



World Class. Face to Face.

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

**ELEMENTARY EDUCATION
ADVANCED PRACTICUM
HANDBOOK**

**TCH_LRN 490
Fall 2021**

2 credits
Pass/Fail

Beginning Date:
When teachers report back to school
(may vary by school district)

Ending Date:
Sept 24, 2021



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.

TCH_LRN 490 Instructor

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Welcome to the Washington State University Advanced Practicum Experience

This handbook provides an overview of the Elementary Education Field Experiences and links to information that will be helpful to the mentor teacher and the WSU preservice teacher. It details the roles and responsibilities of the preservice teacher, mentor teacher, university supervisor, and university instructor for the Advanced Practicum. Forms are included to facilitate successful completion of the practicum requirements.

The Advanced Practicum is particularly important as it comes immediately before student teaching. This experience provides the following for the preservice teachers:

- allows preservice teachers to learn about and experience the culture of schools and the everyday life of classrooms, teachers, and children;
- provides preservice teachers with opportunities to practice their teaching and classroom management skills by teaching lessons and planning with mentor teachers;
- offers preservice teachers the experiences that will enhance their potential for a successful and productive student teaching experience.

Absences: The preservice teacher is responsible for notifying his or her mentor teacher and other designated school personnel if s/he is going to be absent. **Absences will be made up to the satisfaction of all involved.**

Supervision: The supervision of the preservice teacher will be completed by the mentor teacher with regular communication from the instructor and checking in from the university supervisor.

Instructional Time: The preservice teacher is required to plan and teach at least two formal lessons to an entire class during the Advanced Practicum experience. A Lesson Plan format is available for students to download and should be completed before the lessons are taught. The mentor teacher should approve the lesson plans at least two days before the lessons are to occur. The mentor teacher will use the Lesson Plan Observation Forms to evaluate the lesson content and delivery and should provide feedback for the preservice teacher.

The success or failure of the advanced practicum experience depends on the quality of relationships developed between the preservice teacher, mentor teacher, university supervisor, and instructor. Each plays important roles that contribute to the total professional development of the prospective teacher. Continuous communication is the key.

Professional Dispositions Evaluation for Field Experiences (PDEFE): As an institution that prepares teachers, we owe parents, citizens, and our state's P-12 students our best professional judgement and keenest observations when making assessments that could have profound effects in the future. The identification and evaluation of professional dispositions is part of WSU's professional responsibility. The standards have been adapted from the Teacher Performance Evaluation Program (TPEP) and the Interstate New Teacher Assessment and Support Consortium (INTASC).

If significant concerns exist, student teaching may be delayed.

Roles and Responsibilities

Elementary Education TCH_LRN 490 Instructor

The elementary education TCH_LRN 490 instructor will make contact with the mentor teachers in the field. The instructor will be accessible by email and telephone to answer questions, hear concerns, and discuss the preservice teacher's performance. The instructor will collect and review the advanced practicum assignments and the Professional Dispositions Evaluation for Field Experiences (PDEFE) form from the preservice teachers, and record a final grade for the experience.

University Supervisors

The university supervisors will visit the mentor teacher and preservice teacher twice. The purpose of the first visit is to meet with the preservice teacher and the mentor teacher to make sure the practicum is progressing smoothly. The purpose of the second visit is to conference with the preservice teacher and the mentor teacher to discuss the PDEFE form completed by the mentor, and to review any areas that need to be strengthened before returning to student teach. The university supervisor may make additional visits for observations, but is primarily a facilitator and won't officially evaluate the preservice teacher until student teaching.

Mentor Teachers

The College of Education at Washington State University relies on the assistance and support of professionals in the field to insure that our preservice teachers are well prepared for their future classrooms. Without these professionals, we would be unable to provide preservice teachers with the type of authentic experiences they need. We are confident that preservice teachers will be provided with experiences that will enhance their potential for a successful and productive future in education.

The following suggestions are offered to help mentor teachers plan for and work with preservice teachers:

- orient the student to the school and its personnel and as needed acquaint him/her with school policies by sharing schedules, handbooks, curriculum guides, and other pertinent materials;
- prepare K–8 learners for the arrival of the preservice teacher and refer to the preservice teacher as another “teacher” in the classroom;
- model and demonstrate effective instruction by taking time to explain what is taking place in the classroom and why;
- guide the preservice teacher through the use of both formal and informal observations;
- assist in evaluating the preservice teacher's performance throughout the practicum experience;
- help the preservice teacher recognize strengths and overcome weaknesses by providing honest, direct, and constructive feedback;
- provide time for the preservice teacher to visit and confer with other staff members, specialists, and classroom teachers;
- keep open lines of communication between the mentor teacher, preservice teacher, university supervisor, and the course instructor.

