



WASHINGTON STATE UNIVERSITY
College of Education

Department of Teaching and Learning
Washington State University
Pullman, WA 99164-2132

Preservice Teacher's Handbook

A guide for preservice teachers

Block I
TCH_LRN 402
Spring 2023
1 credit
Pass/fail

Practicum begins week of
Jan 30th

Practicum ends week of
April 17th

unless make up time is necessary

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.



Policy for Professional Communication

The faculty members, instructors, and teaching assistants in the Elementary Education program emphasize the importance of effective written and oral communication for teachers. Students of the program are expected to demonstrate that they can meet standards of professional communication on all of their assignments. A student who fails to adhere to conventions of writing (e.g. makes consistent grammatical and/or spelling errors, frequently misuses words or phrases, fails to organize writing in an effective manner) may be required to work with the Writing Center or complete additional coursework. Students who fail to meet expectations after being provided with opportunity for remediation and improvement may be removed from the program. Students will also be held accountable for demonstrating that they are capable of clear and professional verbal communication.

K – 8 Competencies

Teaching & Learning 402 covers the following K-8 competencies:

- *Candidates establish classroom communities that support student learning and positive human relationships.**

- *Candidates design and execute a wide range of instructional plans and strategies that support student learning within and across the curriculum.**

- *Candidates design and implement a wide range of assessment strategies that support student learning within and across academic content areas.**

Overview: The Elementary Program

Washington State University's elementary teacher preparation program is divided into four semester blocks encompassing both academic courses and field experiences. (While a majority of the courses in the program are assigned to a particular block, several classes may be taken in conjunction with either Block I or Block II.) The block sequence is as follows:

- Block I: Provides students with a foundation for understanding and articulating issues related to instructional strategies, literacy, technology, and assessment.

Field Component- 45 hours, K-8 classroom experience

- Block II: Builds on the fundamental principles of Block I and emphasizes effective strategies for teaching Science including the integration of reading and literacy in this content area and addressing special needs students.

Field Component- 45 hours, K-8 classroom experience

- Block III: Ten-weeks of coursework provides students with the tools necessary for teaching math, teaching social studies, and contemporary issues in the public schools.
Advanced Practicum- 4 or 5 week practicum experience provides students with an intensive field experience in which they integrate educational theories with teaching in classroom contexts.

- Block IV: Student Teaching

Preservice Teacher's Roles and Responsibilities

The practicum provides you with an important opportunity to begin your professional development. Preservice teachers enrolled in WSU's teacher preparation program are expected to behave in a responsible and professional manner. The following guidelines address some of the issues for which you will be held accountable:

- **Absences** – It is expected that you will be present in your assigned classroom each week. In the case of an emergency, illness, or accident, you are responsible for notifying your cooperating teacher and field experience coordinator if you are going to be absent or late. **Absences will be made up to the satisfaction of all involved.**
- **Weather Conditions** – The schools prefer that you be resourceful (rather than calling the schools directly) in acquiring information about school closures due to adverse weather conditions.
- **Transportation** – You are responsible for your own transportation to and from the field experience site. It is important for you to be responsible and on time. If you are a passenger in another preservice teacher's vehicle, please be sure you have other arrangements in case she/he is unable to drive to school. If you are driving other preservice teachers in your car, please make sure you contact your passengers as early as possible if you are unable to attend. They will need time to make other arrangements.
- **Sign-in** – You are required to sign in as a visitor in the school office each week when entering and leaving the building. A WSU nametag must be worn when in the school buildings. It is essential that the administration be aware of who is in the building at all times.
- **School Handbook** – Ask to borrow a school handbook from the main office during your first visit. Make sure that you read through the school handbook and follow the policies and procedures while you are in the building.
- **Practicum Evaluation**– The field experience coordinator assigns a grade for practicum. The grade is generally based upon the recommendations of the cooperating teacher. Grades are assigned on a satisfactory (S) or unsatisfactory (F) basis. A preservice teacher receiving a failing grade may, upon recommendation of the Department of Teaching and Learning, be given an opportunity to repeat the practicum experience. In some cases, a failing grade may result in decertification from the program. The preservice teacher is responsible for giving the cooperating teacher the evaluation for completion. The teacher will return the completed evaluation to the school office.
- **Practicum Supervision** – The field experience coordinator will communicate with the cooperating teacher and the preservice teacher periodically throughout the experience. Preservice teachers are responsible for notifying the field experience coordinators of any absences or issues related to the practicum experience.
- **Termination of Field Experience** – The College of Education reserves the right to refuse placement of any student in a field experience or to terminate individual placement, if there is a cause for concern about the fitness of that individual to work with children in a classroom setting.

