



WASHINGTON STATE UNIVERSITY
College of Education
TRI-CITIES

Early Practicum

(TCH_LRN 401, 402, 405, 590, SPEC_ED 490)

Teacher Candidate Handbook

Field Experiences Office

Department of Teaching and Learning

Updated: Spring 2024



WASHINGTON STATE UNIVERSITY
College of Education
TRI-CITIES

Early Practicum Teacher Candidate Handbook



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.



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WSU Tri-Cities Field Services Team



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What is the purpose of field experiences?

The act of teaching is an art form! Many moving parts of teaching are sophisticatedly 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:

Course	Minimum Field Contact Time
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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 415	40 hrs/wk, 600 hrs total
T&L 490	16 hrs/wk, 210 hrs total
T&L 590	6 hrs/wk, 90 hrs total
MIT 571	16 hrs/wk, 210 hrs total
MIT 575	40 hrs/wk, 600 hrs total

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)



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- 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:



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- 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 \(e.johnson@wsu.edu\)](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)



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- [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
- **TCH_LRN 490/MIT 571** – Pre-Internship (16 hrs/wk, 210 hrs total)
 - [Dr. Lindsay Lightner \(lindsay.lightner@wsu.edu\)](mailto:lindsay.lightner@wsu.edu) 509-372-7366
- **TCH_LRN 415/MIT 575** – Student Teaching Internship (40 hrs/wk, ~600 hrs total)
 - [Dr. John Mancinelli \(john.mancinelli@wsu.edu\)](mailto:john.mancinelli@wsu.edu) 509-372-7237

Required Clearances for Field Experiences

OSPI Background Checks

The Washington Office of Superintendent of Public Instruction (OSPI) requires that all background checks are approved before all field experiences occur. Updated information about the process is kept here: <https://education.wsu.edu/backgroundclearance/>

Complete the online application for pre-residency. When completed, OSPI's database will reflect your status. You will be informed of the approval via the email you enter. The Field Services office will periodically check your clearance status and notify you if it is not approved. You will not be allowed to begin your field experience until the pre-residency is approved.

Washington and FBI Fingerprint Clearance

Complete the fingerprinting process as outlined (<https://education.wsu.edu/backgroundclearance/>). Since the ESD 123 tends to process fingerprinting approvals quicker than local law enforcement agencies, we recommend making an appointment with ESD 123 (Tri-Cities) as soon as possible.

Liability Insurance

Purchase liability insurance. You must have an insurance policy active the entire time you are placed in a field experience. Follow the guidelines (<https://education.wsu.edu/undergradprograms/teachered/roadmap/liabilityinsurance/>) to purchase insurance. Please send the email receipt that shows your expiration date.

Washington State University Teacher Candidate Safety Guidelines for the COVID-19 Pandemic

Washington State University (WSU) continues to protect the integrity of teacher preparation while also assuring a safe environment for all involved. We continue to seek collaboration with



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diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

The current COVID-19 pandemic has changed operating procedures for schools across the state, the nation, and the world. The Department of Teaching and Learning within WSU's College of Education will maintain recognition, respect, and adaptability for our teacher candidates placed within our partner school districts. We support the leadership within our state that has determined face-to-face learning and open school buildings as essential to the educational and social well-being of K-12 students. Furthermore, the Department of Teaching & Learning recognizes the importance of tending to the social and emotional needs of students. The partnership between school districts and the Department of Teaching & Learning will operate in compliance with all safety procedures set forth by Washington state and partner school districts to combat the spread of COVID 19 and teacher candidates must follow these health and safety requirements and/or guidelines. This includes the expectation that all students have met the vaccination requirement as set forth by WSU policy. Please know that without vaccinations, districts are not obligated to provide a field placement.

Teacher education at WSU is dedicated to the model of teacher preparation that supports K-12 student learning and teacher candidate learning while also endeavoring to be as safe as possible for all stakeholders. As necessary and specific to each school district, WSU teacher candidates will:

- Offer assistance in developing strategies to support the social and emotional well-being of children.
- Help enforce safety guidelines such as social distancing and facial coverings.
- Support mentor teacher strategies of following up on students who need additional support for academic success.
- Adhere to school district policies for helping students who are, for any reason, at a disadvantage in their schooling.
- Follow various co-teaching models that provide further support to students.
- Assist in remote learning activities such as synchronous and asynchronous methods of teaching.
- Practice professionalism by supporting children, teachers, administration, and staff within the school community.

