

GHC PRACTICUM HANDBOOK

2018-2019

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Introduction and Welcome

General Information

Grays Harbor College Mission Statement:

The College provides meaningful education and cultural enrichment through academic transfer, workforce preparation, basic skills, and service to community.



BAS-TE Conceptual Framework

GHC's BAS in Teacher Education is based on Dr. Weimer's Learner-Centered Teaching Model, with additions critical to the teaching candidate's *professional environment* (Weimer, 2013). Faculty will model the learner-centered teaching framework in order to prepare candidates to develop and incorporate this model into the teaching of their students.

The fundamental premise of this model is that teaching must include the following:

- Meaningful and purposeful engagement
- Cultural awareness within a collaborative context
- Theory and practice
- Knowledge-based proficiency
- Quality and meaningful assessment
- Ethical leadership
- Development of a reflective practice
- Professionalism

Meaningful and purposeful engagement	Learner-Centered Teaching modeled to the BAS-TE Candidates	Learner-Centered Teaching provided to K-8 students
Cultural awareness within a collaborative context		
Theory and practice		
Knowledge based proficiency		
Quality and meaningful assessment		
Ethical leadership		
Development of a reflective practice		
Professionalism		

Weimer, Maryellen. (2013). *Learner-Centered Teaching, 2nd Edition*, Hoboken, NJ: Wiley.

BAS-TE Program Outcomes

Students who successfully complete the Bachelor of Applied Science in Teacher Education: Elementary Education and/or Special Education will have demonstrated the ability to:

- Communicate and collaborate effectively with children, parents/guardians, peers, administrators, and the community
- Ensure cultural competence in teaching through adapting learner-centered curricula that engage students in a variety of culturally-responsive strategies
- Recognize individual differences and learning styles, then modify curricula to meet the learners' needs
- Design, facilitate, and evaluate age- and developmentally-appropriate learning exercises for students in K-8 and special education
- Develop standards-driven curricula and monitor student progress toward targets
- Utilize formal and informal assessment strategies to strengthen instruction and promote learning
- Competently design and execute lessons rich in literacy, science, math, social studies, and the arts
- Generate strategies from multiple instructional approaches and differentiated instruction for all students
- Foster positive, inclusive learning settings in cognitive, behavior, language, physical, and social domains to create a safe and productive learning environment
- Integrate and model the use of technology in the classroom
- Utilize feedback and reflection to constantly improve teaching practices
- Demonstrate the capacity and skills needed to work in the professional environment of K-8 education.

The coursework for this program is designed to ensure graduates have a firm foundation in pedagogy and content, including appropriate training specific to elementary education and special education, by demonstrating the achievement of the program outcomes. Course objectives are aligned with the general program outcomes stated above.

Practicums

While each practicum has a different topical focus, all of them are designed to give students' experience in several different classrooms while practicing the professional dispositions that are required for all certified teachers. The rubrics at the end of this document represent a sub-set of the rubrics used to provide formative and summative feedback to GHC student teachers in year 2 of this program.

BAST 491 Practicum 1 - Intro to schools

This practicum is designed to acquaint the student to the operations, governance, and functions of the local school system through participation/observation in a classroom. The practicum consists of three seminars and classroom experience as well as exploration of the local school system. BAS-TE degree course.

BAST 493 Practicum 2 - Diverse populations

This practicum is designed to assist students in identifying the diversity among students in the local area. The practicum consists of three seminars and classroom experience to develop and demonstrate an understanding of the local school districts as well as specific school buildings. BAS-TE degree course.

BAST 494 Practicum 3 - A Look into Special Education

This practicum is designed to assist students in recognizing special education operations in the local school system. The practicum consists of three seminars and classroom experience to develop an understanding of special education operations.