Expectations

In your role as a preservice teacher, you are expected to meet the following expectations:

- **Be prompt and present:** It is expected that you will be present and on time in your assigned classroom every week. Teachers are on tight schedules to meet the demands of a school day. Teachers plan on your presence in the classroom and will expect you to be a consistent part of their students' learning.
- **Be professional:** Know and adhere to the policies and procedures of the school and the classroom. **Dress like a professional.** Do not show bare mid-drifts and cleavage. Please do not wear jeans, low riding pants, sweats, or short skirts. Do not display studs and body piercing, or tattoos. Appearances that are a distraction or serve as a poor model for children are not acceptable. You could be asked to leave the practicum if not dressed appropriately and would be required to make up the time on a different day.
- **Be respectful:** Show effort, enthusiasm, and respect for the teaching profession and the professionals with whom you are working. It is not your place to confront or question the teacher's judgment, teaching style, or choice of activities. A respectful attitude, an eagerness to learn, and an appreciation for this opportunity will go a long way in creating a professional relationship between you and your cooperating teacher.
- **Be a teacher:** You will be expected to observe the students and your cooperating teacher, take the initiative in working with students individually or in small groups, engage in classroom activities and lessons, be available to assist the students from the classroom to other learning situations (computer lab, specialists, assemblies, library), and to collaborate with your cooperating teacher to complete assignments for this course.
- **Be reflective:** You are expected to reflect on your experiences during this field experience and to make connections to the topics discussed in your methods courses. This is an opportunity for you to analyze and interpret the impact that this experience is having on you as a beginning teacher and the impact that you are having on the other professionals and the students with whom you work.

ASSIGNMENTS

Block I requirements for WSU practicum students:

Classroom Experience

You are required to spend 30+ hours in your assigned classroom during the semester. This should be completed in 3+hour blocks once a week for 10 weeks. Below you will find the requirements that you will be expected to fulfill during the duration of your experience.

* It is expected that you will attend during your assigned time. Special arrangements must be cleared with the field experience coordinator.

Assignments

1. Participate in seminar discussion and activities.
2. Complete the short answer response assignment
3. Give your cooperating teacher the link to the [Practicum evaluation](#).

All assignments must be submitted on the class Canvas site by 4:00 pm April 28th.

Short Answer Response Assignment

How is attendance taken?

How is lunch count taken?

Is there a daily schedule on the board or somewhere else?

What specialists (PE, music, art, etc) do the students go to? How often?

What technology is used in the classroom? Do the students use a computer lab?

Do students use a bathroom/hall pass? How do they obtain it?

Are there parent or other volunteers in the classroom? What tasks do they do?

How are the student desks arranged? Does that ever change?

Where does the teacher do most of the teaching from?

What attention signals are used?

What is hanging on the walls or bulletin boards? Is that used with the students or just for decoration?

List other observations about the classroom that will help you in planning for your own classroom.

Evaluation

Evaluation of the Block I Practicum is an essential component of the experience. Evaluation will be on a satisfactory/fail basis. Satisfactory performance will permit students to continue on to the next phase in the teacher training program. Preservice teachers earning a failing grade will receive remediation or be counseled out of the program.

