



WASHINGTON STATE UNIVERSITY
College of Education

TCH LRN 405
Instructional Practicum II

Handbook & Syllabus
A Guide for Teacher Candidates



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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Course Description and Purpose

Course Information

Location:	Date and Time:
Instructor:	Email Address:
Phone:	Office Location:
Office Hours:	Credit Hours:

Prerequisite

For candidates admitted to teacher education (elementary education).

Course Description

Application of educational theories and approaches learned during methods Block I:

- 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.

The connections between the COE Conceptual Framework and TCH LRN 405 include an emphasis on understanding and respecting learners in the diverse cultural context of a clinical classroom placement.

Instructional Methods

This course relies heavily on interactive discussions and collaborative work. All seminar classes will meet in person.

Required Materials

TCH LRN 405 Handbook & Syllabus

University Syllabus

Students are responsible for reading and understanding all university-wide policies and resources pertaining to all courses (for instance: accommodations, care resources, and policies on discrimination or harassment), which can be found in the [University Syllabus](#).

Elementary Program Overview

Washington State University's elementary teacher preparation program is divided into four-semester blocks encompassing academic courses and field experiences. While most 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

Coursework: Provides students with a foundation for understanding and articulating issues related to instructional strategies, literacy, technology, and assessment and tools for teaching math in public schools.

Field Experience: 30+ hours in a K-8 classroom

Block II

Coursework: Builds on the fundamental principles of Block I and emphasizes effective strategies for teaching science, including integrating reading and literacy in this content area, and addressing special needs students.

Field Experience: 30+ hours in a K-8 classroom

Block III

Coursework: Ten weeks of coursework provides students with the tools for teaching social studies and contemporary issues in public schools.

Pre-internship Field Experience: 4 to 6 week field experience provides students with an intensive field experience in which they integrate educational theories with teaching in classroom contexts.

Block IV

Internship Field Experience: 16-week student teaching internship

Field Experience

School Assignment

The TCH LRN 405 instructor will work with Pullman area schools to place students with cooperating mentor teachers. The instructor will account for student schedules, but requests for specific days and times may not be honored.

Required Hours

Teacher candidates are required to spend 30+ hours in their assigned classroom during the semester. This will be completed in 3+ hour blocks once a week for ten weeks.

Mentor Teacher

Washington State University relies on the assistance and support of professionals in the field to ensure our teacher candidates are well-prepared for their future students. Participating Pullman area teachers will serve as mentors and collaborate with the TCH LRN 405 instructor to evaluate the practicum.

Field Supervisor

The TCH LRN 405 instructor will work collaboratively with the mentor teacher to supervise all field experiences.

Termination of Field Experience

The College of Education reserves the right to refuse the placement of any student in a field experience or to terminate individual placement if there is a cause for concern about that individual's fitness to work with children in a classroom setting.

Absences

Teacher candidates are expected to be present in their assigned classrooms each week. In the case of an emergency, illness, or accident, teacher candidates are responsible for notifying their mentor teacher if they will 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

Teacher candidates are responsible for transportation to and from the field experience site. Teacher candidates need to be accountable and on time. If participating in a ride share, please get in touch with passengers and riders as early as possible when absent.

Sign-in

Teacher candidates must sign in as visitors to the school office each week when entering and leaving the building. The administration must be aware of who is in the building.

WSU Identification Badge

Teacher candidates are required to purchase a WSU identification badge from Cougar Card Services located in the Compton Union Building. The cost of the badge is \$10. Teacher candidates will receive a lanyard from the Office of Field Services and Certification. **Badges must always be worn during field experiences.**

Liability Insurance

Proof of liability insurance must be on file before beginning and throughout any field experience. Liability insurance may be purchased online at <https://education.wsu.edu/liabilityinsurance/>.

Pre-Residency Clearance

All WSU students enrolled in a field experience must have a pre-residency certificate clearance. Detailed directions on how to set up your account and apply for the pre-residency certificate can be found at <https://education.wsu.edu/backgroundclearance/>.

Fingerprint Clearance

All WSU students enrolled in a field experience must have FBI fingerprint clearance. Fingerprinting for Pullman-area students takes place in the [Office of Field Services and Certification](#).

School Handbook

Teacher candidates must read the placement school handbook and follow the school policies and procedures while in the building.

