - 1 field supervisor observation. The field supervisor takes notes while observing and provides actionable feedback to the teacher candidate.
While the field supervisor may provide more than two written observations, the teacher candidate selects one to submit.

- 2 mentor teacher Observations. The mentor takes notes while observing and provides actionable feedback to the teacher candidate. While the mentor may provide more than two written observations, the teacher candidate selects two to submit.

- Mid-term and Final Evaluation: Early Practicum Performance Criteria Journal (EPPCJ). The teacher candidate writes the narrative in sections 1 through 6 and provides it to their mentor and field supervisor one week before the deadline. The mentor teacher and field supervisor provides feedback in sections 7 through 10 and scores all ten areas.

- **Exit Survey** *(Teacher candidates are sent an email survey from WSU Pullman).* We value and use your feedback to improve our teacher preparation program continuously. When distributed, we ask mentor teachers to complete the survey as soon as possible.

**Suggested Timeline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Teacher candidate</th>
<th>Mentor teacher</th>
</tr>
</thead>
</table>
| 1    | • Meet with the mentor for introductions.  
• Become acquainted with building and classroom expectations.  
• Attend seminar class. | • The mentor teacher and field supervisor meets with the Teacher candidate to review practicum expectations, resources, timelines, and deliverables. The Teacher candidate must provide the field supervisor with a weekly teaching schedule to arrange observation dates and times. |
| 2 - 6| • Observe mentor teacher instruction, planning, assessment, reflection, and interactions with students, parents, peers, and administration. | • The mentor teacher observes the teacher candidate and provides a minimum of one written feedback.  
• The mentor teacher reviews and approves the teacher candidate’s weekly log sheet. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Teacher candidate</th>
<th>Mentor teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Assists with small tasks assigned by the mentor and seminar faculty.</td>
<td></td>
</tr>
</tbody>
</table>
| 7    | • Completes EPPCJ narrative entries in sections 1 through 6.  
       • Submit the completed EPPCJ to the field supervisor and mentor teacher for review. | • The field supervisor and mentor teacher discuss any areas of concern and agree on scores for all 10 areas. The field supervisor enters short feedback and scores on form. |
| 8    | • Meet with the mentor teacher and field supervisor to receive feedback on EPPCJ and recommendations for improvement. | • The mentor teacher and field supervisor meets with the Teacher candidate to discuss the EPPCJ review and scores with recommendations for actionable improvements. |
| 9 – 14 | • Assists with small tasks assigned by the mentor and seminar faculty. | • Observe the Teacher candidate and provide a minimum of one written feedback.  
   |       | • Review and approve teacher candidate’s weekly log sheet. | |
| 15   | • Schedule the final meeting with the mentor teacher and Field supervisor.  
       • Complete the final EPPCJ sections 1 – 6.  
       • Deliver the EPPCJ to the mentor teacher and field supervisor one week before the final meeting. | • Review the EPPCJ. The mentor teacher provides input to the field supervisor in all areas and scores all areas. |
<p>| 16   | • Meet with the mentor teacher and field supervisor for the final evaluation and collect signatures on all documents. | • The mentor teacher and field supervisor provide verbal feedback on the final EPPCJ narrative and scores. |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Teacher candidate</th>
<th>Mentor teacher</th>
</tr>
</thead>
</table>
|      | • After the final evaluation, collect all documents and convert them to PDFs.  
• Submit the final packet to the field supervisor by the deadline. | • The mentor teacher, field supervisor, and teacher candidate signs the required documentation (verifying communication) |
# Appendix A: Spring 2023 Deadline Schedule

<table>
<thead>
<tr>
<th>Deadlines</th>
<th>Details</th>
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<tr>
<td><strong>01/09/2023 12:30 PM (East Aud)</strong></td>
<td>Early Practicum Orientation (T&amp;L 401, 405, 590, SPEC_ED 490)</td>
</tr>
<tr>
<td><strong>01/09/2023 2:00 PM (East Aud)</strong></td>
<td>Pre-Internship Orientation (T&amp;L 490/MIT 571)</td>
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<tr>
<td><strong>01/09/2023 7:00 PM (TCOL 202)</strong></td>
<td>Mentor teacher Orientation</td>
</tr>
<tr>
<td><strong>01/16/2023 All Day (NA)</strong></td>
<td>Martin Luther King Jr Day-(Observe with K-12)</td>
</tr>
<tr>
<td><strong>02/20/2023 All Day (NA)</strong></td>
<td>President’s Day-(Observe with K-12)</td>
</tr>
<tr>
<td><strong>02/20/2023 12:00 PM (Email)</strong></td>
<td>Mid-term PDEFE Summary to field supervisor and mentor teacher</td>
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<tr>
<td><strong>02/20/2023 TBA (TBD)</strong></td>
<td>Mid-term signature meeting &amp; paperwork submission to supervisor</td>
</tr>
<tr>
<td><strong>02/27/2023 12:00 PM (Email)</strong></td>
<td>Mid-term Packets due to Field Services Office</td>
</tr>
<tr>
<td><strong>04/30/2023 12:00 PM (Email)</strong></td>
<td>Final PDEFE Summary to field supervisor and mentor teacher</td>
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<tr>
<td><strong>04/30/2023 TBA (TBD)</strong></td>
<td>Final signature meeting &amp; paperwork submission to supervisor</td>
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<tr>
<td><strong>05/05/2023 12:00 PM (Email)</strong></td>
<td>Final Packet Due to the Field Services Office</td>
</tr>
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Appendix B: Topics for Discussion

