

Advanced Practicum for Secondary Teachers TCH LRN 469



2-3 credits (Pass/Fail)

Beginning Date:

When teachers report back to school in January
(vary by school district)

Ending Date: Feb 8, 2019

Conceptual Framework Summary

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 469 Instructor:

James R. Johnson

Office: Cleveland 226

Phone: 509-432-9336

Email: jrjohnson@wsu.edu

When contacting me, please type TCH LRN 469 in the subject line

University Coordinating Supervisors by Region:

<u>Supervisor</u>	<u>Region</u>	<u>Email</u>	<u>Phone Number</u>
Del Morton	Greater Puget Sound Area	Delmornton39@gmail.com	360-275-2523
Guy Pitzer	Whitman & Asotin Counties	gapitzer@inlandnet.com	509-229-3941
Maria Moscatelli	Tri Cities & Yakima Area	mmoscatelli@tricity.wsu.edu	509-372-7186
Jill Steele	Vancouver Area	insteele@wsu.edu	360-546-9448
Lisa Swindell	Vancouver	lswindell@wsu.edu	360-546-9447
Kristen Courtney	Spokane Area	Kristen.courtney@wsu.edu	509-358-7546

Table of Contents

Introduction	4
Absences	
Supervision	
Instructional Time	
Goals of Advanced Practicum Experience	5
Roles and Responsibilities	5
TCH LRN 469	
Instructor University	
Supervisor Mentor	
Teacher	
Teacher candidate	
Evaluation and Grading	7
Communication Ladder	7
TCH LRN 469 Lesson Plan Template and Observation Form	8
PDEFE Form	13
Advanced Practicum Assignments	14
TCH LRN 469 Seminar Syllabus	15
Appendix A: Professional Guidelines	19
Appendix B: Suggested Activities in the Classroom	22
Items from Observations	26
As A Practicum Student	27
Things you need to know as practicum student	
Things you need to do as practicum student	
Comments from Teachers	28
Suggested Time Line for Student Teaching Traditional Path	29
Co-Teaching	30
edTPA	31
TCH LRN 469 Seminar Schedule	34
Key Policies	36

All forms and instructions needed to complete the assignments will be available for the teacher candidate on OneNote 469 Advanced Practicum

The teacher candidate is responsible for collecting all materials, including the lesson observation forms and the PDEFE, to turn in at the first seminar.

Welcome to the Washington State University Secondary Advanced Practicum Experience

This handbook provides an overview of the Secondary Education Advanced Practicum Field Experience and links to information that will be helpful to the mentor teacher and the WSU teacher candidate. It details the roles and responsibilities of the teacher candidate, 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 teacher candidates:

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

***NOTE: Teacher candidates are not placed in buildings where a relative is employed.**

Absences: The teacher candidate 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 teacher candidate will be completed by the mentor teacher and checking in from the university supervisor.

Instructional Time: The teacher candidate is required to plan, teach and hopefully also audio record, 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 teacher candidate.

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

Goals of Advanced Practicum Experience

1. Learn how a teacher manages the daily operations of a classroom (attendance/transitions between classes, interruptions during classes, communication with colleagues and parents)
2. Learn basic classroom management techniques (start and end of class transitions, transitions during a lesson, redirection of off task student, teacher deescalate/reduce the tension of misbehavior in a management situation)
3. Develop an awareness of curriculum flow, formative and summative assessment. (Is there a particular reason for using the materials to teach a curriculum, what are various ways to assess student comprehension)
4. Develop an understanding of the school culture and context to which you will be, in most cases, returning for student teaching.

Roles and Responsibilities

Secondary Education TCH LRN Instructor

The Secondary education TCH LRN 469 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 teacher candidate's performance. The instructor will collect and review the advanced practicum assignments and the Professional Dispositions Evaluation for Field Experiences (PDEFE) form from the teacher candidates, and record a final grade for the experience.

University Supervisors

The university supervisors will visit the mentor teacher and teacher candidate twice. The purpose of the first visit is to meet with the teacher candidate and the mentor teacher to make sure the practicum is progressing smoothly. The purpose of the second visit is to conference with the teacher candidate and the mentor teacher while the mentor teacher completes the Professional Dispositions Evaluation for Field Experiences (PDEFE) form and discuss any areas that need to be strengthened before returning to student teach. The university supervisor is a facilitator and won't evaluate the teacher candidate 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 ensure that our teacher candidates are well prepared for their future classrooms. Without these professionals, we would be unable to provide teacher candidates with the type of authentic experiences they need. We are confident that teacher candidates 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 teacher candidates:

- 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 school age learners for the arrival of the teacher candidate and refer to the teacher candidate 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 teacher candidate through the use of both formal and informal observations;
- assist in evaluating the teacher candidate's performance throughout the practicum experience;

- help the teacher candidate recognize strengths and overcome weaknesses by providing honest, direct, and constructive feedback;
- provide time for the teacher candidate to visit and confer with other staff members, specialists, and classroom teachers;
- keep open lines of communication between the mentor teacher, teacher candidate, university supervisor, and the course instructor.

Mentor teachers are expected to:

- complete the Lesson Plan Observation Forms and debrief with your teacher candidate;
- complete a PDEFE with evidence during the second visit with the University Supervisor.
 - Lesson Observation forms and PDEFE should be given to the teacher candidate who is responsible for turning them in to the TCH LRN 469 instructor.

Teacher candidates

Teacher candidates are 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 and aligned with the particular school and community context in which they are teaching.

While every placement is different, all teacher candidates should engage in the following:

- an intensive period of growth in personal and professional attitudes, knowledge, and skills;
- recognition of and 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 communities; and
- opportunities for professional growth in order to demonstrate the ability and potential that warrants the recommendation for a teaching certificate.

PDEFE: The Professional Dispositions Evaluation for Field Experiences (PDEFE) is based on 10 dispositions that are expected of competent teachers (see p. 13). These dispositions are conceptualized on a growth continuum, and teacher candidates are expected to meet and/or exceed standard by the end of student teaching. In support of this cumulative process, during Advanced Practicum we expect teacher candidates to have strong points identified, and as well, have clear indicators of needs for improvement or growth.

Mentor teachers and field supervisors are critical guides in this process, and candidates are expected to seek formal feedback from their support team in order to meet and/or excelling in each dispositional area by the end of student teaching. A PDEFE form process will be submitted.

