Preservice Teachers Handbook
A guide for preservice teachers

Block II
TCH_LRN 405
Fall 2021
1 credit
Pass/Fail

Practicum begins week of
Sept 20
Practicum ends week of
Nov 29

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.
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 II 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 practicum experience.

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

Assignments

1. Complete an instructional plan and teach a lesson to a small or large group.

2. Complete written reflection of the lesson you taught. 1-2 pages, double spaced with thoughtful reflection of strengths and weaknesses of your teaching.

3. Give your cooperating teacher a copy of the final evaluation, found in this Handbook or direct to the website. He/she will complete and return it to their school office or email it to whitel@wsu.edu

All assignments must be submitted to the class Canvas site no later than 4:00 pm Dec 10th.
Washington State University Sample Lesson Plan Template

Teacher Candidate: __________________________ Date: __________________________
Grade/Subject: __________________________ Time Allotted for Lesson: __________________________

Lesson Title/Focus:

Materials and Resources and Technology used in this Lesson:

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) and Assessments:

<table>
<thead>
<tr>
<th>In student friendly language</th>
<th>What assessment will be used to measure the learning target(s)? Include rubrics</th>
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Examine your learning targets. How will you provide opportunities for language development for students?

Include: Academic vocabulary, Discourse, & Syntax

Students’ Prior Knowledge or Experiences with the content of this lesson:

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

<table>
<thead>
<tr>
<th>What will teacher be doing?</th>
<th>What will students be doing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Include short descriptions of what the teacher will be doing, and estimated time.</td>
<td>• Include short descriptions of what the students will be doing (application), placed alongside corresponding teacher actions.</td>
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<tr>
<td>• Include major statements (such as definitions or directions, as needed).</td>
<td>• Do not include every word that the students will say.</td>
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<tr>
<td>• Include major questions the teacher will ask.</td>
<td>Remove the bullets above upon completion</td>
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<tr>
<td>• Include motivational intro &amp; strong conclusion</td>
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<tr>
<td>• Do not include every word that the teacher says.</td>
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<tr>
<td><em>Remove the bullets above upon completion</em></td>
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Answer the Questions:

• How will you differentiate instruction and outcomes to meet needs of students?

  Include as appropriate:

  o Universal design, grouping, learning styles/intelligences, 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? (Student self-assessment/metacognition related to the learning target)
  
  Include as appropriate:
  
  o journal entries, rubrics, reflections, exit cards, etc.

• Reflection/ How did the lesson go? (Complete after the lesson is taught)
Evaluation

Evaluation of the Block II 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.
<table>
<thead>
<tr>
<th><strong>1. Professionalism</strong></th>
<th>COMMENTS:</th>
<th>( ) At/Above Standard ( ) Approaching Standard ( ) Below Standard</th>
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<tbody>
<tr>
<td>• Is punctual</td>
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<tr>
<td>• Maintains professional demeanor, behavior and attire</td>
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<tr>
<td>• Maintains social contact with students consistent with professional role</td>
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<tr>
<th><strong>2. Interaction with students</strong></th>
<th>COMMENTS:</th>
<th>( ) At/Above Standard ( ) Approaching Standard ( ) Below Standard</th>
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<tbody>
<tr>
<td>• Relates positively to students, demonstrating interest, respect, equity, care and good rapport</td>
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<td></td>
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<tr>
<td>• Interactions with students are appropriate</td>
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<td></td>
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<tr>
<td>• Engages students in classroom activities</td>
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<tr>
<th><strong>3. Responsibility</strong></th>
<th>COMMENTS:</th>
<th>( ) At/Above Standard ( ) Approaching Standard ( ) Below Standard</th>
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<tr>
<td>• Comes to class prepared to assist the teacher in daily tasks</td>
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<tr>
<td>• Attends regularly 3+ hours a week, on time as scheduled</td>
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<tr>
<td>• Makes necessary arrangements to make up absences</td>
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<tr>
<th><strong>4. Initiative</strong></th>
<th>COMMENTS:</th>
<th>( ) At/Above Standard ( ) Approaching Standard ( ) Below Standard</th>
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<tr>
<td>• Displays a positive attitude and enthusiasm</td>
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<td>• Shows initiative in the classroom (seeks information, asks questions, contributes ideas, helps where needed, etc.)</td>
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<tr>
<td>• Is self-motivated</td>
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<tr>
<td>• Displays a willingness to learn from cooperating teacher</td>
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<tr>
<td>• Responds positively to constructive comments made by mentors</td>
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<tr>
<th><strong>5. Instructional Skills</strong></th>
<th>COMMENTS:</th>
<th>( ) At/Above Standard ( ) Approaching Standard ( ) Below Standard</th>
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<tr>
<td>• Speaks clearly and effectively, varying volume and expression</td>
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<tr>
<td>• Presents instructions clearly</td>
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<tr>
<td>• Makes content relevant to all students</td>
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<tr>
<td>• Comes to class prepared and has materials organized</td>
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<tr>
<td>• Knowledgeable about subject matter</td>
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(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) ____________________________
CONTACT INFORMATION

Practicum Sites

Franklin Elementary
850 SE Klemgard
Pullman, WA 99163
(509) 334-5641
Principal: Stephanie Bray

Jefferson Elementary
1150 NW Bryant
Pullman, WA 99163
(509) 332-2617
Principal: Jim Bruce

Jennings Elementary
N. 1207 Morton St.
Colfax, WA 99111
(509) 397-2181
Principal: Andrew Borders

Kamiak Elementary
1400 NW Terre View Drive
Pullman, WA 99163
(509) 336-7205
Principal: Evan Hecker

Lincoln Middle School
315 SE Crestview
Pullman, WA 99163
(509) 334-3411
Principal: Cameron Grow

Sunnyside Elementary
425 SW Shirley
Pullman, WA 99163
(509) 334-1800
Principal: Pam Brantner

COOPERATING TEACHER CONTACT INFORMATION:

Name:
Phone:
Email:
Best Time to Contact:

Lori White
Field Experience Coordinator
335-7984
whitel@wsu.edu
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.”

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 405 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.

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/disability/
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

Per the proclamation of Governor Inslee on August 18, 2021, masks that cover both the nose and mouth must be worn by all people over the age of five while indoors in public spaces. This includes all WSU owned and operated facilities. The state-wide mask mandate goes into effect on Monday, August 23, 2021, and will be effective until further notice.

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.