Mentor teachers are expected to:

- complete the Lesson Plan Observation Forms and debrief with your preservice teacher;
- complete a PDEFE electronically with evidence (template will be provided) and discuss with the preservice teacher and the University Supervisor at the end of the experience.
 - Lesson Observation forms and PDEFE should be given to the preservice teacher who is responsible for turning them in to the TCH_LRN 490 Instructor.

Preservice Teacher

The preservice teacher is nearing the end of their professional education experience. As such, they are expected to act in a professional, responsible manner that would be consistent with the standards to which classroom teachers are held.

While every placement is different, all preservice teachers should engage in the following:

- an intensive period of growth in personal and professional attitudes, knowledge, and skills;
- an introduction to the auxiliary services of the school and the relationships between these services and the total educational process;
- opportunities to observe and practice effective methods of instruction;
- supervised experiences in planning instructional programs, developing curriculum materials, experimenting with advanced technology, and assessing learners' progress;
- planned experiences for analyzing and reflecting on their own teaching performance and using feedback from others (e.g., mentor teachers, university supervisors, peers, students) to enhance and refine their teaching skill;
- involvement in the academic and extracurricular activities of the school;
- active problem solving in the classroom by drawing upon appropriate theories of learning, assessment, technology, and instruction;
- sequentially comprehensive and complex experiences which will lead to complete responsibility for full-time classroom planning and instruction during student teaching;
- opportunities to work with parents and the school community;
- opportunities for professional growth in order to demonstrate the ability and potential that warrants the recommendation for a teaching certificate.

Evaluation and Grading: The TCH_LRN 490 instructor assigns a grade for the advanced practicum on a satisfactory (S) or unsatisfactory (F) basis as determined by the recommendations of the cooperating teacher and successful completion of the following:

- **minimum of two Lesson Plans**
- **minimum teaching of two formal lessons**
- **minimum of two Lesson Plan Observation Forms (from mentor teacher);**
- **PDEFE from the mentor teacher**
- **Attendance and participation in seminar**

Communication Ladder: If the preservice teacher has concerns about his/her placement, the school climate, or the responsibilities expected of them during the field experience, they should confer with university supervisor and/or course instructor.

- If the mentor teacher or building administrator, has concerns regarding preservice teacher placement or performance during the field experience, they should confer with university supervisor and/or course instructor.
- The Department of Teaching and Learning reserves the right to remove any preservice teacher from any practicum situation when one or more of the following occurs:
 - The mentor teacher and/or the building principal request that the experience be terminated.
 - The University Supervisor indicates that after repeated feedback and observation, documented in writing, sufficient progress is not being achieved.
 - The teacher candidate violates the student Code of Conduct and/or the Professional Dispositions of Teachers (see PDA/PDEFE).

Professional Dispositions Evaluation for Field Experiences (PDEFE)

Advanced Practicum/Pre-Internship

Teacher Candidate Name: _____

WSU ID#: _____

PURPOSE: As an institution that prepares teachers, we owe parents, citizens and our state’s P-12 students our best professional judgement and keenest observations when making assessments that could have profound effects in the future. The identification and evaluation of professional dispositions is part of WSU’s professional responsibility.

DISPOSITION STANDARD	EVIDENCE
<p>1. High Expectations/Understanding Diverse Cultures The teacher candidate centers instruction on high expectations for student achievement through the understanding of individual differences and diverse cultures and communities.</p>	<p>Notes supporting rating: <input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard</p>
<p>2. Differentiation The teacher candidate recognizes individual student learning needs and develops strategies for planning differentiated instruction that supports every student in meeting rigorous learning goals.</p>	<p>Notes supporting rating: <input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard</p>
<p>3. Instructional Strategies The teacher candidate demonstrates effective teaching practices and knowledge of content that use a variety of instructional strategies and technologies to engage learners in critical thinking, creativity and collaborative problem solving focused on the learning targets.</p>	<p>Notes supporting rating: <input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard</p>
<p>4. Assessment The teacher candidate understands and uses both formative and summative methods of assessment, as well as student voice, to engage learners in their own growth, to monitor learner progress and modify instruction to improve student learning.</p>	<p>Notes supporting rating: <input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard</p>
<p>5. Classroom Environment The teacher candidate fosters and manages a safe and positive learning environment using a variety of classroom management strategies that takes into account the cultural, physical, emotional and intellectual well-being of students appropriate to their grade level.</p>	<p>Notes supporting rating: <input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard</p>
<p>6. Communication/Collaboration The teacher candidate communicates and collaborates with colleagues, parents and the school community in an ethical and professional manner to promote student learning and growth.</p>	<p>Notes supporting rating: <input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard</p>
<p>7. Taking Initiative to Participate and Collaborate The teacher candidate takes the initiative to participate and collaborate with learners, families, colleagues, other school professionals and community members to advance their own professional development and contributions to the broader profession.</p>	<p>Notes supporting rating: <input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard</p>
<p>8. Requests Feedback The teacher candidate respectfully and openly requests, accepts and applies feedback for improvement.</p>	<p>Notes supporting rating: <input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard</p>
<p>9. Reflection The teacher candidate reflects on their own practice and progress to improve instruction for all learners.</p>	<p>Notes supporting rating: <input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard</p>
<p>10. Professionalism The teacher candidate demonstrates professionalism by attending all field experiences; arriving on time and departing appropriately; preparing to participate and /or teach; dressing according to building climate, culture and expectations; observing confidentiality; and adhering to school and state code of conduct.</p>	<p>Notes supporting rating: <input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard</p>