Evaluation and Grading: The TCH LRN 469 instructor assigns a grade for the advanced practicum on a satisfactory (S) or unsatisfactory (F) basis as determined by the recommendations of the mentor teacher and successful completion of the following:

Field Requirements: (Compiled in AP/ST 3 ring binder)

1. A minimum of (2) two (edTPA, extended format) Lesson Plans written, taught (with audio recording). A formal observation by mentor teacher using Lesson Observation form (see pp. 8-12) for each lesson taught.
2. A completion of the “Context for Learning” statement following edTPA criteria for one class that teacher candidate taught.
3. Completed PDEFE from the mentor teacher and University Supervisor
4. Submission of Block II Field assignments.

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

- If the mentor teacher or building administrator, has concerns regarding teacher candidate 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 teacher candidate 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, the Code of Conduct for Teachers, and/or the expected Professional Dispositions for teacher candidates (see PDA and PDEFE forms).

This is the edTPA aligned lesson plan

T&L Instructional Plan Template

(Updated 4/17/15)

(edTPA Aligned)

Overview

The information included in this document is to support faculty in teaching about and supporting students with the T&L (and edTPA) Instructional Plan. While there are many variations of lesson plans, this format meets departmental requirements and is aligned with the 2014 edTPA as well.

Background Information (When doing the actual edTPA, leave out identifiers)

Teacher Candidate: _____ Date: _____
Mentor Teacher: _____ Grade: _____
School District: _____ School: _____
University Supervisor: _____
Unit/Subject: _____
Instructional Plan Title/Focus: _____

Section 1: Planning for Instruction and Assessment

- a. **Instructional Plan Purpose:** Teacher candidates explain how this instructional plan develops students' conceptual understanding of overall content goals. This is sometimes also called a "rationale" and includes a "what, why, how" general statement (see also *Central Focus* in edTPA)

Additionally, explain where in a unit this lesson would be taught. What lesson topic came prior to this one (yesterday) and what related lesson will come after this one (tomorrow)?

- b. **State/National Learning Standards:** Teacher candidates identify relevant grade level concepts/content and align them to Content Standards—Common Core Standards (*Math, English, Next Gen. Science*), Washington State EALRs, (*Arts, Language, Social Studies, Health/Fitness*) or National (*Ag. Ed. or FCS*). Aligning standards may be interdisciplinary. (Also copy/paste these below to align)
- c. **Content Objectives (to be copied in Assessment Chart below) and alignment to State Learning Standards:**

1. *SWBAT...*

Aligned standard:

Language Objectives:

1. *SWBAT...*

Aligned standard:

- d. **Previous Learning Experiences:** Teacher candidates should explain what students know and have learned that is relevant to the current lesson topic and process.
- e. **Planning for Student Learning Needs** (accommodations, student experiences, prior learning and experiences):

f. **Assessment Strategies** (Informal and formal)

Teacher candidates should attach questions, worksheets, tests or any additional documentation related to their assessment strategies, including accommodations or modifications for students with disabilities as stated in their IEPs. They may also attach appropriate marking rubrics, criteria lists, expectations, answer keys, etc. Consideration for multiple means of expression should occur here. That is, how will teacher candidates allow for K-12 students to express their learning in different ways? Will K-12 students be given some choice?

Content/Language Objectives	Assessment Strategies
<i>Content example:</i> SWBAT <u>create</u> an input-output diagram, and explain reasoning in writing.	formative:
<i>Language example:</i> SWBAT use conditional forms correctly 90% of the time when describing their input-output diagram.	formative: summative:

(Add rows as needed)

*In the right column, describe whether the assessment you'll collective is **formative** or **summative**.

Note: *most* assessment is considered formative when thinking about day-to-day lessons. Summative is related to **mastery**. An exception might be having a "formal" quiz mid-way in a unit to assure that students are on track with a certain degree of proficiency. Should the quiz indicate students are not progressing, and adjustment of timing in the instructional "unit" will be required.

g. **Student Voice:** Student voice is a term used to describe students expressing their understanding of their own learning process. For your lesson, respond to the **three** required components of student voice and identify how students will reflect and/or communicate on their learning or progress toward meeting the goals. (Use the following table.)

K-12 students will be able to:	Student-based evidence to be collected (things produced by students: journals, exit slips, self-assessments, work samples, projects, papers, etc.)	Description of how students will reflect on their learning.
1. Explain student learning targets and what is required to meet them (including why they are important to learn).	Example: Journal Entry	Example: Before students break into groups, have them read day's LT, and briefly describe their ideas for approach, and how they connect to yesterday's activities.
2. Monitor their own learning progress toward the learning targets using the tools provided (checklists, rubrics, etc.).		
3. Explain how to access resources and additional support when needed (and how/why those resources will help them).		

- h. **Grouping of Students for Instruction:** Describe why, how, and where in the lesson students will be divided into groups, if applicable (e.g., "why" could be to support language learners, for reciprocal teaching, and/or to use jigsaw, and "how" might include random, ability-based, interest, social purposes, etc.). Recognize that some lessons or parts of a lesson may call for grouped work or individualized work or both.

Section 2: Instruction and Engaging Students in Learning

- a. **Introduction:** Teacher candidates identify how they are going to introduce the concept, skill or task in a way that gains students’ attention and gets them involved (the lesson “hook”).
- b. Questions teacher candidate will ask during the lesson that drive thinking and learning and engagement (5 or more questions) and in parenthesis, indicate Bloom level and/or question type to ensure that you are posing questions that push critical thinking and engagement (e.g. Analysis/Divergent)
- c. **Learning Activities:** Describe what the teacher will do and say and **students** will do during the lesson. Write it as a procedural set of steps in the left column of table below. On the right, refer to a supporting learning theory or principle driving that activity and/or your rationale for doing what you are doing.

Prompts for right hand column—supporting theories/principles. In the right column, use references from texts, research/peer reviewed journals, or other learning theories to support your choice of activities. You might draw from your 301 and/or your methods courses here.

- o Connections between students’ own lives, experiences, cultures, interests and the content.
- o Active learning over passive learning (e.g. SCI Learning Experiences ladder—*simulation over verbal*)
- o Theoretical support for learning activities (e.g. Culturally responsive strategy, or processing)
- o Multiple means of representation for the K-12 students (UDL principle)
- o Multiple means of engagement for the K-12 students (UDL principle)
- o Multiple means of expression of learning by the K-12 students (UDL principle)

Learning Steps and Activities	Supporting Theories/Principles (<i>why</i> are you doing what you are doing?)
Example: Transition from introduction by asking students to look at “inputs” and in pairs, create a list of additional community assets/contributions (inputs) for social change diagram. Circulate around groups to observe students’ progress.	Supports multiple means of engagement, and allowing students to generate their own inputs from experience; is more culturally responsive than teacher generated ideas only.
1.	
2.	
3.	
4.	