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

**Instruction**

- Vocabulary and symbols related to lesson content
- Curriculum
- Supplementing appropriateness
- Pacing charts
- 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
Appendix C: Instructional Frameworks

Washington State uses the Danielson, Marzano, and CEL5D+ frameworks for teacher development and evaluation based on the school districts' negotiated agreement. Use your school district’s instructional framework language when working with your teacher candidate.

**School District List**

https://www.k12.wa.us/educator-support/teacherprincipal-evaluation-program/frameworks-and-student-growth/district-framework-selections

**Danielson**


**Marzano**

https://www.k12.wa.us/educator-support/teacherprincipal-evaluation-program/frameworks-and-rubrics/marzano%E2%80%99s-teacher-evaluation-model

**CEL5D+**

Appendix D: Observation Tools

Reminder: the enclosed templates are not required but a resource for mentor teachers and field supervisors to use.
Teacher Candidate: __________________________ Date: ___/___/___

Master Teacher: ______________ Grade Level/Subject: ______________

General Comments (Class type; format; outside impacts; assumptions; overall context)

Student Engagement (Lesson connection to student backgrounds)

Climate (Positive; Constructive; Risk-taking; Rapport; Orderly; Student Responses; Meaningful Student Activity):

Instruction (Standards-Aligned; Targets; Rigor; Modeling; Visuals; Monitoring; Transitions; Closure; Pacing; Clarity; Academic Language; Differentiation):

Management (Effectiveness; Cues; Discipline; Organization; Awareness)

Teacher-Candidate Presentation (Voice; Posture; Appearance; Eye contact; Assertiveness; Other):

Questions and Wonderings:

Actions/Recommendations for Improvement:
Observation Notes

Teacher Candidate: ____________________ Observer: ____________________

Class format: **Whole Class**

Start Time: ______ AM/PM   End Time: ______ AM/PM   Total Min: ______

School Building: ____________________ Grade level: ______

Additional notes about the lesson:


<table>
<thead>
<tr>
<th>Strengths</th>
<th>Areas for Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Classroom Management


General Comments


Observer ____________________ Title ____________________ Date ______/____/____

Page 28 of 40
Student Teaching
Observation Notes

Teacher Candidate: ________________________
Location: ________________________ Date: __/__/____
Start Time: _______AM/PM End Time: _______AM/PM Total Minutes: ______
Observer: ________________________

Observation Notes

Subjective (Observer's assumptions and questions):

Objective (observable facts witnessed):

Assessment (professional contextualization and prognosis):

Plan:
Things done well...

Focus areas...

Recommendations...
### Professional Disposition Evaluation for Field Experiences (PDEFE) Alignment

<table>
<thead>
<tr>
<th>Disposition Standard</th>
<th>Present in this lesson</th>
<th>Today's Progress</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student Achievement</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Differentiated Instruction</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Instructional Strategies</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Assessment</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Classroom Management</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Communication &amp; Collaboration</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Professional Development</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Seeks Feedback</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Reflection</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Professionalism</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

_________________________________________  __/__/__

Observer  Date
Appendix E: Early Practicum Performance Criteria Journal (EPPCJ)

Please note that there are separate forms for the Mid-term and Final. The attached version is the "final" used for the end-of-term.
Teacher Candidate: ____________________________  Date: __/__/__

Assignment Information:
Practicum Course: ____________________________  School District: ____________________________  Field Supervisor: ____________________________
School Building: ____________________________  Mentor, Teacher: ____________________________

General Comments/Context Statement Completed by Field Supervisor

Performance Standards
Professional Disposition Evaluation for Field Experiences (FDEE) standards are used as the Advanced Practicum and Student Teaching success criteria. Students in an early practicum become acquainted with each standard. What the score means:

“Met” means that you are on track and are encouraged to continue with your growth trajectory.

“Approaching” means that you should seek to develop your skills and knowledge in this area to be prepared for your Advanced Practicum experience.

“Needs Work” means that you demonstrate a significant or consistent need for improvement in this area. While slight progress could be made, this area may impede your readiness for the advanced practicum.