In developing these guidelines, WSU is following state and district guidelines as we seek classroom opportunities to develop the knowledge and skills of teaching for our candidates. While we respect our candidate's personal beliefs, we expect that in this time of uncertainty



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candidates will adhere to Washington State, public health authorities (i.e., federal, state, and local) and school district and university guidelines regarding safety and health.

Our current candidate safety guidelines during the COVID-19 pandemic are intended to be updated as this public health emergency evolves and new health and safety laws, guidelines and/or standards are developed. Please note these guidelines are subject to change throughout the 2022-23 school year, so it is important that candidates closely monitor any new requirements and/or guidelines.

Official WSU Guidelines for COVID-19 Vaccinations

Washington State University (WSU), as the state's land-grant university, has an obligation to serve the public good and promote the health and safety of the communities it serves. The COVID-19 vaccine, now widely available, has been shown to nearly eliminate the chances of death or serious illness related to a COVID-19 infection, and is a critical element in protecting public health locally and worldwide.

Vaccine requirements for students

WSU system-wide will require proof of the COVID-19 vaccination for the 2022–2023 academic year for all students engaging in activities at a WSU campus or location. Students must provide proof of the initial series of COVID-19 vaccination (currently both doses in a two-dose series, or one dose in a single dose series).

WSU strongly recommends that all individuals who ~~are able to can~~ follow the latest guidance on being ~~up-to-date~~up to date on vaccination, including getting a booster and any subsequent booster shots.

Exemptions will be allowed for those with ~~sincerely-held~~sincerely held religious beliefs and documented medical reasons. Information about how to submit proof of vaccination and the process to request an exemption is available on the Cougar Health Services website. (Remember that K-12 schools may require candidates to be fully vaccinated prior to entering their buildings.)

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

1. Teacher candidates will adhere to the WSU and school district vaccination ~~policies~~policies.
2. To combat the spread of COVID-19, the teacher candidate must also be willing to submit to health screenings, social distancing requirements, and other health/safety



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interventions required by law, WSU and/or the assigned school district to combat the spread of COVID-19. These may include:

- a. Daily temperature checks.
 - b. Completion of a questionnaire asking relevant health questions including a daily attestation you do not have symptoms consistent with COVID-19.
 - c. Wearing a facial covering that meets safety specifications.
 - d. Staying home and not being present in the assigned school when ill, a close contact (e.g., family member in the home) is ill, and/or you have been exposed to an individual with COVID-19 or suspected as having COVID-19.
3. While participating in any field experience, a teacher candidate who has come in close contact with a person infected with COVID-19 must immediately report this to the school district designee. The teacher candidate may be required to self-quarantine and/or may need to provide results of a COVID-19 test prior to returning to their assigned classroom.
 4. Teacher candidates must follow all health and safety protocols and may be required to participate in any mandatory ~~training~~ [training](#) implemented by the district.

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!



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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 ~~publically~~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



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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/always.

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/always supervise teacher candidates. An early practicum teacher students can not/cannot 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.



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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, and 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.

Review your upcoming schedule every week with your mentor. Have your mentor initial the schedule that you agree to. Understand that your presence is counted upon by the mentor teacher to achieve the goals set with you. If you do not show up at the times you agree to, you



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can negatively impact the classroom. Only miss your scheduled times in the classroom for medical emergencies or sudden illness. Notify your mentor immediately if you are unable to arrive at your scheduled time and follow-up with your supervisor.

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 Practica are field experiences that a teacher candidate has when beginning 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.

Contact Hours



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The minimum contact hours that a teacher candidate must document are the following:

Course	Minimum Field 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

What activities count towards contact time?

- The actual time you are physically at the school or in the classroom.

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).