- o Accommodations and modifications for students with diverse needs, including those with disabilities (as stated in their IEPs)
- o How the teacher candidate will assess the learning of the students (from table above)

(Add rows as needed)

- b. **Closure:** Closure is the signal to students that the lesson is now coming to an end. In closure, teachers review the learning targets (what was taught) for the day and refocus on what is important.
- c. **Independent Practice:** Describe how students will extend their experiences with the content and demonstrate understanding in a new and different context (perhaps even outside of the classroom). Include possible family interaction (identify at least one way in which you might involve students' families in this instructional plan.)
- d. **Instructional Materials, Resources, and Technology:** Attach a copy of ALL materials the teacher and students will use during the lesson; e.g., handouts, worksheets, multi-media tools, and any assessment materials utilized.
- e. **Acknowledgements:** Acknowledge your sources

Teacher Candidate _____

Date: _____

Mentor Teacher _____

Subject/Grade Level _____

Lesson Plan Topic _____

(Please attach lesson plan)

Area Evaluation	Met	Not Met	Not Observed
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*).

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
1. The teacher candidate centers instruction on high expectations for student achievement through the understanding of individual differences and diverse cultures and communities.	Notes supporting rating: <input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard
2. The teacher candidate recognizes individual student learning needs and develops strategies for planning differentiated instruction that supports every student in meeting rigorous learning goals.	Notes supporting rating: <input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard
3. 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.	Notes supporting rating: <input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard
4. 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.	Notes supporting rating: <input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard
5. 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.	Notes supporting rating: <input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard
6. 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.	Notes supporting rating: <input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard
7. 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.	Notes supporting rating: <input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard
8. The teacher candidate respectfully and openly requests, accepts and applies feedback for improvement.	Notes supporting rating: <input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard
9. The teacher candidate reflects on their own practice and progress to improve instruction for all learners.	Notes supporting rating: <input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard
10. The teacher candidate demonstrates professionalism by attending all field experiences; arriving on time and departing appropriately; preparing to participate and /or teach; dressing professionally; observing confidentiality; and adhering to school and state code of conduct.	Notes supporting rating: <input type="checkbox"/> At/Above Standard <input type="checkbox"/> Approaching Standard <input type="checkbox"/> Below Standard

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

TCH LRN 469
Advanced Practicum Seminar
2-3 Credit
edAD 216
Wed 4:10 - 6:00 PM
Spring Session 2019



Instructor: Instructor: James Johnson, Ph.D.
Office: Cleveland 226
Phone: Cell, 509-432-9336 (8:00 AM to 9:30 PM)
Email: jrjohnson@wsu.edu
Office Hours: text/call for appointment

Purpose of the Course (aligned with PESB Standard V; ref: WAC 181-78A-270)

This course provides you with an opportunity to work directly in a school 6-12 classroom the semester prior to student teaching. You may assist the teacher in developing curriculum, in organizing the classroom for various activities, or in assisting students with learning activities. Ideally you will also be able to develop and teach some of your own lessons. In all cases, you should build relationships with students and your teacher. You will need to work closely with your mentor teachers to determine what their needs are and how you can best assist them and their students.

This course also provides you with the opportunity to:

- Apply and refine the concepts and theories learned in education courses within a 6-12 classroom (Music and Health/Fitness, K-12)
- Develop a greater sense of how Understanding Learners, Understanding Teaching, and Understanding Learning work together in the classroom
- Understand how national and state standards (CC and EALRS/GLES) are applied to teaching and learning in the classroom [5.A.3; 5.A.5; 5.A.7]
- Apply your content area knowledge through teaching in the classroom
- Assess and document your own ability to positively impact student learning and well-being [5.a.3; 5.A.6; 5.B.1]
- Further develop a sense of who you are as a teacher and how you would like to mentor, teach, and manage students [5.B.1; 5.B.2; 5.C.2]
- Explore the assessment process that will be used to evaluate your student teaching performance (edTPA) [5.D]

Evaluation and Grading: The TCH LRN 469 instructor assigns a grade for the advanced practicum on a satisfactory (S) or unsatisfactory (F) basis as determined by the recommendations of the mentor teacher and successful completion of the following:

***Classroom Observation and Participation [5.A.3; 5.A.9; 5.A.11; 5.B.1; 5.D.1]—.* During this time, you should participate in as many aspects of teaching as possible. These may include:**

- Observations in the classroom and school
- Development of classroom materials and curriculum
- Classroom management and organization
- Assisting individuals and small groups with learning activities
- Planning and teaching whole class lessons
- Assisting students with special learning, social, or emotional needs

- Working with students from varied cultures, communities, and families
- Discussion/collaboration with your mentor teacher and other staff

Field Requirements: (Compiled in AP/ST 3 ring binder)

1. A minimum of (2) two (edTPA, extended format) Lesson Plans written, taught (with audio recording). A formal observation by mentor teacher using Lesson Observation form (see pp. 8-12) for each lesson taught.
2. A completion of the “Context for Learning” statement following edTPA criteria for one class that teacher candidate taught.
3. Completed PDEFE from the mentor teacher and University Supervisor
4. Submission of Block II Field assignments.

Seminar [5.A.9; 5.A.1; 5.A.3; 5.A.6; 5.A.9; 5.A.11; 5.B.1; 5.C.1; 5.C.2; 5.D.1]—

Upon return from Advanced Practicum sites, seminars will meet weekly for 110 minutes. Class time will be devoted to relevant topics and the discussion of experiences in the classroom as well as discussing topics chosen by the class that are relevant to teaching in secondary classrooms and practicing using the Teacher Performance Assessment (edTPA) which will be used to evaluate your performance as a student teacher.

General Discussion Topics

- Bridging practicum/student teaching roles and responsibilities
- Debriefing Professional Dispositions Evaluation for Field experiences (PDEFE)
- Teacher Performance Assessment (edTPA)
- Child Abuse and Neglect
- Classroom Management & “case studies” from your Advanced Practicum
- Bullying (and suicide awareness)
- Co-Teaching Models
- Job Hunt/Placement Files
- Confidence in the classroom

Your attendance and participation are crucial—We learn the most by sharing and processing our experiences. Participation includes reflecting on your experiences, sharing your own perceptions, asking and responding to questions, responding with respect and support to the experiences and perceptions of others.