Outcomes: This practicum is designed to assist students in understanding the importance of maintaining professionalism in all areas, in terms of commitment to their colleagues and students, through communication and collaboration. Students will understand the value of planning for student diversity and developmental differences and will recognize the importance of participating in ongoing professional development and self-reflection to adapt practices, Students will have a clear idea of Specially Designed Instruction and the rationale for having Special Education services.

BAST 495 Practicum 4 – Assessment Support and Preparation

Special topics. Focus on preparation for NES Elementary Education licensure exam and edTPA portfolio assessment.

Practicum Policies and Procedures

Attendance

The intensity of practicum assignments will vary with each quarter, depending on the credit hour equivalency for each practicum course. Because the practicum experience is a pillar of the BAS-TE program, consistent attendance in practicum is required. Students must attend the full credit hour requirement for each practicum course, which may require reworking the initial practicum schedule between the student and mentor in order to make up time that would otherwise be missed.

Code of Professional Conduct

The Code of Professional Conduct for Education Practitioners is outlined in **WAC 181-87** and can be found at: www.k12.wa.us/ProfPractices/pubdocs/codeofconduct.pdf.

AccessAbility Services (formerly Disability Support Services) Reasonable Accommodations Statement

AccessAbility provides accommodations for students with documented disabilities.

AccessAbility assists faculty in providing appropriate accommodations and can provide course materials in alternate formats. Adaptive technology aids, as well as quiet testing areas, may be provided. The GHC AccessAbility Services office provides adaptive services to students with documented disabilities, as required. The student is responsible for providing the Letter of Accommodation form to each instructor.

Academic and District Calendars

Practicums will follow the academic calendar of the cooperating district rather than the GHC calendar. The actual dates of practicum will be confirmed by the program director in conjunction with the practicum supervisor/faculty, cooperating district, and the student. In the event that school is delayed or cancelled, the practicum hours must be made up before the end of the quarter.

Statement of Academic Integrity

All forms of cheating, falsification, and plagiarism are against the rules of this course and of Grays Harbor College. Students who are unsure what constitutes academic dishonesty are responsible for asking the instructor for clarification. Instances of intentional academic dishonesty will be dealt with severely, up to and including dismissal from the program.

Practicum Student Roles and Responsibilities

1. Before the start of a practicum, the student must have a current and clear Washington State Patrol WATCH background check on file with Grays Harbor College. Additionally, the student must have completed the Character and Fitness Supplement form, as well as provide proof of liability insurance coverage. ***Students will not be allowed to start the practicum without each of these components complete and on file.***
2. Contact the mentor teacher, building principal, and practicum supervisor for introductions, to exchange contact information, and schedule an initial meeting before the start of the practicum experience.
3. Get a copy of your school's handbook via the school webpage or through the office if it is not available online and familiarize yourself with your practicum site's policies and procedures.
4. The student is responsible for creating a weekly schedule that is agreeable to all parties involved (mentor teacher, principal, practicum supervisor, and student) that satisfies the minimum number of work experience contact hours for the practicum. Planning time may be scheduled between the student and mentor teacher, though the majority of the practicum experience should be in the assigned classroom while students are engaged in active learning. **Complete the Practicum Placement and Schedule form (Appendix A) and return to the practicum supervisor and the mentor teacher at the start of the practicum experience.**
5. In the event of an emergency, contact both the mentor teacher and the practicum supervisor as soon as possible. All scheduled practicum hours must be completed; in the event of missed hours due to emergency, illness, weather, or other reasons, the student is responsible for making up the hours as agreed by the mentor teacher and practicum supervisor.
6. Complete the Practicum Attendance Log (Appendix B) with dates, times, and total hours or when available, use the online Attendance Log.
7. Professional attire, attitude, and behavior is expected at all times during the practicum. Professional disposition is monitored across all program requirements, including practicum.
8. Observe professional standards of ethics in confidentiality, professional courtesy, and interactions with students, parents, community members, and other professionals. Strict confidentiality is required regarding student information and interactions; do not discuss student information or interactions with anyone beyond the respective school, and only when deemed professionally and/or legally appropriate. For questions related to confidentiality expectations, consult the mentor teacher and/or practicum supervisor.
9. Do not use student names in course work or class discussions.