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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 via tricities.fieldservices@wsu.edu.
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)	<ul style="list-style-type: none"> • 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 log sheet 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"

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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 provide 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

Week	Teacher candidate	Mentor teacher
1	<ul style="list-style-type: none"> • Meet with the mentor for introductions. • Become acquainted with building and classroom expectations. • Attend seminar class. 	<ul style="list-style-type: none"> • The mentor teacher and field supervisor meet 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	<ul style="list-style-type: none"> • Observe mentor teacher instruction, planning, assessment, reflection, and interactions with students, parents, peers, and administration. 	<ul style="list-style-type: none"> • The mentor teacher observes the teacher candidate and provides a minimum of one written feedback.



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Week	Teacher candidate	Mentor teacher
	<ul style="list-style-type: none"> Assists with small tasks assigned by the mentor and seminar faculty. 	<ul style="list-style-type: none"> The mentor teacher reviews and approves the teacher candidate's weekly log sheet.
7	<ul style="list-style-type: none"> Completes EPPCJ narrative entries in sections 1 through 6. Submit the completed EPPCJ to the field supervisor and mentor teacher for review. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Meet with the mentor teacher and field supervisor to receive feedback on EPPCJ and recommendations for improvement. 	<ul style="list-style-type: none"> The mentor teacher and field supervisor meet with the Teacher candidate to discuss the EPPCJ review and scores with recommendations for actionable improvements.
9 – 14	<ul style="list-style-type: none"> Assists with small tasks assigned by the mentor and seminar faculty. 	<ul style="list-style-type: none"> Observe the Teacher candidate and provide a minimum of one written feedback. Review and approve teacher candidate's weekly log sheet.
15	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Review the EPPCJ. The mentor teacher provides input to the field supervisor in all areas and scores all areas.
16	<ul style="list-style-type: none"> Meet with the mentor teacher and field supervisor for the final evaluation and collect signatures on all documents. After the final evaluation, collect all documents and convert them to PDFs. Submit the final packet to the field supervisor by the deadline. 	<ul style="list-style-type: none"> The mentor teacher and field supervisor provide verbal feedback on the final EPPCJ narrative and scores. The mentor teacher, field supervisor, and teacher candidate sign<u>sign</u> the required documentation (verifying communication)



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Early Practicum Teacher Candidate Handbook

Appendix A: Spring 2024 Deadline Schedule

Commented [JM1]: @Denham, Catherine Michelle add the semester start date and orientations, please.

Spring 2024 Deadlines

- 📅 01/08/2024 12:30 PM (East Aud) Early Practicum Orientation (T&L 401, 405, 590, SPEC_ED 490)
- 📅 01/08/2024 2:00 PM (East Aud) Pre-Internship Orientation (T&L 490/MIT 571)
- 📅 01/08/2024 7:00 PM (TCOL 202) Mentor Teacher Orientation
- 📅 01/15/2024 All Day (NA) Martin Luther King Jr Day-(Observe with K-12)
- 📅 02/16/2024 12:00 PM (Email) Mid-term PDEFE/EPPCJ Summary to Field Supervisor and Mentor Teacher
- 📅 02/16/2024 TBA (TBD) Mid-term signature meeting & paperwork submission to Supervisor
- 📅 02/19/2024 All Day (NA) President's Day-(Observe with K-12)
- 📅 02/21/2024 12:00 PM (Email) Mid-term Packets due to Field Services Office
- 📅 04/23/2024 12:00 PM (Email) Final PDEFE/EPPCJ Summary to Field Supervisor and Mentor Teacher
- 📅 04/23/2024 TBA (TBD) Final signature meeting & paperwork submission to Supervisor
- 📅 04/26/2024 12:00 PM (Email) Final Packet Due to the Field Services Office





Appendix B: Topics for Discussion

The teaching profession is sophisticated and often requires deep conversations by teacher candidates with experienced mentors to understand better 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



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- 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 applications 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 [CELSD+](#) 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

<https://www.k12.wa.us/educator-support/teacherprincipal-evaluation-program/frameworks-and-rubrics/charlotte-danielson%E2%80%99s-framework-teaching-2011>