Teaching & Learning Expectations

Attendance

This course meets the requirements for state-legislated certification; therefore, students should make all reasonable efforts to attend all class meetings AND field experiences. However, in the event a student is unable to attend a class, it is the responsibility of the student to inform the instructor AND mentor teacher as soon as possible, explain the reason for the absence (and provide documentation, if appropriate), and make up class work missed within a reasonable amount of time if allowed.

Attendance is documented. Missing class meetings or field experiences may result in failure of the class.

Professional Dispositions

The Department of Teaching and Learning at Washington State University uses the Professional Dispositions for Academic Progress (PDAP) to evaluate the dispositions of all its teacher candidates in the classroom and the field. Your professional disposition will be assessed throughout the course. For more information on professional dispositions, visit <https://education.wsu.edu/professionaldisposition/>.

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 professional communication standards on all their assignments. A student who fails to adhere to conventions of writing (e.g., makes consistent grammatical and spelling errors, frequently misuses words or phrases, fails to organize writing effectively) may be required to work with the WSU Writing Center or complete additional coursework. Students who fail to meet expectations after being provided the 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.

Roles and Responsibilities of Teacher Candidates

The practicum provides you with an important opportunity to begin your professional development. Students enrolled in WSU's teacher preparation program are expected to behave responsibly and professionally. The following guidelines address some of the competencies for which you will be held accountable:

Be Prompt and Present

You are expected to 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 expect you to be a consistent part of student learning.

Demonstrate Professionalism

Know and adhere to the school and classroom policies and procedures. **Dress like a professional.** Please do not wear jeans, low-riding pants, midriff tops, sweats, or short skirts or shorts. Do not display studs, body piercings, 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 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 you work with. 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 mentor teacher.

Show Initiative

You will be expected to observe the students and your mentor 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 mentor teacher to complete assignments for this course.

Be Reflective

You are expected to reflect on your experiences in 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 you are having on the other professionals and the students with whom you work.

Learning Outcomes and Assignments

Learning Outcomes

1. Observe and apply educational theories and approaches from Block II coursework during field experiences.
2. Attend to the social and emotional development of students during field experiences.
3. Demonstrate professional dispositions of educators during field experiences.
4. Work respectfully and collaboratively with colleagues and the community to ensure quality instruction for K-8 students.

Course Assignments

1. Participate in ALL seminar discussions and activities.
2. Complete and submit the Social Emotional Learning assignment (Appendix A).
3. Complete and submit an instructional lesson plan and teach the lesson to a small or large group (Appendix B).
4. Complete and submit the Block II Practicum Journal (Appendix C).
5. Provide the mentor teacher with the link to the Practicum Evaluation.
6. Submit the required Exit Slip following the field experience.

Academic Integrity Policy

You are responsible for reading WSU's [Academic Integrity Policy](#), which is based on [Washington State Law](#). If you cheat in your work in this class, you will:

- **Fail the course.**
- Be reported to the [Center for Community Standards](#).
- Have the right to appeal the decision.
- Not be able to drop the course or withdraw from the course until the **appeals** process is finished.

Ask the instructor if you have questions about what you can and cannot do in this course. If you want to ask for a change in the decision about academic integrity, use the [form](#) at the [Center for Community Standards](#) website. You must submit this request within 21 calendar days of the decision.

Course Evaluation

Grades are assigned on a satisfactory (S) or unsatisfactory (F) basis.

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 to the next phase in the teacher training program. Teacher candidates earning a failing grade will receive remediation or be counseled out of the program.

Course Evaluation

Seminars are designed to provide students with additional information about classroom instruction and field experience. Students are required to attend and participate in topics addressed during these seminars. Supplementary assignments and tasks have been provided in this handbook.

Practicum Evaluation

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

Upon recommendation of the Department of Teaching and Learning, a teacher candidate receiving a failing grade may be given an opportunity to repeat the practicum experience but will only be eligible to begin Block II once receiving a passing grade in TCH LRN 405. In some cases, a failing grade may result in decertification from the program. The teacher candidate is responsible for giving the mentor teacher the evaluation for completion. The mentor teacher will return the completed evaluation to the TCH LRN 405 instructor.