Advanced Practicum Attendance and Participation — This practicum is a course where we learn by doing, sharing, and reflecting. During the first five (5) weeks, you are required to be consistently present at school sites during regular teaching-contract time. You are expected to be in classes, both observing and participating, at your mentor teacher’s discretion. If you must be absent from the classroom, please give your mentor teacher and field supervisor 24 hours notice, and professional communication is expected (via email or phone call). Should your absences be excessive (more than 2), a special meeting will be called for further advisement, and you may be required to make up the time during student teaching.

Note: You are subject to all the same expectations as a district employee and must follow district expectations for employee conduct.

Seminar Attendance and Participation

The final ten (10) weeks of Advanced Practicum is a seminar to support further reflection and study of your clinical experience and assigned coursework. It is also to prepare you for the elements required for student teaching. In-class discussion and activities, as well as cooperation with colleagues, will play a significant role in what you learn during this course. You must come to class

prepared to teach, discuss assigned topics, or present what you have learned from an assignment. Course readings must be completed prior to class so that each of you can make a contribution. Just as in teaching at the middle/high school level, you must be able to work effectively with others when planning and organizing for instruction and take directions/feedback from your supervisor. Because you will have to work in collaboration with others, a student who is absent or who does not work well with others fails to contribute to the community of learners.

Now is the time to begin acting like a professional educator—demonstration of a positive and professional attitude is required and is part of your grade. Words such as *intelligent, thoughtful, respectful, responsible, intentional, caring, creative, hard working, committed, and ethical* should be words that are used to describe your teaching persona.

Professional Expectations in Schools

You are expected to adhere to professionalism present in schools. Please refer to Professional Guidelines pp. 18-20.

Moreover, you are a guest in the teacher's classroom. You are there to support the needs of the teacher and the students. You are also there to learn new perspectives on teaching and especially to develop your own sense of how you will positively impact student learning and well-being within your own classroom. This requires a delicate balancing act—you must support the teacher and students, yet get something for yourself from this experience.

In order to do this, you will need to:

1. Exhibit professionalism in your interactions with teachers and students.
2. Make the most of opportunities in the classroom
3. **Document** and **Reflect** on your experiences.

If at ANY time during your classroom experience you find yourself in a difficult situation, please do not hesitate to talk to the course instructor and/or field supervisor.

Professional Guidelines

School districts and their staff are working together to provide the best educational environments for their students. In this real world of teaching, you will continue to develop your professional self. Principals and teachers view the practicum experiences as your entrance into the profession of teaching. As a practicum student, you need to realize that you are in a real classroom and that as a participant your actions must always be professional. While not all-inclusive, the following is a partial list of guidelines that beginning professionals are expected to observe:

General Professionalism

- Always be aware of who you are with and to whom you are speaking and that regardless of what first impressions may convey, you must treat everyone with dignity and respect.
- Remember your role as a learner and novice teaching apprentice, and that you want to make a good first and lasting, positive impression.
- Dressing professionally gives students the signal that you are not their peer and that you are to be respected as a teacher. It also helps other teachers know that you are not a student!
- You are not there to judge teachers or students; instead, you are there to deepen your perspectives and gain both practical and systemic understanding of schools, children, families, communities, teaching and learning, and the intersections between them.

Attendance

- Work with your teacher to set a schedule and set of expectations for your five-week period. Be present, engaged, and realistic. Discuss your comfort levels and what would give you challenge (see *Relationship with Mentor Teacher*).
- If you must be late or absent, call the school and leave a message for your teacher; this should be done with as much advance notice as possible—the teacher may be counting on you to assist that day.

Relationships with Students

- Your professional goal is to have a positive impact on student learning and well-being and growth.
- Being a culturally responsive educator means, first and foremost, being critically self-aware in relation to students' lives, backgrounds, experiences and cultures. Consistently checking your own assumptions and implicit bias is essential. Effective teachers use a “teacher as learner” stance. As you get to know your students, you'll recognize the complexity of their lives, and that even after you know them quite a bit, you don't fully understand the lives they lead.
- Remember that your primary responsibility is to assist students in the areas where they need help, not to do your own agenda.
- Remain positive when working with students—help them use their interests, experiences, strengths, and creativity to learn.
- Watch for different learning preferences and needs in students and try to adjust your teaching methods to their learning needs.
- Any concerns about student safety must be shared with your mentor teacher. This could include anything from substance abuse to suspected child abuse, violence, or threats by students to harm themselves or another
- Do NOT discuss or post on social media any personal information about students or situations they are in. You may need to other than to confer with your mentor teacher, a school counselor, or the principal regarding any social media interactions you have with

students.

- Use pseudonyms (fake names) for students when writing about them in your journal.
- If you have disciplinary issues with a student, ask the teacher how s/he handles it, what classroom/school policy is, and what suggestions s/he has.
- Be supportive of students while remaining professional, rather than personal. If you feel that a student is trying to pursue a romantic relationship, you must take the following action:
 1. Let the student know that personal/romantic relationships between teacher and student are not allowed (or appropriate).
 2. Report the situation to your mentor teacher(s) and tell them how you responded
 3. Keep a dated journal for yourself of the student's actions and your responses.
 4. If the situation continues, alert your mentor teacher and/or your WSU supervisor and ask for assistance in resolving the situation.

Relationship with Your Mentor Teacher

This classroom belongs to your mentor teacher. They may teach or interact in ways that are different than how you might do it. You are a guest of the school. It is up to you to work with the mentor teacher and to support the learning that goes on in the classroom.

- Provide your teacher with a copy of Appendix B—*Suggested Activities in the Classroom*.
- Offer ideas about what you feel comfortable doing. Let your teacher know about your specific areas of interest and expertise.
- Communicate daily with your mentor teacher. Ask what needs to be done. If your teacher is busy, think of a way to help individual students with the assignments, gather materials for your own classroom, or reflect on what your own teaching will be like.
- If you are asked to do something you do not feel prepared to do, let your teacher know you need more time or guidance.
- Be aware that teachers work hard and may not be able to spend much time with you outside of regular classroom time or during their planning period. However, if you have a concern about a student or your role in the classroom, you should set a specific time to talk to the teacher. You should also be able to communicate on a daily basis about what the teacher would like you to do in the classroom.
- A teacher's planning time is really precious to them. Ask what they would like you to do during that time so you are not infringing on their time. They may be willing to talk, may want assistance in organizing the classroom or materials, or may want to be left alone to get work done. If your teacher does not want assistance during this time you might evaluate and gather materials for your own classroom, visit another teacher's classroom, observe students' informal actions in some other space (library, commons, etc.), assist in a classroom where individual assistance is needed (Special Education, ELL/ESL).
- Ask questions. Discuss with your mentor teacher their teaching philosophy. Ask what their classroom management plan/approach is, how they assesses and grades student work, how they work to have a positive impact on all students, how they work with administrators, how they collaborate with other teachers/staff, and/or how they work with families/parents.
- Be open to different perspectives, to suggestions, to constructive criticism.
- Be responsible—follow through on assigned tasks and actively participate in classroom activities and duties.
- Inquire as to emergency procedures for the school and be ready to assist, should one arise.

