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

WASHINGTON STATE UNIVERSITY

ELEMENTARY EDUCATION
ADVANCED PRACTICUM
HANDBOOK

TCH_LRN 490
Fall 2020

2 credits
Pass/Fail

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

Ending Date:
Sept 24, 2020

*This handbook was updated 8/24/2020 and is subject to change based on changing circumstances caused by the COVID-19 Pandemic
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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All forms and instructions needed to complete the assignments will be available for the preservice teacher on the Blackboard website for TCH_LRN 490 through http://learn.wsu.edu
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.

*Preservice teachers are not placed in buildings where a relative is employed.*

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 (via zoom, email, phone or in person). 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.

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 practicum.

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:
  o The mentor teacher and/or the building principal request that the experience be terminated.
  o The University Supervisor indicates that after repeated feedback and observation, documented in writing, sufficient progress is not being achieved.
  o The teacher candidate violates the student Code of Conduct and/or the Professional Dispositions of Teachers (see PDA/PDEFE).
TCH_LRN 490 Lesson Observation

Preservice Teacher ___________________________________  Date ______________________________

Mentor Teacher ___________________________________  Subject/Grade Level ______________________________

Lesson Plan Topic _______________________________  

(Please attach lesson plan)

<table>
<thead>
<tr>
<th>Area Evaluation</th>
<th>At/Above Standard</th>
<th>Approaching Standard</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Planning and Preparation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Written lesson plans show sequence of instruction</td>
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<tr>
<td>• Materials/equipment are ready when needed</td>
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<tr>
<td>• Objectives identify and address the appropriate standards</td>
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<tr>
<td>• Mentor teachers are consulted in preparation of the lesson</td>
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<tr>
<td>• Lesson plan addresses the needs of diverse student populations</td>
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<tr>
<td><strong>Learning Engagement/Experiences</strong></td>
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<tr>
<td>• Introduction/Purpose of the lesson is evident</td>
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<tr>
<td>• Lesson includes materials/activities for different difficulty levels</td>
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<tr>
<td>• Transitions are smooth</td>
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<tr>
<td>• Instruction allows for various learning styles of students</td>
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<tr>
<td>• Comprehension is checked throughout lesson</td>
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<tr>
<td>• Questions are responded to appropriately</td>
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<tr>
<td>• Directions are clear</td>
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<tr>
<td>• Lesson is summarized and closed effectively</td>
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<tr>
<td>• Independent practice is provided</td>
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<tr>
<td>• Learning experiences planned that address individual and whole class needs</td>
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<tr>
<td><strong>Classroom Management/Grouping of Students</strong></td>
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<tr>
<td>• A positive learning environment is provided</td>
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<tr>
<td>• Positive reinforcement is given to students</td>
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<tr>
<td>• Inappropriate behavior is handled quickly and effectively</td>
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<tr>
<td>• Consistency is displayed in working with students</td>
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<tr>
<td>• Voice is effective (e.g., modulation, enunciation, volume)</td>
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<tr>
<td><strong>Assessment Strategies</strong></td>
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<td></td>
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<tr>
<td>• Clear target(s) and focused purpose are assessed and identified</td>
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<tr>
<td>• Methods and tools accommodate ALL students</td>
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<tr>
<td>• Assessment is appropriate for the age group</td>
<td></td>
<td></td>
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<tr>
<td>• Expectations regarding assessment are communicated to the students</td>
<td></td>
<td></td>
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<tr>
<td>• Strategies vary with ability levels or special needs of the students</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Disposition Standard</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. High Expectations/Understanding Diverse Cultures</strong></td>
<td>Notes supporting rating:</td>
</tr>
<tr>
<td>The teacher candidate <strong>centers instruction</strong> on high expectations for student achievement through the <strong>understanding</strong> of individual differences and diverse cultures and communities.</td>
<td>☐ At/Above Standard ☐ Approaching Standard ☐ Below Standard</td>
</tr>
<tr>
<td><strong>2. Differentiation</strong></td>
<td>Notes supporting rating:</td>
</tr>
<tr>
<td>The teacher candidate <strong>recognizes</strong> individual student learning needs and <strong>develops</strong> strategies for planning differentiated instruction that supports every student in meeting rigorous learning goals.</td>
<td>☐ At/Above Standard ☐ Approaching Standard ☐ Below Standard</td>
</tr>
<tr>
<td><strong>3. Instructional Strategies</strong></td>
<td>Notes supporting rating:</td>
</tr>
<tr>
<td>The teacher candidate <strong>demonstrates</strong> 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.</td>
<td>☐ At/Above Standard ☐ Approaching Standard ☐ Below Standard</td>
</tr>
<tr>
<td><strong>4. Assessment</strong></td>
<td>Notes supporting rating:</td>
</tr>
<tr>
<td>The teacher candidate <strong>understands</strong> and <strong>uses</strong> 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.</td>
<td>☐ At/Above Standard ☐ Approaching Standard ☐ Below Standard</td>
</tr>
<tr>
<td><strong>5. Classroom Environment</strong></td>
<td>Notes supporting rating:</td>
</tr>
<tr>
<td>The teacher candidate <strong>fosters</strong> and <strong>manages</strong> 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.</td>
<td>☐ At/Above Standard ☐ Approaching Standard ☐ Below Standard</td>
</tr>
<tr>
<td><strong>6. Communication/Collaboration</strong></td>
<td>Notes supporting rating:</td>
</tr>
<tr>
<td>The teacher candidate <strong>communicates</strong> and <strong>collaborates</strong> with colleagues, parents and the school community in an ethical and professional manner to promote student learning and growth.</td>
<td>☐ At/Above Standard ☐ Approaching Standard ☐ Below Standard</td>
</tr>
<tr>
<td><strong>7. Taking Initiative to Participate and Collaborate</strong></td>
<td>Notes supporting rating:</td>
</tr>
<tr>
<td>The teacher candidate takes the <strong>initiative</strong> 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.</td>
<td>☐ At/Above Standard ☐ Approaching Standard ☐ Below Standard</td>
</tr>
<tr>
<td><strong>8. Requests Feedback</strong></td>
<td>Notes supporting rating:</td>
</tr>
<tr>
<td>The teacher candidate respectfully and openly <strong>requests</strong>, <strong>accepts</strong> and <strong>applies</strong> feedback for improvement.</td>
<td>☐ At/Above Standard ☐ Approaching Standard ☐ Below Standard</td>
</tr>
<tr>
<td><strong>9. Reflection</strong></td>
<td>Notes supporting rating:</td>
</tr>
<tr>
<td>The teacher candidate <strong>reflects</strong> on their own practice and progress to improve instruction for all learners.</td>
<td>☐ At/Above Standard ☐ Approaching Standard ☐ Below Standard</td>
</tr>
<tr>
<td><strong>10. Professionalism</strong></td>
<td>Notes supporting rating:</td>
</tr>
<tr>
<td>The teacher candidate <strong>demonstrates</strong> 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.</td>
<td>☐ At/Above Standard ☐ Approaching Standard ☐ Below Standard</td>
</tr>
</tbody>
</table>