Evaluations will be based on the following dispositions:

Professionalism

1. The teacher candidate is punctual.
2. The teacher candidate maintains a professional demeanor, behavior, and attire.
3. The teacher candidate maintains social contact with students consistent with a professional role.

Interaction with students

1. The teacher candidate relates positively to students, demonstrating interest, respect, equity, care, and good rapport.
2. The teacher candidate engages students in classroom activities and lessons.
3. The teacher candidate's interactions with students are appropriate.

Responsibility

1. The teacher candidate comes to class prepared to assist the mentor teacher in daily tasks.
2. The teacher candidate regularly attends 3+ hours a week, on time and as scheduled.
3. The teacher candidate makes necessary arrangements to make up absences.

Initiative

1. The teacher candidate displays a positive attitude and enthusiasm.
2. The teacher candidate shows initiative in the classroom (seeks information, asks questions, contributes ideas, helps where needed, etc.).
3. The teacher candidate is self-motivated.
4. The teacher candidate displays a willingness to learn from the mentor teacher.
5. The teacher candidate responds positively to constructive comments made by mentors.

Course Calendar

Week	Seminar Focus*	Assignment
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		

*Calendar subject to change due to guest speaker schedules

Appendix A: Social Emotional Learning Assignment

Describe the social-emotional curriculum adopted by the school and/or district.

How does the classroom teacher promote an inclusive and equitable environment?

What does the classroom teacher do to aid students in creating connections with peers?

What does the classroom teacher do to show they care about every student?

Are there opportunities for students to take breaks as needed?

What does the classroom teacher do to foster growth mindsets?

Provide an example of how social-emotional learning is embedded in learning tasks and assignments.

Provide an example of how social-emotional learning is embedded in classroom routines.

Describe core competencies of social-emotional learning:

- Self-awareness
- Self-management
- Self-efficacy
- Social awareness
- Social management
- Social efficacy

Appendix B: WSU Lesson Plan Template

Teacher Candidate:	Date:	Estimated Time for Lesson:
Grade/Subject:	Lesson Title/Focus:	

Materials, Resources, and Technology used in this Lesson:

Materials/Resources	
Technology	

Central Focus of Learning Segment (Summary statement of the overarching learning outcomes associated with learning standards and learning objectives):

[State Learning Standard\(s\)](#) (Please select 1 or 2 Learning Standards from content areas):

Learning Targets (Objectives), Language Development, and Assessment:

Learning Targets: Write the objectives in student-friendly language.	How will you provide opportunities for language development for students? Include: Academic vocabulary, Language function, Discourse, & Syntax	Assessment: Describe how you will gather evidence of student thinking, understanding, or performance for this learning target. Include as appropriate: Journal entries, rubrics, reflections, exit slips, etc.

Students' Prior Knowledge or Experiences with the Content of this Lesson:

Sequence of Learning Activities (Beginning, middle, and end - include revisiting the learning target):

Include short descriptions of what the students will be doing (application), placed alongside corresponding teacher actions & minutes. Include major statements (such as definitions or directions, as needed). Include major questions the teacher will ask. Include a motivational intro & strong conclusion.

Sequence of Learning Activities (Incorporate UDL principles):

Minutes	What will the teacher be doing?	What will the student be doing? Further prompt to include both practical planning and learning demands.

Lesson Review:

- How will you differentiate instruction and outcomes to meet the needs of students? Include as appropriate: Universal Design, grouping, ELL, Special Ed., interests, culturally responsive supports, etc.
- What are your supporting theories/principles? (Why are you doing? What you are doing?)
- How will you provide opportunities for student voice? (e.g., student self-assessment, metacognition, choice related to the learning target, peer assessment)
- How does this lesson connect with what students have previously learned and a progression of future learning you have planned?

Reflection (Complete after the lesson is taught) How did the lesson go? Why did you do what you did? What building blocks in student thinking, understanding, and performance did you observe? What needs remediated or extended in future lessons?

Appendix C: Block II Practicum Journal

Teacher Candidate: _____ Start Date: _____ End Date: _____

Mentor Teacher: _____ Grade: _____ Building: _____

Professional Dispositions

Professional Disposition Evaluation for Field Experiences (PDEFE) standards are used as the pre-internship and internship success criteria. Standards are adapted from the Teacher Performance Evaluation Program (TPEP) and the Interstate New Teacher Assessment and Support Consortium (INTASC).