Marzano

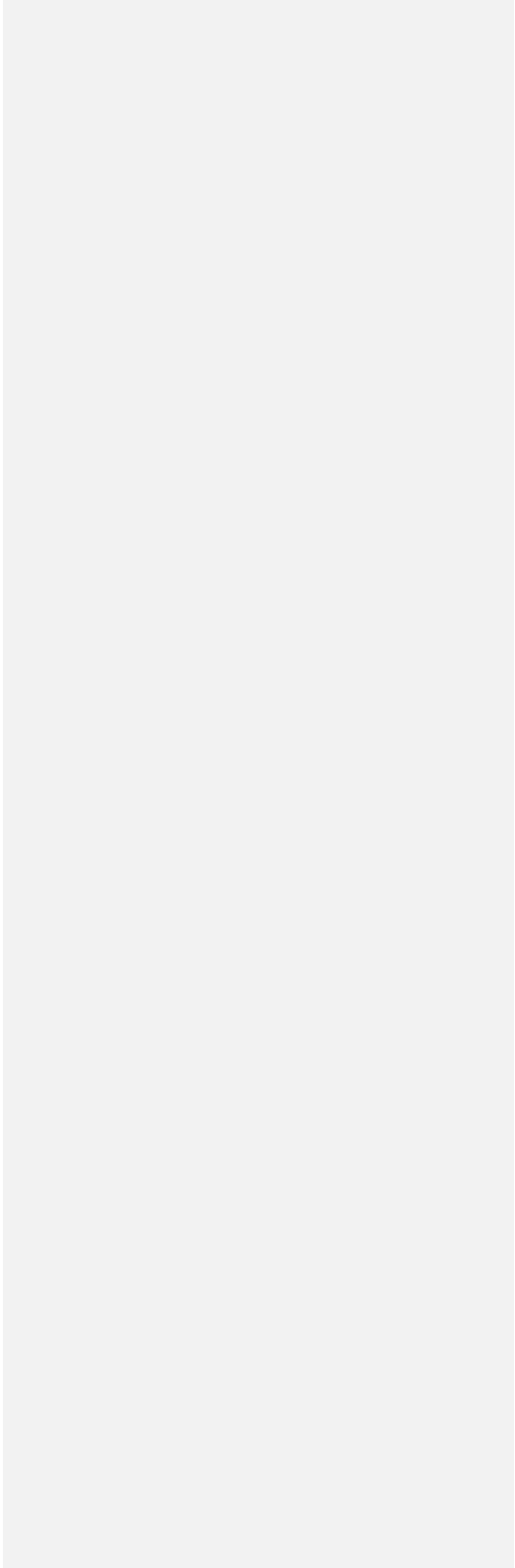
<https://www.k12.wa.us/educator-support/teacherprincipal-evaluation-program/frameworks-and-rubrics/marzano%E2%80%99s-teacher-evaluation-model>

CELSD+

<https://www.k12.wa.us/educator-support/teacherprincipal-evaluation-program/frameworks-and-rubrics/cel-5d-teacher-evaluation-rubric-30>

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:

Strengths	Areas for Growth
Classroom Management	

General Comments

Observer _____ Title _____ Date ____/____/____



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

Disposition Standard	Present in this lesson	Today's Progress	Score
1. Student Achievement	<input type="checkbox"/>	_____	_____
2. Differentiated Instruction	<input type="checkbox"/>	_____	_____
3. Instructional Strategies	<input type="checkbox"/>	_____	_____
4. Assessment	<input type="checkbox"/>	_____	_____
5. Classroom Management	<input type="checkbox"/>	_____	_____
6. Communication & Collaboration	<input type="checkbox"/>	_____	_____
7. Professional Development	<input type="checkbox"/>	_____	_____
8. Seeks Feedback	<input type="checkbox"/>	_____	_____
9. Reflection	<input type="checkbox"/>	_____	_____
10. Professionalism	<input type="checkbox"/>	_____	_____

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.