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

☐ This teacher candidate is ready for student teaching

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University Supervisor Signature

Mentor Teacher Signature

Teacher Candidate Signature

Date
Advanced Practicum Assignments

The preservice teacher is encouraged to assist the classroom teacher and teach as much as possible throughout the experience.

**With the current situation of distance learning in most districts, the assignments will be flexible this semester.**

If the opportunity is there for the pre-service teacher to write lessons and/or teach lessons, the mentor teacher is encouraged to complete the Lesson Observation Form.

Complete Context for Learning in elementary Math or Literacy

Complete reflection paper using guiding questions provided on Blackboard

**Below is a list of possible activities the practicum students could engage in:**

- join zoom sessions and help monitor break out rooms or just observe and learn from the mentor
- make videos for student use
  - Reading books, number talks, literacy strategies, etc.
- tutor small group or one on one via zoom – (record the session for everyone’s protection)
- teach lessons to the class
- make videos for parents and/or students about using technology
- record sight words or reading passages for students to listen to
- help teachers create videos with embedded links for giving directions, etc.
- help with assessing students individually (example: sight words in younger grades)
- gathering information/activities for learning packets

All forms and instructions can be found at the course Blackboard site through [http://learn.wsu.edu](http://learn.wsu.edu)

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 via Zoom. One unexcused absence from seminar will be allowed.
TCH_LRN 490 Seminar Schedule
Fridays 9:10-11:10
Oct 2 – Dec 4

Seminar #1
Welcome Back
Practicum Assignments
Our Time Together
Table Discussions
Whole group sharing
edTPA overview edTPA Handbooks Elementary Literacy and Elementary Mathematics

Assigned reading for Seminar #2: edTPA Task 1, Context for Learning, Glossary of Terms

Seminar #2
490 Field Assignment
  Context for Learning Information
  Table Discussion
edTPA
  Task 1 Planning for Instruction and Assessment Discussion
  Task 1 Activity

Assigned reading for Seminar #3: edTPA Task 2; Video Guidelines and Consent Forms at: education.wsu.edu/field/edtpa

Seminar #3
490 Field Assignment
  Discussion of lessons taught
  Lesson plan for student teaching
edTPA
  Task 2 Instructing and Engaging Students in Learning Discussion
  Video Examples