“Not Met” means a lack of consistent evidence to show adequate progress or improvement in this area.

“Not Observed” means there was no consistent evidence to show adequate progress or improvement in this area.

Any score below “Approaching” demonstrates a lack of readiness for the Advanced Practicum and may result in a recommendation to repeat a course and/or NOT to proceed to the Advanced Practicum.

Updated: 12/31/22
**NOTE:** Disposition Standards 1-6 completed by Teacher-Candidate, 7-10 completed by Field Supervisor and Mentor Teacher

<table>
<thead>
<tr>
<th>Disposition Standard</th>
<th>Comments</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Student Achievement</strong></td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>• 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Differentiated Instruction</strong></td>
<td>Teacher-Candidate: List at least one example for each letter A-B: provide specific examples for each A-B in your journal, include reflections on what you observed</td>
<td></td>
</tr>
<tr>
<td>• A) Observed mentor planning and then changing instruction to meet student need; B) Observed mentor integrating formative assessment within lessons to remediate or extend depending on student need.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Instructional Strategies</strong></td>
<td>Teacher-Candidate: List at least one example for each letter A-B: provide specific examples for each A-B in your journal, include reflections on what you observed</td>
<td></td>
</tr>
<tr>
<td>• 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.</td>
<td></td>
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</tr>
<tr>
<td><strong>4. Assessment</strong></td>
<td>Teacher-Candidate: List at least one example for each letter A-B: provide specific examples for each A-B in your journal, include reflections on what you observed</td>
<td></td>
</tr>
</tbody>
</table>

Updated: 12/31/22
5. **Classroom Management**
   - Observed a safe environment through positive relationships, clear boundaries, consistent processes, and logistical planning.
   - Teacher-Candidate: List at least one example
   - Provide specific examples in your journal, include reflections on what you observed

6. **Communication & Collaboration**
   - Observed or practiced building a positive and constructive rapport and enlists students, families, and colleagues in support of learning.
   - Teacher-Candidate: List at least one example
   - Provide specific examples in your journal, include reflections on what you observed

7. **Professional Development**
   - Takes the initiative to see out and successfully complete training through the district or university. Resourceful in finding literature and other learning tools to improve practice.
   - Comments from Mentor/Field Supervisor:

8. **Seeks Feedback**
   - Takes the initiative and demonstrates a welcoming demeanor toward input from
   - Comments from Mentor/Field Supervisor:

**Updated: 12/31/22**
### 9. Reflection
- Utilizes feedback, data, and input for improvement of practices on a regular basis.

<table>
<thead>
<tr>
<th>Comments from Mentor/Field Supervisor:</th>
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</tbody>
</table>

### 10. Professionalism
- Maintains proper boundaries with students and other professionals; attends regularly; prompt; demeanor; initiative; and motivated.

<table>
<thead>
<tr>
<th>Comments from Mentor/Field Supervisor</th>
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**End-of-Term Signatures**

<table>
<thead>
<tr>
<th>Teacher Candidate</th>
<th>Date</th>
<th>Mentor Teacher</th>
<th>Date</th>
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</table>

<table>
<thead>
<tr>
<th>University Supervisor</th>
<th>Date</th>
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</thead>
<tbody>
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<td></td>
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</tbody>
</table>
Directions:

1. The Teacher-Candidate completes standards 1 through 6 during their practicum experience by mid-term and final due dates, (dates set by Field Supervisor). Teacher-Candidate enters more detailed notes on observations and makes reflections in their personal journals.
2. The Teacher-Candidate emails the updated document to their Field Supervisor.
3. The Field Supervisor and mentor discuss the teacher-candidate’s documentation in standards 1 to 6, provide comments/feedback and enter score based on teacher-candidate’s observations and reflections.
4. The Field Supervisor and mentor discuss and score standards 7 through 10 and enter feedback and score.
5. The Field Supervisor and Mentor Teacher meet with the Teacher Candidate to share evaluation and provide feedback in areas of success and needed improvement.
6. All parties sign the document (electronic is acceptable with meeting documentation by the Field Supervisor).
7. Teacher-candidate collects the signed EPPCJ with the final packet for submission.
8. Teacher-candidate scans the document with signatures into a single file.
9. Teacher Candidate names the file:

   [student last name], [student first name][course][SemesterYear]_midterm/final journal.pdf

Doe, Jane_TL402_fall21_Final EPPCJ.pdf

10. Teacher-candidate create an email to their field supervisor with the signed EPPCJ attached as part of the final packet.
11. The Field Supervisor emails a copy to: tricities.fieldservices@wsu.edu with their approval by the deadline
Appendix F: WSU Field Services

WSU Tri-Cities

Dr. John Mancinelli ... WSU Tri-Cities Field Services Director
  O: 509-372-7237       email: John.mancinelli@wsu.edu