Taking Care of Yourself

- Be sure to take care of yourself—rest, eat well, get exercise and sleep, and reserve some time each day for yourself. It is difficult to give your best to others if your own needs are not being met.
- Let your spirit shine—show your joy and enthusiasm for working with youth.

You have worked hard to realize your goal of becoming a teacher... make sure that your teaching experience reflects the kind of professional you want to become.

Suggested Activities in the Classroom

This is your final practicum before student teaching. Ideally, you should participate in as many teaching activities as possible. However, you must also balance your own needs with the needs of the classroom teacher and the students you are serving. It is important to work with your mentor teacher to determine how you can best assist the teacher and students in the classroom. It is also important to let your teacher know what teaching activities you would like to participate in and what your particular areas of expertise and interest are. Goals for teaching in the classroom include:

Meeting the needs of the teacher and students. This may include assisting the teacher with teaching activities and classroom management, working directly with students, developing/ organizing classroom materials, and record keeping.

Meeting your needs as future teacher. This includes taking on as many teacher roles as possible including: teaching lessons, interacting with students, developing curriculum, and implementing the classroom management plan. It also includes developing an idea of how you would like to teach, support, and manage students in order to have a positive impact on their well-being.

Meeting the professional standards of the WSU Teacher Education Program including:

1. Scheduling an observation with your WSU Field Supervisor
2. Asking the classroom teacher to complete an evaluation of your performance in the classroom. These will be used to assess your readiness to student teach.

Teaching

It is up to you to find out from your mentor teacher what will best meet their needs during your advanced practicum. You may teach in any of the following ways:

Observing Your Mentor Teacher Teach

- Watch your mentor teacher teach
- What do you perceive about their teaching style/methods? What is effective? Why does it work for them?
- What would you use, what would you change?

Teaching Whole Class Lessons

- You may plan ahead with your teacher to teach or assist with a particular lesson.
- You may be asked to spontaneously step in and teach a lesson for the teacher.
- You may design and present your own lesson on a topic of interest to you.
- Make sure that you know their names. Try this: after a few days of being in Advanced Practicum, try writing a class list from memory. Write a journal entry just about this process.

Working with small groups

- Try to assess who the students are, what they need as a group and how you can

best assist them.

- You may need to help teach concepts, get the group motivated, provide facilitation, or act as a resource.
- Think about: How is facilitating a small group different than working with a whole class? How do you effectively manage a small group? What are the guidelines, roles, and grading procedures for small groups?

Working with individuals or pairs.

- Try to assess who the student(s) are, what they need, and how you can best assist them. You may need to reteach concepts, break concepts into simpler steps, give examples, relate concepts to students, and provide varying amounts of assistance depending on student abilities.
- You may need to deal with emotional as well as academic issues. You may need to listen, provide guidance, and/or refer students to the teacher or counselor.
- You may also:
 - Go over directions with students to help them started on assignments
 - Help students read through a chapter, stopping periodically to make sure they understand what they are reading
 - Help students find and formulate answers
 - Quiz students orally on information they will need for a test
 - Help students generate topics for research projects and find resources
 - Accompany a group of students to the library or computer lab
 - Help students correct an assignment
 - Examine a corrected assignment with the student; help him/her understand & correct mistakes
 - Act as editor and read through a student's rough draft, making suggestions
 - Be a sounding board—help student think through a topic, organize their thoughts, get started on a paper or project
 - Provide positive feedback; encourage and motivate students who thrive on individual attention
 - Monitor students for lab/shop safety and assist them with procedures
 - Ask students about their future plans; inform them of summer programs, college programs
 - Help students problem solve: identify needs, brainstorm options, choose a plan of action

Observe/Participate in an Alternate Classroom Setting

- You might assist in an alternate classroom—such as a classroom in your minor area of study or another classroom in your major area.
- You might also go into a special education or ESL/ELL classroom to assist in teaching and to interact with the students.

Developing Materials & Curriculum

You can get a sense of what topics you would like to cover in your own classroom, what materials you would like to have, and where to get materials and supplies. We encourage you to begin organizing your own teaching files and materials. Learning how your teacher does this will be formative in your process of organizing the plethora of curriculum and learning community materials coming your way. You can do this by both assisting the teacher and collecting information on materials in the teacher's classroom.

Classroom Materials

- Assist the teacher in any lesson preparation as needed
- Design a display, bulletin board, set of overheads, web page
- Scan/photocopy paper materials you would like to use in your classroom; write down names of specific books, texts, references, CD's, videos, community resources, supplies, equipment you like; also note the names of publishers/suppliers with good materials
- Look through the subject topics. Think of a way to integrate other genres into your content area such as creative writing, reading of non-fiction, art, visual-performing arts, etc.

Text Books

- There is always too much in a textbook to cover over the school year. If your teacher uses a textbook, familiarize yourself with it. Note the areas covered, and prioritize/sequence the topics/concepts you would teach.
- See if the text has worksheets with it. Do you like the worksheets? Do they promote critical thinking and creativity as well as ask for facts? How would you have students learn the concepts?
- See if the text has provided tests with it. What do you think of the tests? Do they just ask for factual information or do they require students to think critically? Are they all multiple choice or are there some short answer, essay, etc. Think about what kind of tests you would prefer to use and why.
- Review the state learning standards for your content area; look at the textbook and think about how you would incorporate these into each unit of study; ask the teacher how s/he incorporates the standards.

Organizing a Classroom

Organizing a classroom takes many hours. You can assist the teacher with daily organizational tasks:

- Collect/hand back assignments
- Organize papers, assignments by name
- Grade assignments, projects, student activities
- Record grades, attendance
- Write notes to students with missing assignments
- Set up the classroom/lab for an activity
- Clean up after and activity

Engaging with Students

You can assist the teacher with management just by being a presence of support in the classroom. You can...

- Walk around the room while students are doing an assignment to help monitor behaviors and assist students with work
- Work individually with a student who might otherwise be causing a disruption
- Help the rest of the class while the teacher deals with a particular student
- Offer individual attention to students needing extra motivation and support
- Take note of what procedures the teacher uses and follow these when you are in charge. Think about: what do you think are effective rules/procedures that you will use in your classroom?