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

University Supervisor Signature

Mentor Teacher Signature

Teacher Candidate Signature

Date

Lesson Observation Form

Teacher Candidate _____

Date _____

Mentor Teacher _____

Grade _____

Lesson Plan Topic _____

(Please attach lesson plan)

Area Evaluation	Met	Approaching	Not Met	Not Observe
Lesson Planning and Preparation				
• Written lesson plans show sequence of instruction				
• Materials/equipment are ready when needed				
• Objectives identify and address the appropriate standards				
• Mentor teachers are consulted in preparation of the lesson				
• Lesson plan addresses the needs of diverse student populations				
Learning Engagement/Experiences				
• Introduction/Purpose of the lesson is evident				
• Lesson includes materials/activities for different difficulty levels				
• Transitions are smooth				
• Instruction allows for various learning styles of students				
• Comprehension is checked throughout lesson				
• Questions are responded to appropriately				
• Directions are clear				
• Lesson is summarized and closed effectively				
• Independent practice is provided				
• Learning experiences planned that address individual and whole class needs				
Classroom Management/Grouping of Students				
• A positive learning environment is provided				
• Positive reinforcement is given to students				
• Inappropriate behavior is handled quickly and effectively				
• Consistency is displayed in working with students				
• Voice is effective (e.g., modulation, enunciation, volume)				
Assessment Strategies				
• Clear target(s) and focused purpose are assessed and identified				
• Methods and tools accommodate ALL students				
• Assessment is appropriate for the age group				
• Expectations regarding assessment are communicated to the students				
• Strategies vary with ability levels or special needs of the students				

Comments: Please respond here and give feedback for student improvement and assessment (*use the back of this form for any additional feedback*).

Advanced Practicum Assignments

*Write 2 formal lesson plans, teach those lessons and collect the Lesson Observation Forms from mentor teacher.

*Write 1-2 page reflection for each lesson about how you felt after the lessons were taught.

*Write 1-2 page reflection (4 total) about what you did to meet the dispositions listed below from the PDEFE (found in this handbook).

#5,6,7,9

* Assist the classroom teacher and teach as much as possible throughout the experience.

Assignments must be submitted to Canvas by midnight, Sept 24th.

The preservice teacher is responsible for collecting the lesson observation forms and the completed PDEFE, to turn in at the first seminar.

To receive a P for the course you must complete and submit all assignments, be successful in the classroom according to the PDEFE and attend and participate in weekly seminars after you return to campus for coursework. One unexcused absence from seminar will be allowed.

Syllabus Statements

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>

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.”

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.”

K – 8 Competencies

TCH_LRN 490 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 lesson 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.

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.

Integrative Capstone [CAPS]

Integrative capstone courses bring opportunities for integration, application, and closure to the undergraduate experience, and prepare students for post-baccalaureate work and life-long learning. Occurring in the final year of a student’s degree, the CAPS courses serve as a culminating experience for students to demonstrate achievement of the university’s undergraduate learning goals. CAPS courses may occur within or outside the major, depending on the requirements of a student’s major field of study. Many CAPS courses ask students to demonstrate a depth of knowledge within their chosen academic field of study that integrates its history, core methods, techniques, vocabulary, and unsolved problems. Other CAPS courses require students to apply concepts from their general and specialized studies to personal, academic, service learning, professional, and/or community activities. Other CAPS courses ask students to demonstrate how the methods and concepts of a chosen discipline relate to those of other disciplines through engaging in cross-disciplinary activities. Each type of CAPS course typically involves the production of a major project that demonstrates the student’s cumulative learning toward the bachelor’s degree.