Dr. Judy Morrison...... Academic Director
  O: 509-372-7176       email: jamorrison@wsu.edu

Dr. Lindsay Lightner.. Alternate Route Academic Coordinator
  O: 509-372-7366       email: llightner@wsu.edu

Mr. Chris Gana .......... Traditional/MIT Academic Coordinator
  O: 509-742-7474       email: cgana@wsu.edu

WSU Pullman

All mail for the Office of Field Services and Certification should be addressed to:
PO BOX 642114 Pullman, WA 99164-2114. Our Fax number is 509-335-2097

Emily Deen ............... Field Services Director
  O: 509-335-xxxx       email: emily.deen@wsu.edu

Staci Bickelhaupt ...... Certification Coordinator
  O: 509-335-8146       email: sbickel@wsu.edu

Heidi Ritter.............. Program Specialist, Field Services
  School contracts, Vouchers, Clock Hours, Travel Reimbursements
  O: 509-335-0925       email: hritter@wsu.edu

Ashley Burke ............ Program Coordinator, Certification
  Fingerprinting, e-cert, Intern Subs
  O: 509-335-8147       email: nkmurray@wsu.edu

Guy Pitzer ............... Places and Supervises Student Teachers & MITs in Pullman Area
  O: 509-335-4095       email: gapitzer@inlandnet.com

Lori White ............... Pullman Elementary Practicums
  O: 509-335-7984       email: whitel@wsu.edu

Francene Watson...... Pullman Secondary Program
  O: 509-335-5015       email: fwatson@wsu.edu

Jim Johnson ............. Pullman Secondary Program and Supervises Student Teachers in Pullman Area
  O: 509-432-9336       email: jrjohnson@wsu.edu
Kris Nilsson .............. Fiscal Specialist, Dept. of Teaching and Learning (PO Box 642132)  
supervisor Appointments and Payroll  
O: 509-335-5027  
email: knilsson@wsu.edu

**College of Education Leadership**

Mike Trevisan.......... Dean, College of Education  
O: 509-335-4853  
email: trevisan@wsu.edu

Phyllis Erdman .......... Associate Dean for Academic Affairs, College of Education  
O: 509-335-4853  
email: perdman@wsu.edu

Tariq Akmal ............. Chair, Department of Teaching & Learning  
O: 509-335-7296  
email: takmal@wsu.edu

Angie Hammond...... Director, Office of Undergraduate Education  
O: 509-335-4855  
email: angiehammond@wsu.edu
Appendix G: Final Packet Instructions

To receive credit for any practicum or internship, all WSU Teacher Candidates are expected to submit a final packet via email.

**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_Fall21_TL490_Logsheet.pdf (if a PDF file or the extension would be .docx if a Word file)

**Packet Submission Process**

1. Collect the required paperwork with signatures from your Mentor Teacher and Field Supervisor.
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 file to an email.
5. Address the email to your Field Supervisor and send it one week before the term-end.

**Email your documentation files to your Field Supervisor by the deadline appropriate for your semester.**

<table>
<thead>
<tr>
<th>Documentation</th>
<th>When Due</th>
<th>Signatures Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Practicum Log Sheet</td>
<td><strong>Midterm check</strong> • Semster end</td>
<td>• Pre-service student • Mentor teacher</td>
</tr>
<tr>
<td>Name: Lastname, Firstname_Spr23_TL401_Logsheet.pdf</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. 1 University Field Supervisor Observations</td>
<td><strong>Semester end</strong></td>
<td>• Field Supervisor</td>
</tr>
<tr>
<td>Name: Lastname, Firstname_Spr23_TL401_Observations.pdf</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. 2 Mentor Teacher Observations</td>
<td><strong>Semester end</strong></td>
<td>• Mentor teacher</td>
</tr>
<tr>
<td>Name: Lastname, Firstname_Spr23_TL401_Mentor.pdf</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Early Practicum Performance Criteria Journal (EPPCJ) Final Evaluation</td>
<td><strong>Midterm check</strong> • Semester end</td>
<td>• Pre-service student • Mentor teacher • Field Supervisor</td>
</tr>
<tr>
<td>Name: Lastname, Firstname_Spr23_TL401_Final_EPPCJ.pdf</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Due Dates

- Spring Semester
  - Midterm check is due to your field supervisor no later than February 22nd, 2023 to be submitted by the field supervisor to the field service office by February 27th, 2023 at 12 noon.
  - The final Packet is due to your field supervisor no later than May 2nd, 2023 to be submitted by the field supervisor to the field service office by May 5th, 2023 at 12 noon.

**Email your documentation files to your Field Supervisor by the deadline appropriate for your semester.**

Field Supervisors will review and, once approved, forward the packet to Tricities.fieldservices@wsu.edu by the deadline appropriate for the semester.