Assessing & Responding to Students

- Look through student papers, notebooks, projects—What is the level of thinking and writing? Can you tell which students are struggling? Do you find students with difficulties in spelling and writing that understand the concepts and have wonderful insights? Do you find students who write well, but do not understand the concepts? What can writing samples tell you about students? How could you use writing/projects to assess students in your classroom?
- How are students assessed in the classroom—through tests, papers, projects, worksheets, homework? How are students graded (scores, effort, improvement) in relation to standards? Does grading take into account individual learning preferences and abilities or is everyone on the same scale? Are students given one chance to do work or are they allowed to redo assignments until they have mastered the skill? What assessment/ grading procedures would you use in your classroom?
- Get to know a variety of students in the classroom by working and talking with them. Think about their individual academic, social, and emotional needs. Think of the students who act out—why do you think they act out, what are their emotional or social needs? Think of the students who do well academically, what are their emotional or social needs? Think of the students who struggle academically. Why do you think they struggle? Think about what you can do as a teacher to meet and support students' varying needs.
- Get to know students who qualify for special education. Why do they qualify for special services? How does their disability impact their performance in the classroom? What accommodations /adjustments does the teacher make for these students? What would you do to accommodate such students in your classroom?
- Get to know students from diverse cultures. What are their stories, preferred ways of learning, of interacting, of making their way in the world? How does the teacher engage and support these students? What would you do?
- How do culture, family, and language affect students' school experiences? How does the teacher build an inclusive learning community? What would you do?
- Observe students in social settings (hall, parking lot, lunch room, library, commons). See how they act when they are around their peers. What do students need socially from the school setting? Think about how you can help provide that in your classroom.

Items from Observations

Listed below are items that came out of the observation process in the TCH LRN 469 class. The items are in no particular order.

1. **Presence.** Remember, you are the adult and ultimately are in charge. You need to be appropriately forceful through your confidence, voice, dress, and demeanor.
2. **Nervousness.** It is normal to be a bit nervous when you are in front of a class. As a result, teachers often speak too quickly. Slow down a bit. If you think you are speaking too slowly it's probably about the right speed.
3. **Questioning.** Pose a question, then wait for the students to first consider and then formulate an answer (5 seconds is researched time). Silence and time to think are not bad things. Use the questioning strategies you were taught in 464 to help you develop the climate you want.
4. **Proximity.** Work the room, don't stand in one place. Reposition yourself in different locations and teach and monitor students from varying locations Which side of the room do you work? Do you focus on one area of the room to the detriment of those sitting in other locations in the room?
5. **Awareness of student behaviors.** If there are students who disrupt the classroom know who they are. Where do they sit? Is there a seating chart? Should there be a seating chart?
6. **Learn which students like to disrupt.** Can that student be utilized in some way to "help" rather than hinder the classroom environment?
7. **Don't talk over students.** There are times you need to just stop and wait for the students to re-focus on you. How much talking should be occurring when you are speaking?
8. **Students should ask questions.** In many cases, when a student asks for clarification in class there are probably others who are also uncertain. Sometimes the best thing to do is stop the entire class to re-teach, clarify, explain, or simplify what is in question.
9. **Monitor the entire class not just those closest to you.** What students are on the edges of the class? (Literally on the sides or in the back of the room or those who are on the edges because they are socially disconnected, etc.) How can they be connected?
10. **Use "Withitness."** (This is having an awareness of what is going on in your room that comes from knowing your students.) When you turn your back on part or all of the class what happens? Regularly scan the room, and anticipate student actions, questions, or transitional needs and be proactive rather than reactive (as much as you can).
11. **Be aware of your voice and speech patterns.** What vocal patterns do you repeat, such as the same responses to student answers to questions (*excellent, okay, good, etc.*)? How many fillers (*um uh, you know*) do you use? If you get a chance to videotape yourself it becomes readily apparent that there are both mannerisms and vocal patterns you may want to adjust.
12. **Pick your battles.** You may win a "fight" but lose the "war." The ability to de-escalate a potentially volatile situation is a skill that must be developed. Realize that power struggles are only power struggles if you make them so.

As A Practicum Student...

Things you need to know as practicum student:

1. Is there a specific place for me to park?
2. How do I get into the building? Is there a particular door I should use?
3. Is there a specific check-in procedure?
4. Besides my WSU badge, do I wear some other type of identification badge or pass?
5. Is there a specific dress code for me as a practicum student?
6. What should I know about the faculty room? Should I spend time there?
7. What do I do if there is a fire drill (or fire) or lockdown or some other type of event?
8. How do early release days, school holidays, vacations, in-service days affect my practicum?
9. What is the dress code for the school? Ask an administrator. For example, can you “dress down” on Fridays? (e.g. jeans with school shirt is common).

Things you need to do as practicum student:

1. Within the first day or two, introduce yourself to the building principal, vice-principal, and possibly the superintendent (if it's a small district and if the superintendent is present).
2. Be consistent in your attendance and be punctual—these are absolutely essential!
3. Be very polite to all you meet and work with. Secretaries, librarians, bus drivers, security officers, custodians, classroom aides, groundskeepers, and cafeteria workers all play important roles in a school's function
4. Be willing to assume responsibilities and duties and show initiative rather than waiting for someone to tell you what to do. Ask your teacher how you can help and get involved around the school.
5. Demonstrate professionalism in dress, demeanor, and presentation.

Comments from Teachers Who Supervised Previous TCH LRN 469 Practicum Students

1. Needs to demonstrate more consistency and professionalism toward commitments.
2. The student needs to be consistent in showing up.
3. The student didn't seem very impassioned about teaching.
4. He relates well to students.
5. She demonstrated a professional image and a definite commitment to her chosen field.
6. She always took the initiative.
7. Her calm and sincere demeanor will serve her well.
8. She is enthusiastic and well prepared.
9. She has the skills, but didn't teach enough in front of the class for me to evaluate her preparedness for student teaching.
10. The student worked hard this semester to improve classroom management skills.
11. The student was authoritative in her interactions with students.
12. The student is very professional and eager to do well.
13. The student is very personable and communicates well.
14. The student lacks the confidence to command the attention of a class for a given length of time.
15. The student needs to understand the importance of preparedness and how to deliver effective lessons.
16. The student is a very positive person who sees each student as an individual.
17. The student did an excellent job and will make a wonderful classroom teacher.
18. The student naturally connects with students.
19. The student exudes a special enthusiasm and demonstrates natural teaching skills.
20. The student needs to exercise a little more command presence.