Mentor Teacher Roles and Responsibilities

1. Provide leadership to the student by introducing them to faculty, staff, and students, as appropriate.
2. Share school schedules, routines, policies, rules, and classroom expectations with the student as appropriate.
3. Include the student in professional development, staff events and meetings, and other building activities when appropriate and available.
4. Periodically meet with the student to provide ongoing and regular constructive feedback to the student and discuss practicum goals, outcomes, and progress toward successful practicum completion. Topics might include professionalism, and interpersonal relationships with colleagues, students, parents, administrators, and the community. Somewhere around the 5th week of the experience, complete the Formative Practicum Professional Disposition Rubric (Appendix C).
5. As necessary and appropriate, provide the student with background information on individual learners in the classroom.
6. Student should be included in as many teaching activities and opportunities as possible such as small group instruction, one-to-one instruction, data collection, etc.
7. Maintain regular contact with the practicum supervisor throughout the practicum experience regarding student progress. Report any concerns or issues with the student's performance to the practicum supervisor as soon as possible.
8. Because the students are not certificated, in most cases, supervision is required at all times.
9. At the culmination of the practicum experience, complete the Summative Practicum Professional Dispositions Rubric (Appendix D) on or before the last day of the term. Return this form and any other feedback directly to the practicum supervisor.

Practicum Supervisor Roles and Responsibilities

1. The practicum supervisor serves as both an observer/evaluator for the practicum student as well as liaison between the practicum site and Grays Harbor College.
2. Maintain regular contact with the mentor teacher and communicate practicum purpose, goals, and desired outcomes.
3. Meet with the practicum student prior to the start of the practicum experience to discuss expectations, goals, and requirements.
4. Be available to the student and mentor teacher throughout the quarter to address questions and concerns, and provide support and feedback. Should practicum issues arise, including as documented in the Formative Professional Disposition Rubric, the practicum supervisor will work with the student and the mentor teacher to address them.
5. Meet with the student and mentor teacher at the culmination of the practicum to discuss the student's progress and completion of required outcomes.
6. At the culmination of the practicum experience (the last day of the term or before), the practicum supervisor will collect the Summative Professional Disposition Evaluation Rubric form from the mentor teacher.

BAS-TE Program Staff Contact Information

Judy Holliday, Field Placement Coordinator

Email: Judy.Holliday@ghc.edu

Phone: (360) 538-2525

Susan Friberg, Practicum Supervisor Winter 2019

Email: Susan.Friberg@ghc.edu

Emily Lardner, BAS-TE Program Administrator

Email: Emily.Lardner@ghc.edu

Phone: (360) 538-4010

Public Educator Advisory Board Membership

Name	Position
Alicia Henderson	Superintendent, Aberdeen School District
Kathleen Peterson	Elementary Teacher, McDermoth Elementary
Kristen Scroggs	Elementary Teacher, St. Mary's Catholic
John Meers	Principal, A.J. West Elementary
Barb Good	English Language Arts Teacher, Miller Junior High
Sally Holt	Science Teacher, Miller Junior High
Marnie Ranheim	Elementary Counselor, Central Park Elementary
Patrick Womac	Teacher Ed Faculty, Grays Harbor College
Emily Lardner	Vice President of Instruction, Grays Harbor College
Judy Holliday	Field Placement Direct and Student Teacher Supervisor, GHC

Cooperating District Contact Information

Aberdeen School District

216 North G Street
Aberdeen, WA 98520
(360) 538-2000
Superintendent: Alicia Henderson

Cosmopolis School District

Mailing address:
PO Box 479
Cosmopolis, WA 98357

Physical address:
1439 4th Street
Cosmopolis, WA 98357
(360) 532-7181
Superintendent: Cherie Patterson