Instructions: Teacher candidates observe and reflect on the following dispositions during the practicum experience. Teacher candidates DO NOT fill out the journal while in the field. Teacher candidates are expected to be fully present during field experiences. Due to the limited extent (3 hours/week) of the practicum, teacher candidates may not observe every disposition. For each disposition not observed, please define the disposition, and provide an example of how you might meet the standard during your student teaching experience.

DISPOSITION STANDARD	OBSERVATION NOTES/EVIDENCE
<p>1. High Expectations/Understanding for Diverse Cultures A) Observed mentor respecting gender, ethnic, and cultural differences. B) Observed or practiced lesson activities that progressed students to high levels of achievement. C) Observed mentor communicate learning standards in student-friendly language. D) Observed mentor setting clear expectations for the learning environment.</p>	<p>A) B) C) D)</p>
<p>2. Differentiation A) Observed mentor provide methods and tools to accommodate all students. B) Observed mentor deliver learning experiences that address individual and whole class needs.</p>	<p>A) B)</p>

<p>3. Instructional Strategies A) Observed mentor use a variety of learning strategies to engage students in learning. B) Observed mentor helping students make connections and asking students questions that require critical thinking. C) Observed mentor identifying which students need additional support or acceleration during learning experiences.</p>	<p>A) B) C)</p>
<p>4. Assessment A) Observed mentor checking for understanding throughout lessons and modifying instruction to improve student learning. B) Observed mentor checking for understanding using student voice to encourage students to monitor their own progress.</p>	<p>A) B)</p>
<p>5. Classroom Environment A) Observed mentor’s positive rapport with students. B) Observed mentor implement strategies, routines, transitions, and procedures to encourage positive learning behaviors. C) Observed mentor fostering an environment that considers the cultural, physical, social-emotional, and intellectual well-being of students.</p>	<p>A) B) C)</p>
<p>6. Communication & Collaboration A) Observed or asked mentor about their communication and collaboration with colleagues and administration to promote student learning and growth.</p>	<p>A)</p>
<p>7. Taking Initiative to Participate and Collaborate A) Observed or asked mentor about their participation in activities outside of the classroom.</p>	<p>A)</p>
<p>8. Requests Feedback A) Asked mentor teacher for suggestions for improvement.</p>	<p>A)</p>

<p>9. Reflection A) Asked mentor teacher questions (at appropriate times) about successful lessons, strategies, and practices.</p>	A)
<p>10. Professionalism A) Attended and arrived on time for all assigned practicum experiences. B) Demonstrated a professional demeanor, behavior, and attire. C) Demonstrated professional communication with students, families, and staff.</p>	A) B) C)

Standards adapted from the Teacher Performance Evaluation Program (TPEP) and the Interstate New Teacher Assessment and Support Consortium (INTASC).

Mark all population groups you worked with during your program:

- | | |
|---|--|
| <input type="checkbox"/> Black or African American | <input type="checkbox"/> Asian |
| <input type="checkbox"/> Hispanic | <input type="checkbox"/> Asian Subcontinent |
| <input type="checkbox"/> Native American or Alaska Native | <input type="checkbox"/> Native Hawaiian or Pacific Islander |
| <input type="checkbox"/> White/non-Hispanic | <input type="checkbox"/> Special Needs Learner |
| <input type="checkbox"/> Other | <input type="checkbox"/> Multilingual Learner |

1. Briefly describe your experiences working with the students marked above (small group instruction, large instruction, observations, etc.).

2. Describe what your mentor or placement school does to actively foster an environment where students have empathy, respect, and understanding for peers who are similar and different from themselves?

3. Did the assignments, assessments, and instructional resources you observed during the practicum allow students to see themselves and see others? How were students' cultural backgrounds, interests, and traditions honored or incorporated into learning activities?

If you did not observe this due to the brief nature of the practicum, describe what you will do to honor and incorporate your students' cultural backgrounds, interests, and traditions into your future learning activities.

Directions

1. Teacher candidate completes and signs the practicum journal.
2. Teacher candidate scans the document with signatures into a single pdf.
3. Teacher candidate names the file: lastname.firstname.405
4. Teacher candidate submits a copy to TCH LRN 405 Canvas course

Teacher Candidate _____
Signature