Suggested Time Line for Student Teaching Traditional Path

As you participate in your Advanced Practicum, keep in mind the following standard timeline for your eventual student teaching semester. Awareness of this may impact how you co-design your 5 weeks.

Week 1 The teacher candidate acquaints, or re-acquaints if returning to the same classroom, him/herself with students, classroom routines, school and classroom disciplinary policies, curriculum guides, and school facilities. Initiative should be taken to introduce him/herself to administrators and other staff members. Begin work with individuals and small groups. Ask questions, discuss observations with the mentor teacher, and find out about instructional responsibilities for the following week.

Week 2-3 Continue the first week's activities. Teacher candidate and mentor teacher agree on edTPA focus (content and for secondary which class). Become familiar with beginning class routines, student records and recording procedures. Participate in team teaching with the mentor teacher. If there is an opportunity, the teacher candidate may observe other staff members. Continue discussing teaching plans and make any written plans for teaching available to the mentor teacher. Take responsibility for a small group content area activity. Take over one subject area or class, check students' work, and record progress. Secondary teacher candidates may have to plan around the end of the semester and finals. The teacher candidates should begin edTPA task 1, Planning Instruction and Assessment and practice videotaping.

Week 4-6 Gradually assume responsibility for more subject areas or classes. Focus first should be the subject/class chosen for the edTPA. Share lesson plans with the mentor teacher for the areas which responsibilities have been assumed. The mentor teacher will observe the teacher candidate's teaching of each new subject or class and offer suggestions and positive reinforcements. The teacher candidates should complete edTPA task 1, Planning Instruction and Assessment and practice videotaping.

Week 7-10 The teacher candidate has total responsibility for preparing and implementing the curriculum for which they are lead teaching. Task 2 Instructing and Engaging Students in Learning including videotaping should be completed. The teacher candidate and mentor teacher continue to discuss the written lesson plans and how to implement them. Task 3 Assessment should be completed.

Week 11-12 The teacher candidates should upload the completed edTPA materials to Pearson as soon as complete but no later than March 27, 2013. Work at a pace that you and your mentor teacher think is best knowing that the sooner your work is submitted the sooner it is scored and returned. An electronic copy of the paperwork and video on DVD or USB flash drive must be *RECEIVED* in the Field Services Office, Cleveland 314, PO Box 642132, Pullman, WA 99164-2132 no later than 5 pm, March 27, 2013.

The building administrator should be invited to do at least one formal observation during this time.

Week 13-16 The mentor teacher begins to gradually take back responsibility for the classes. The teacher candidate should have all student progress records up-to-date. The teacher candidate, with the aid of the mentor teacher, arranges observations in other classrooms and schools.

Please note: A Special Education, Middle Level Math or Middle Level Science endorsement includes scheduled observations near the end of the experience in those specific classroom settings, with no formal teaching requirements. An endorsement in Health and Fitness requires, at minimum, an extended unit taught in both health and physical education.

Co-Teaching

Co-Teaching is an attitude...

an attitude of sharing the classroom and students; We're both teaching!

Co-Teaching: Everything schools and teacher preparation programs do should lead to student learning. Co-Teaching is defined as two teachers working together with groups of students – sharing the planning, organization, delivery and assessment of instruction, as well as the physical space. This - 9 - model depends on effective communication with a gradual shifting of roles for primary responsibility from mentor teacher to teacher candidate keeping the constant focus on P-12 learning. Eight strategies are identified including solo teaching.

<https://education.wsu.edu/documents/2015/12/co-teaching-strategies-and-examples.pdf>

Teacher Performance Assessment (edTPA)

<http://www.edtpa.com/>

<http://edtpa.aacte.org/>

[\[add the Field Services page link here as well\]](#)

Purpose:

The edTPA is a nationally available performance assessment of readiness to teach for novices. The assessment is designed with a focus on student learning and principles from research and theory. Successful teachers develop knowledge of subject matter, content standards, and subject-specific pedagogy

- Develop and apply knowledge of varied students' needs
- Consider research and theory about how students learn
- Reflect on and analyze evidence of the effects of instruction on student learning

The Washington version adds a state emphasis of involving students in their own learning process and providing student-voice evidence.

As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways. edTPA is intended to be used for teacher licensure and to support state and national program accreditation. By focusing on the act of teaching, edTPA complements existing entry-level assessments that focus on basic skills or subject-matter knowledge. edTPA is comparable to entry-level licensing exams that demand applications of skills in other professions, such as, the medical licensing exams, the architecture exam, or the bar exam in law.

What are the costs associated with edTPA?