Hoquiam School District

305 Simpson Avenue
Hoquiam, WA 98550
(360) 538-8200
Superintendent: Mike Villarreal

Montesano School District

302 Church Street North
Montesano, WA 98563
(360) 249-3942
Superintendent: Dan Winter

Elma School District

1235 Monte Elma Road
Elma, WA 98541
(360) 482-2822
Superintendent: Kevin Acuff

Ocosta School District

2580 South Montesano St.
Westport, WA 98595
(360) 268-9125
Superintendent: Kurt Hilyard

Ocean Beach School District

500 Washington Avenue South
Long Beach, WA 98631
(360) 642-3739
Superintendent: Scott Fenter

Raymond School

1016 Commercial Street
Raymond, WA 98577
(360) 942-3415
Superintendent: Steve Holland

North Beach School District

336 State Rt 109
Ocean Shores, WA 98569
(360) 289-2447
Superintendent: Andrew Kelly

South Bend School District

405 First Street
South Bend, WA 98586
(360) 875-6041
Superintendent: Jon Tienhaara

Willapa Valley School District

Mailing address:
PO Box 128,
Menlo, WA 98561

Physical address:

22 Viking Way
Raymond, WA 98577
(360) 942-2006
Superintendent: Nancy Morris

St. Mary School

518 N H Street
Aberdeen, WA 98520
(360) 532-1230
Principal: Carrie Marlow

BAS-TE Course Descriptions

BAST 325 Teaching Math

Primary focus is providing the requisite knowledge and skills to teach K-8 students core math concepts. Current state standards for math learning will be reviewed with a focus on understanding how to teach and apply mathematical concepts. 5 lecture hours. BAS- TE degree course.

BAST 326 Teaching Science

Provides the requisite knowledge and skills to teach K-8 students core science concepts. Current state standards for science learning will be presented and reviewed. A particular focus will be the interrelationships among science, technology, engineering, and mathematics (STEM) disciplines. 5 lecture hours. BAS-TE degree course.

BAST 330 Teaching and Technology

This course will focus on various educational technologies, ranging from classroom equipment to online learning management systems, with a particular focus on students' physical and emotional safety. 3 lecture, 4 lab hours. BAS-TE degree course.

BAST 335 Teaching Music and the Arts

Examine the philosophies, methodologies, and instructional techniques necessary for selecting, implementing, and evaluating appropriate educational activities to support the physical, musical, and artistic development of elementary-aged students. 5 lecture hours. BAS-TE degree course.

BAST 345 Teaching Language Arts and Development

Examine the methods for teaching writing, reading, listening, and speaking strategies and skills, including vocabulary, grammar, usage, and language development. Topics will include curriculum, methods, materials, and research. 5 lecture hours. BAS-TE degree course.

BAST 350 Diversity in Students

Explore the concepts of social structure, behavior, and environment relative to vulnerable, special, and minority populations. Topics will include race, ethnicity, gender, class, sexuality, disability, and age. 3 lecture hours. BAS-TE degree course.

BAST 351 Issues of Abuse and Neglect

Develop skills for working with children from abusive and/or neglectful home environments, including potential behavioral consequences of abuse or neglect and corresponding intervention strategies. Using theory, research, and practice, students will understand, recognize, and assess child abuse and neglect issues. 2 lecture hours. BAS-TE degree course.

BAST 355 Teaching Reading

Explores reading, comprehension, and literacy as it pertains to beginning readers. Topics will include development of learners' oral and written literacy, specific strategies to assist students in the comprehension of printed materials, and use of appropriate literature to enhance student interest and understanding. Emphasis will be placed on developing strategy lessons that encompass the major components of reading (awareness, phonics, fluency, vocabulary, and comprehension) to use with students. 5 lecture hours. BAS-TE degree course.

BAST 360 Assessment and Evaluation

Using grade level expectations, teaching frameworks, and individual education plans as tools, participants will explore principles of sound assessment. Participants will design and implement assessment strategies for individual needs, as well as explore methods of collaboration with families, related service personnel, and others for student placement and instructional decisions. 5 lecture hours. BAS-TE degree course.

