**Classroom Situated Course (CSC) Guidance for**

**Tch\_Lrn 402 and 405: Instructional Practicum I and II**

**Alternate Route Teacher Certification Program**

**Washington State University Tri-Cities**

**Overview: Field Experiences in the Elementary Education Program**

Washington State University’s elementary teacher preparation program provides students with several credit-bearing course opportunities to gain experience in local K-8 schools. Students following a traditional teacher preparation program have field placements set for them in local schools; students following the alternate route program use their work placements in local school districts as the settings for these learning experiences. The field experiences are framed by the candidate’s relationship with the mentor teacher, who should meet with the candidate **weekly** to discuss the candidate’s experiences and encourage reflection and development of growth targets.

The practicum courses typically follow the progression below.

* TCH\_LRN 402: Provides students with a foundation for understanding issues related to instructional strategies, literacy, technology, and assessment.

Field Component – 45 hours K-8 classroom experience

* TCH\_LRN 405: Emphasizes effective strategies for teaching mathematics and science.

Field Component – 45 hours K-8 classroom experience

**In their first semester**, alternate route students take Tch\_Lrn 402 and 405. They will need 6 hours/week in a classroom where they can work with students and accomplish the activities in this packet.

**In their second semester**, alternate route candidates take Tch\_Lrn 390 and Tch\_Lrn 483, which are academic courses based in the school environment. This will require them to be in a qualifying classroom for 12 hours/week. As part of these hours, candidates will also need some flexibility to be able to have a few hours over the semester to observe subject specialists outside of the classroom and conduct practice teaching lessons.

During the second or third semester (depending on the add-on endorsement), alternative route candidates will also need experiences working with bilingual/ELL students or students receiving special education services.

* TCH\_LRN 401: Provides students with the experience of working with bilingual/ELL students; OR
* SPEC\_ED 490: Provides students with the experience of working with students receiving special education services.

Field Component – 45 hours K-12 classroom experience per credit enrolled

* TCH\_LRN 490: Advanced practicum coursework focuses on the TPA and contemporary issues in the public schools. Students integrate educational theories with teaching in classroom contexts. Tch\_Lrn 490 involves one hour of seminar per week to support candidates’ edTPA portfolio preparation.

Field Component – 2 days/week K-8 classroom experience (=210 hours)

**In the penultimate (typically third) semester**, alternate route candidates will take Tch\_Lrn 490, the general elementary education practicum. Candidates will need to have 210 hours over the semester (or 2 full days/week) in the general education setting in order to meet Tch\_Lrn 490 requirements and allow them to prepare adequately for the student teaching experience. During Tch\_Lrn 490, candidates need to be observed teaching a literacy lesson at least once and teaching a math lesson at least once.

**In their final semester** in the program, alternate route candidates will undertake student teaching, which is a full-time course.

* TCH\_LRN 415: Student Teaching: Full-time for 8 weeks, fully in a general education setting, experiencing teaching all of the content areas. Alternate route candidates can conduct student teaching as one 8-week block or part-time on a longer basis, as arranged between WSU and the school district.

**TCH\_LRN 402 & 405 Students’ Roles in the Classroom**

The candidates in TCH\_LRN 402 and 405 practicum courses often have no prior university experience in the classroom, other than a one-week observation in TCH\_LRN 301. Alternate route candidates will have a much greater base of experience from which to work and greater funds of knowledge about teaching, learning, and the school community. Alternate route candidates will likely take part in some of the activities below routinely and/or at a high level, while they may have little experience or be at a more developmental level with other activities. **Please do customize the learning experiences for this practicum to meet the candidate’s needs.** The list below is a suggested starting point, not requirements or an all-inclusive list.

These two practicum courses are also intended for the candidates to watch specific subjects in action that correspond to their WSU methods courses taken during this semester (typically including TCH\_LRN 321, Early Literacy; MATH 251, Foundations of Elementary Mathematics I; TCH\_LRN 352, Teaching Elementary Mathematics; and/or TCH\_LRN 371, Teaching Elementary Science). Students have classroom-based assignments to complete for these courses and the practicum time spent in the classroom should align as much as possible with the candidate’s current coursework. Connections between the classroom experience and the university coursework are also good grounds for discussion during mentoring meetings.

The list below includes possible (not required) activities for students in TCH\_LRN 402 and 405:

* Assist individual students or small groups
* Assist with lessons for large groups
* Teach a lesson to a small group
* Grade assignments
* Record grades
* Help gather student data, such as watching a case study student and recording data
* Observe or interview students
* Observe the mentor teacher’s lessons for ideas, pointers, clarifications, and illustration of methods or good practices
* Help to set up and clean up after group work
* Take attendance, lunch count, and other entry task responsibilities

Candidates should consult with their methods course instructors to determine assignments or activities which ideally would be carried out during this practicum time. The candidate and mentor teacher should determine when these might be completed during classroom time. Such activities might include:

* Interviewing a case study student
* Observing and writing a reflection
* Planning and teaching a lesson or activity with mentor teacher input
* Conducting a number talk, spelling test, read-aloud, or inquiry science activity

**As much as possible, candidates’ work in the school should overlap with their university studies, and candidates’ university courses should augment their roles and work at school.**

**Washington State University Tri-Cities College of Education**

**Activity Observation Form for TCH\_LRN 402, 405**

Mentor teacher: Please use at least once during the semester, and more often if desired for guidance and feedback. Please submit a copy to the university supervisor or Program Coordinator together with the Candidate Evaluation Form at the end of the semester.

Teacher candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of observation:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ District/school: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject/grade level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observation #: 1 2 3 4

What activity is being observed?

Interactions with students:

Lesson plan feedback:

What are the students saying and doing?

How is the teacher candidate managing the classroom?

Suggestions for improvement or things to try next:

What is the teacher candidate doing well?

Other:

**Candidate Evaluation Form I**

**To be completed at end of semester for TCH\_LRN 402 and 405**

Candidate Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester: \_\_\_\_\_\_\_\_\_\_

Univ. Supervisor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Mentor Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade:\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **1. Professionalism**   * Is punctual * Maintains professional demeanor, behavior and attire * Maintains social contact with students consistent with professional role | ( ) At/Above Standard  ( ) Approaching Standard  ( ) Below Standard  (Please provide specific feedback for performance that is below standard.) | Comments: |
| **2. Interaction with Students**   * Relates positively to students, demonstrating interest, respect, equity, care, and good rapport. * Engages students in classroom activities and lessons * Interactions with students are appropriate | ( ) At/Above Standard  ( ) Approaching Standard  ( ) Below Standard  (Please provide specific feedback for performance that is below standard.) | Comments: |
| **3. Responsibility**   * Comes to class prepared to assist the teacher in daily tasks * Attends regularly 3+ hours a week; on time as scheduled * Makes necessary arrangements to make up absences | ( ) At/Above Standard  ( ) Approaching Standard  ( ) Below Standard  (Please provide specific feedback for performance that is below standard.) | Comments: |
| **4. Initiative**   * Displays a positive attitude and enthusiasm * Shows initiative in the classroom (seeks information, asks questions, contributes ideas, helps where needed, etc.) * Is self-motivated * Displays a willingness to learn from cooperating teacher * Responds positively to constructive comments   made by mentors | ( ) At/Above Standard  ( ) Approaching Standard  ( ) Below Standard  (Please provide specific feedback for performance that is below standard.) | Comments: |

Mentor Teacher (Signature) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Supervisor (Signature) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_