Seminars are designed to provide students with additional information pertaining to classroom instruction and field experience. Students are required to attend and participate in topics addressed during these seminars. Supplementary reading material has been provided in this packet for reading prior to attending these seminars.

Since this field experience is a university requirement, the final evaluation of the preservice teacher is the responsibility of the university personnel. However, school personnel (teachers and principals) will have the greatest amount of contact and experience with preservice teachers while they are in the classroom, so we will rely heavily upon their assessment.

Evaluation will be based on the qualities of competent teachers. The preservice teacher will provide the cooperating teacher with the final evaluation for grading purposes. The major components of the final evaluation are listed below:

- **Enthusiasm**
- **Interaction with Students**
- **Sensitivity**
- **Classroom Climate**
- **Self-expression**
- **Planning**
- **Lifelong Learning**
- **Assessment Strategies**
- **Attention to Student Needs**
- **Professionalism**

TCH_LRN 402 Practicum Final Evaluation

Preservice Teacher _____

Date _____

Evaluator/Cooperating Teacher _____ Grade _____

(Please include comments below)

<p>1. Professionalism</p> <ul style="list-style-type: none"> ▪ Is punctual ▪ Maintains professional demeanor, behavior and attire ▪ Maintains social contact with students consistent with professional role 	<p>COMMENTS:</p> <p>() At/Above Standard () Approaching Standard () Below Standard</p>
<p>2. Interaction with students</p> <ul style="list-style-type: none"> ▪ Relates positively to students, demonstrating interest, respect, equity, care and good rapport. ▪ Engages students in classroom activities and lessons ▪ Interactions with students are appropriate 	<p>COMMENTS:</p> <p>() At/Above Standard () Approaching Standard () Below Standard</p>
<p>3. Responsibility</p> <ul style="list-style-type: none"> ▪ Comes to class prepared to assist the teacher in daily tasks ▪ Attends regularly 3+ hours a week; on time as scheduled ▪ Makes necessary arrangements to make up absences 	<p>COMMENTS:</p> <p>() At/Above Standard () Approaching Standard () Below Standard</p>
<p>4. Initiative</p> <ul style="list-style-type: none"> ▪ Displays a positive attitude and enthusiasm ▪ Shows initiative in the classroom (seeks information, asks questions, contributes ideas, helps where needed, etc.) ▪ Is self-motivated ▪ Displays a willingness to learn from cooperating teacher ▪ Responds positively to constructive comments made by mentors 	<p>COMMENTS:</p> <p>() At/Above Standard () Approaching Standard () Below Standard</p>

(Please provide specific feedback for performance below standard.)

Did the preservice teacher attend all 10 practicum times? Yes _____ No _____

Has this student fulfilled the teaching expectations of this practicum, and do you recommend they proceed in the teacher training program? Yes _____ No _____ Comments (use back side if necessary):

Cooperating Teacher (Signature) _____

Academic Integrity

“Academic integrity is the cornerstone of higher education. As such, all members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Academic integrity will be strongly enforced in this course. Students who violate WSU’s Academic Integrity Policy (identified in Washington Administrative Code (WAC) 504-26-010(3) and -404) will fail the course and will not have the option to withdraw from the course pending an appeal, and will be reported to the Office of Student Conduct.

Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the definitions of cheating: <http://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010>. If you have any questions about what is and is not allowed in this course, you should ask course instructors before proceeding.

If you wish to appeal a faculty member's decision relating to academic integrity, please use the form available at conduct.wsu.edu.”

Students with Disabilities

We are an institution of higher education and we have a responsibility to inform students with disabilities about the process of accessing reasonable accommodations. The Students with Disabilities syllabus statement is an important part of fulfilling that institutional responsibility, therefore we ask that all teaching faculty include it in every syllabus.