Assigned reading for Seminar #4: edTPA Task 3, Evidence Chart

Seminar #4
490 Field Assignment
  Summary of student learning and feedback to students
  Reflection
edTPA
  Task 3 Assessing Student Learning Discussion
  Task 3 Activity

Seminar #5
Co-Teaching
edTPA
  Review and Questions

Seminar #6
Additional edTPA Samples
Discussion

Seminar #7
Tips from your peers who have completed the edTPA

Seminar #8
So You Want to Get Hired!
Advice from an Elementary Teacher
  The Interview
  Management Tips
  Substituting/Preparing for a Sub
  Dealing with Parents—Conferencing/Other Interactions
  TPEP

Seminar #9
Preparing for Student Teaching
Electronic edTPA submission
Course Evaluation
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/

Reasonable Religious Accommodation

Washington State University reasonably accommodates absences allowing for students to take holidays for reasons of faith or conscience or organized religious activities conducted under the auspices of a religious denomination, church, or religious organization. Reasonable accommodation requires the student to coordinate with the instructor on scheduling examinations or other activities necessary for course completion. Students requesting accommodation must provide written notification within the first two weeks of the beginning of the course and include specific dates for absences. Approved accommodations for absences will not adversely impact student grades. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who feel they have been treated unfairly in terms of this accommodation may refer to Academic Regulation 104 - Academic Complaint Procedures.

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

In these unprecedented times, Washington State University (WSU) continues to protect the integrity of teacher preparation while also assuring a safe environment for all involved. We will continue to seek collaboration with 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. Due to the potential uncertainty of the upcoming school year, we will maintain a level of 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, especially now as we face economic and health uncertainty. The field partnership between school districts and our Department of Teaching & Learning will work in compliance with all safety procedures set forth by Washington state and partner school districts in an effort to combat the spread of COVID 19. Our candidates must follow these health and safety requirements and/or guidelines.

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 new safety guidelines such as social distancing, facial coverings (i.e., cloth masks), and wiping down desks/computers/books.
- Support mentor teacher strategies of following up on students who have fallen behind for any reason.
- Adhere to school district policies for helping disadvantaged students.
- Follow various co-teaching models that further provides service to students.
- Assist in remote learning activities such as synchronous and asynchronous methods of teaching.
- Practice professionalism by supporting 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 while also providing evidence that our teacher candidates are ready for certification. Personal feelings on how the government is handling our state’s re-opening plan vary greatly in our society. While we respect our candidate’s personal beliefs, we expect that in this time of uncertainty candidates adhere to Washington State, public health authorities (i.e., federal, state, and local) 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 and/or rolled out. Please note these guidelines are subject to change throughout the 2020-21 school year so it is important candidate’s closely monitor the situation and WSU’s communications so candidates can comply with any new requirements and/or guidelines.

In cooperation with school district partner requests, WSU requires the following information from our student teachers and practicum students:

1. If the teacher candidate is originally from a community outside of the county they are placed in, they must satisfy one of the two requirements listed below in order to immediately participate in their student teaching or practicum program.

   a. Provide verification attesting that they have self-quarantined in the county of your placement for 2 weeks prior to the commencement of the program assignment. The goal of this limited contact with others outside the school building is to restrict the potential exposure of this contagious virus to avoid spreading
to the students and staff they interact with. An online link from Office of Field Services and Certification will be provided to teacher candidates confirming their readiness to begin their field experience.

**OR**

b. With candidate permission, provide a recent copy of COVID-19 test results stating they are currently not infected by the disease to the partner school district.

2. The teacher candidate must also submit to daily health screenings, social distancing requirements, and other health/safety interventions required by law, WSU and/or the assigned school district to combat the spread of COVID-19. This may include:

a. Daily temperature checks that are recorded
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
d. Staying home and not 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
e. Not presenting to the assigned school until cleared by your health care provider, public health officials, and/or meeting the criteria established by public health authorities (i.e., CDC, WA Department of Health) for discontinuing isolation or quarantine.

3. The teacher candidate must immediately report to the school district designee of any travel to a foreign country, state, or visit to a community that is in stage 1 or 2 of the Governor’s Safe Start program. It should be understood that 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 student teaching or practicum assigned classroom.

4. While student teaching or participating in a practicum assignment, a teacher candidate who has come in contact with a person infected with COVID-19 will immediately report this to the school district designee. It should be understood that 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 student teaching or practicum assigned classroom.

5. The teacher candidate understands practicum visits or student teaching days may be reduced or cancelled or converted to a partially online model as required by the local, county or state government, or by the school district.

6. Teacher candidates must follow all health and safety protocols and may be required to participate in any mandatory trainings implemented by the district.