**Early Practicum
Performance Criteria Journal
FINAL**

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 (PDEFE) 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



**Early Practicum
Performance Criteria Journal
FINAL**

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

Disposition Standard	Comments	Score
1. Student Achievement <ul style="list-style-type: none"> 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	_____
2. Differentiated Instruction <ul style="list-style-type: none"> A) Observed mentor planning and then changing instruction to meet student needs; B) Observed mentor integrating formative assessment within lessons to remediate or extend depending on student need. 	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	_____
3. Instructional Strategies <ul style="list-style-type: none"> 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. 	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	_____
4. Assessment	Teacher-Candidate: List at least one example for each letter A-B:	_____

Updated: 12/31/22



Early Practicum
Performance Criteria Journal
FINAL

<ul style="list-style-type: none"> A) Observed mentor planning and aligning appropriate measurements for student success; B) Observed the use of formative and summative data to plan and adjust instruction. 	<p>provide specific examples for each A-B in your journal, include reflections on what you observed</p>	
<p>5. Classroom Management</p> <ul style="list-style-type: none"> Observed a safe environment through positive relationships, clear boundaries, consistent processes, and logistical planning. 	<p>Teacher-Candidate: List at least one example</p> <p>provide specific examples in your journal, include reflections on what you observed</p>	<p>_____</p>
<p>6. Communication & Collaboration</p> <ul style="list-style-type: none"> Observed or practiced building a positive and constructive rapport and enlists students, families, and colleagues in support of learning. 	<p>Teacher-Candidate: List at least one example</p> <p>provide specific examples in your journal, include reflections on what you observed</p>	<p>_____</p>
<p>7. Professional Development</p> <ul style="list-style-type: none"> 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. 	<p>Comments from Mentor/Field Supervisor:</p>	<p>_____</p>
<p>8. Seeks Feedback</p> <ul style="list-style-type: none"> Takes the initiative and demonstrates a welcoming demeanor toward input from 	<p>Comments from Mentor/Field Supervisor:</p>	<p>_____</p>

Updated: 12/31/22



**Early Practicum
Performance Criteria Journal
FINAL**

peers, students, families, and supervisors.		
9. Reflection <ul style="list-style-type: none"> Utilizes feedback, data, and input for improvement of practices on a regular basis. 	Comments from Mentor/Field Supervisor:	_____
10. Professionalism <ul style="list-style-type: none"> Maintains proper boundaries with students and other professionals; attends regularly; prompt; demeanor; initiative; and motivated. 	Comments from Mentor/Field Supervisor	_____

End-of-Term Signatures

Teacher Candidate / /
Date Mentor Teacher / /
Date

University Supervisor / /
Date

Updated: 12/31/22



**Early Practicum
Performance Criteria Journal
FINAL**

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: tricitie.fieldservices@wsu.edu with their approval by the deadline

Appendix F: WSU Field Services

WSU Tri-Cities

Dr. John MancinelliWSU 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 LightnerAlternate Route Academic Coordinator
O: 509-372-7366 email: lighthner@wsu.edu

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

Ms. Catherine Denham.. Field Services Program Coordinator
O: 509-372-7135 email: catherine.denham@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: 509-335-0925 email: emily.deen@wsu.edu

Staci BickelhauptCertification 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 BurkeProgram Coordinator, Certification
Fingerprinting, e-cert, Intern Subs
O: 509-335-8147 email: nkmurray@wsu.edu

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

Lori WhitePullman Elementary Practicum
O: 509-335-7984 email: whitel@wsu.edu

Francene WatsonPullman 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 NilssonFiscal 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



Final Packet Instructions for Early Practicum

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.

	Documentation	When Due	Signatures Required
1.	Practicum Log Sheet Name: Lastname, Firstname_Spr23_TL401_Logsheet.pdf	<ul style="list-style-type: none"> • Midterm check • Semester end 	<ul style="list-style-type: none"> • Pre-service student • Mentor teacher
2.	1 University Field Supervisor Observations Name: Lastname, Firstname_Spr23_TL401_Supervisor.pdf	<ul style="list-style-type: none"> • Semester end 	<ul style="list-style-type: none"> • Field Supervisor
3.	2 Mentor Teacher Observations Name: Lastname, Firstname_Spr23_TL401_Mentor.pdf	<ul style="list-style-type: none"> • Semester end 	<ul style="list-style-type: none"> • Mentor teacher
4.	Early Practicum Performance Criteria Journal (EPPCJ) Final Evaluation Name: Lastname, Firstname_Spr23_TL401_Final EPPCJ.pdf	<ul style="list-style-type: none"> • Midterm check • Semester end 	<ul style="list-style-type: none"> • Pre-service student • Mentor teacher • Field Supervisor

Updated: 12/13/2021 1:48 PM

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.

Updated: 12/13/2021 1:48 PM