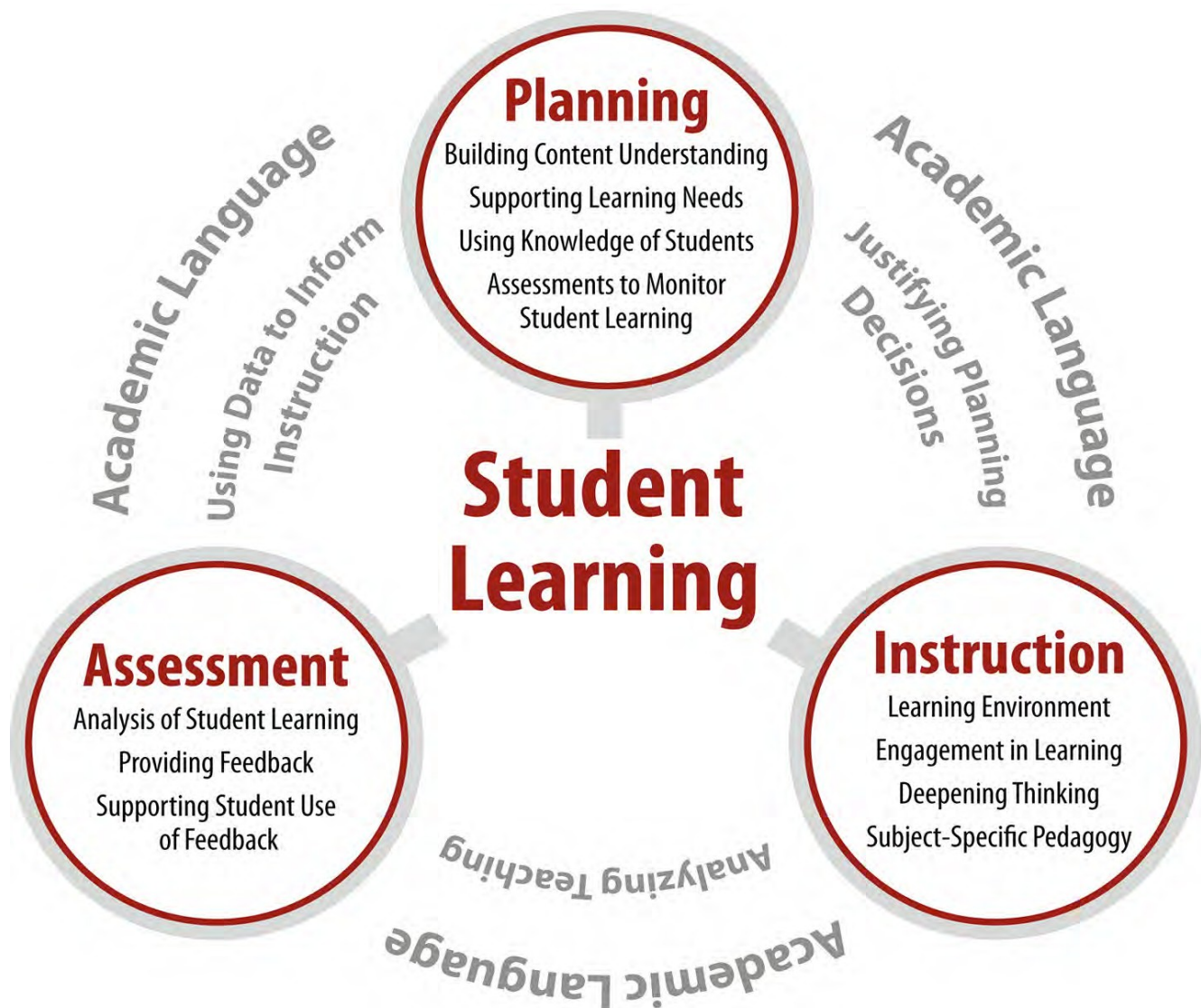
The \$300 fee (estimated) that will be charged to teacher candidates for edTPA is fair. That cost covers all edTPA assessment services, including a professional, qualified evaluator who has been trained to edTPA rubrics, expectations of performance, and standardized scoring procedures, and who will be monitored during scoring activities to maintain high quality.

You will complete three tasks for edTPA:

1. Planning for Instruction and Assessment
2. Instructing and Engaging Students in Learning
3. Assessing Student Learning

The Cycle of Effective Teaching and edTPA Tasks

The three edTPA tasks represent a cycle of effective teaching. The planning task documents your **intended** teaching, the instruction task documents your **enacted** teaching, and the assessment task documents the **impact** of your teaching on student learning.



These tasks and the evidence you provide for each are framed by your understandings of your students and their learning. As you develop, document, and teach your lessons, you will reflect upon the cyclical relationship among planning, instruction, and assessment with a focus on your students' learning needs.

Evidence of Teaching Practice: Artifacts and Commentaries

To complete the assessment, you will submit artifacts and commentaries as evidence of how you planned and implemented instruction to deepen student learning in science.

- ☐☐ **Artifacts** represent authentic work completed by you and your students. These include lesson plans, copies of instructional and assessment materials, video clip(s) of your teaching, student work samples, and student-voice evidence.
- ☐☐ **Commentaries** are your opportunity to describe your artifacts, explain the rationale behind their choice and use, and analyze and reflect on what you have learned about your teaching practice and your students' learning and their understanding of their own learning. Note that although your writing ability will not be scored directly, commentaries must be clearly written and well focused.

Evaluation Criteria

The evidence you submit will be judged on six components of teaching practice:

1. Planning
2. Instruction
3. Assessment
4. Analyzing Teaching
5. Academic Language
6. Student Voice

You will provide evidence for the planning, instruction, and assessment components within the corresponding tasks. You will provide evidence for the analyzing teaching component across all three tasks. You will provide evidence for the academic language component in planning as well as in the instruction **AND/OR** assessment task. Evidence for the student-voice component will come from all tasks.

The rubrics used to score your performance are included in this handbook and follow the directions for each task. The descriptors in the five-level rubrics address a wide range of performance representing the knowledge and skills of a novice not ready to teach (Level 1) to the advanced practices of a highly accomplished beginner (Level 5).

Academic Language

Academic Language is the oral and written language used for academic purposes. It is the language students must have in order to learn content in schools.

- Academic language is different from everyday language. Some students are not exposed to this language outside of school.
- Much of academic language is discipline-specific.
- Unless we make academic language explicit for learning, some students will be excluded from classroom discourse and future opportunities that depend on having acquired this language.

Seminar #1

Welcome Back
Diversity Experiences
Exit Slip
Practicum Assignments
Our Time Together
Table Discussions Whole group sharing
edTPA
overview edTPA Handbooks

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

Seminar #2

469 Field Assignment
Context for Learning Information
Table Discussion
edTPA Task 1 Planning for Instruction and Assessment Discussion

(Assigned reading for Seminar #3: edTPA Task 2; WSU edTPA Professional Responsibilities Form and Video Guidelines and Permission to Use Form at: education.wsu.edu/field/tpa)

Seminar #3

469 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

469 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 Student Voice Rubrics 16-18 Review and Questions

Seminar #6

Child Abuse and Neglect

Seminar #7

Teen Suicide and Bullying

Seminar #8

So You Want to Get Hired!
Advice from a Secondary Administrator
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
Final Paperwork

Seminar #10

Preparing for Student Teaching

Electronic edTPA submission

Final Paperwork

Exit Celebration and Send Off – May 2nd

Key Policies

Policy on Cell Phone Usage:

The use of cell phones is prohibited during class at WSU except with instructor permission. Cell phone use during your practicum is expressly prohibited unless your mentor teacher asks you to do so or your lesson calls for its use. Cell phones should be turned off (or on vibrate) and stored with personal items. Students who are designated as emergency caretakers or in an emergency situation may use this technology with respect for the instructor and other students. Please inform me before each class if you are the emergency caretaker or in a situation where you must have access to your phone.

Policy on Computer Use:

In the classroom, students are only allowed to use computers (or other electronic devices such as iPads, smartphones, etc.) for class-related activities. Unless requested by the instructor or being used specifically for class purposes, electronic devices should have their lids down or be turned off during class. Students who use their computers for other activities will, at a minimum, be asked to leave class and will lose participation points for the day.

Accommodation for Students with Disabilities:

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 at [address on your campus] 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, Washington Building 217; <http://accesscenter.wsu.edu>, Access.Center@wsu.edu

WSU Academic Integrity Statement

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 receive a failing grade in the course, 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

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.