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center. For more information contact a Disability Specialist on your home campus:

Pullman or WSU Online: 509-335-3417 <http://accesscenter.wsu.edu> , Access.Center@wsu.edu

Spokane: <http://spokane.wsu.edu/students/current/studentaffairs/disability/>

Tri-Cities: <http://www.tricity.wsu.edu/diability/>

Vancouver: 360-546-9138 <http://studentaffairs.vancouver.wsu.edu/student-resource-center/disability-services>

Safety and Emergency Notification

Washington State University is committed to enhancing the safety of the students, faculty, staff, and visitors. It is highly recommended that you review the Campus Safety Plan (<http://safetyplan.wsu.edu/>) and visit the Office of Emergency Management web site (<http://oem.wsu.edu/>) for a comprehensive listing of university policies, procedures, statistics, and information related to campus safety, emergency management, and the health and welfare of the campus community.

Classroom Safety Statement

“Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the “Alert, Assess, Act,” protocol for all types of emergencies and the “Run, Hide, Fight” response for an active shooter incident. Remain ALERT (through direct observation or emergency notification), ASSESS your specific situation, and ACT in the most appropriate way to assure your own safety (and the safety of others if you are able).

Please sign up for emergency alerts on your account at MyWSU. For more information on this subject, campus safety, and related topics, please view the FBI’s Run, Hide, Fight video and visit the WSU safety portal.”

WAC 181-78A-270 Approval Standard - Knowledge and Skills:

Washington State University’s Teacher Preparation Program is committed to preparing educators who demonstrate a positive impact on student learning based on the Improvement of Student Achievement Act of 1993 (1209). Teacher candidates shall be taught and evaluated in the areas of effective teaching, professional development, and assessment to inform practice.

COVID-19 Statement

Public health directives may be adjusted throughout the year to respond to the evolving COVID-19 pandemic. Directives may include, but are not limited to, compliance with WSU’s COVID-19 vaccination policy, wearing a cloth face covering, physically distancing, and sanitizing common-use spaces. All current COVID-19 related university policies and public health directives are located at <https://wsu.edu/covid-19/>. Students who choose not to comply with these directives may be required to leave the classroom; in egregious or repetitive cases, student non-compliance may be referred to the Center for Community Standards for action under the Standards of Conduct for Students.

Lauren's Promise – I will listen and believe you if someone is threatening you.

Lauren McCluskey, a 21-year-old honors student athlete, was murdered on Oct. 22, 2018, on the University of Utah campus by a man she briefly dated. *We must all take actions to ensure that this never happens again.*

University Support and Response for Discrimination and Harassment

Discrimination, discriminatory harassment, sexual harassment, and sexual misconduct (including stalking, intimate partner violence, and sexual violence) are prohibited at WSU (see Executive Policy 15 – [WSU Policy Prohibiting Discrimination and Harassment](#), the [WSU Standards of Conduct for Students](#), and relevant employee manuals). WSU has instituted procedures to respond to violations of these laws and standards, programs aimed at the prevention of such conduct, and intervention on behalf of victims. If you are in immediate danger, call 911.

If you are experiencing sexual assault, domestic violence, stalking, discrimination or harassment, **you have support and options**. If you share information with me, please know that I am required to reach out to the Title IX Coordinator in WSU Compliance and Civil Rights (CCR), and CCR will reach out to you with information about on and off campus reporting options and resources. CCR is a system-wide resource (all campuses) which is available for intake consultations for you to learn more about available support. You can reach them directly at 509-335-8288, ccr@wsu.edu, or [report online](#) (anonymous reports accepted).

You can also speak to a victim advocate, a medical provider, or counselor confidentially about your concerns. Advocates help survivors of crime determine their own needs in regards to their physical and emotional health, reporting options, and academic concerns. At no cost, advocates connect survivors to campus and community services, and provide accompaniment to important appointments (court, hospital, and police) and support throughout the process. For a list of confidential victim advocates and medical providers, please visit [CCR Resources](#).

WSU Police Department (WSU PD) officers and campus security will treat victims of sexual assault, domestic violence, stalking, hate crimes, and other crimes with respect and dignity. WSU PD, campus security departments, CCR, and victim advocates can also help you with safety planning.