BAST 365 Teaching Social Studies

Explores the specific concepts and topics in social studies present and past, and explores methods used to teach social studies through integrated thematic units of curriculum and instruction, incorporating current research and best practices for teaching social studies. Topics will include key social science concepts and events, appropriate instructional approaches for teaching social studies, and effective formal and informal assessment. 5 lecture hours. BAS-TE degree course.

BAST 380 Educational Psychology

Familiarization with various theories of teaching, learning, and motivation across the lifespan with a particular focus on using theory as a basis for creating a productive learning environment and classroom culture. Summarize and apply behavioral interventions methods across various school contexts. 5 lecture hours. BAS-TE degree course.

BAST 400 Education and the Law

Examine educational law and the constitutional, statutory, and common law principles, and appellate court cases directly affecting school systems in the United States. Topics will include the legal framework for school systems, the rights and responsibilities of teachers and students, school discipline and due process, negligence and defamation, education of students with disabilities, discrimination and harassment, tort liability, and religion in the schools. 5 lecture hours. BAS-TE degree course.

BAST 420 Curriculum and Instruction

Students will define, identify, develop, and organize age, ability, and content appropriate curricular materials. Additionally, students will operationally define learning outcomes from curricula. These two foci will be used as the foundation for the overview and application of various pedagogical practices. 5 lecture hours. BAS-TE degree course.

BAST 421 Classroom Management

Students will examine current theory, research, and best practices related to classroom management. Topics include exploring classroom management models, establishing effective rules and procedures, creating classroom conditions that promote effective teaching and learning, and employing techniques and strategies for managing individual student and corporate behavior in a variety of instructional settings. 5 lecture hours. BAS-TE degree course.

BAST 430 Social Foundations

Examine the historical, philosophical, political, and cultural foundations of the American educational system and their impact on teaching and learning. Topics will include historical foundations of education; major educational philosophies; school governance and finance; curriculum theory, development, and design; the teaching profession; educational aims, goals, and objectives; educational reform, and current issues in education. 5 lecture hours. BAS-TE degree course.

BAST 491 Practicum 1 - Intro to schools

This practicum is designed to acquaint the student to the operations, governance, and functions of the local school system through participation/observation in: Local PTA, School Boards, and district meetings. The practicum consists of three seminars and classroom experience as well as exploration of the local school system. 1 lecture, 3 worksite hours. BAS-TE degree course.

BAST 493 Practicum 2 - Diverse populations

This practicum is designed to assist students in identifying the diversity among students in the local area. The practicum consists of three seminars and classroom experience to develop and demonstrate an understanding of the local school districts as well as specific school buildings. 6 worksite hours. BAS-TE degree course.

BAST 494 Practicum 3 - A look into Special Education

This practicum is designed to assist students in recognizing Special Education operations in the local school system. The practicum consists of three seminars and classroom experience to develop an understanding of Special Education operations. 6 worksite hours. BAS-TE degree course.

BAST 495 Practicum 4 – Assessment Support and Preparation

Special topics. Focus on preparation for NES Elementary Education licensure exam and edTPA portfolio assessment. 3 lecture hours, 6 worksite hours. BAS-TE degree course.

BAST 496 Student Teaching in Elementary Education I

Supervised instructional experience to develop, implement, practice, and evaluate theory and methods learned. 9 worksite hours. BAS-TE degree course

BAST 497 Student Teaching in Elementary Education II

Supervised instructional experience to develop, implement, practice, and evaluate theory and methods learned. 18 worksite hours. BAS-TE degree course.

BAST 498 Student Teaching in Elementary Education III

Supervised instructional experience to develop, implement, practice, and evaluate theory and methods learned. 15 worksite hours. BAS-TE degree course.

Appendix A

Practicum Placement and Schedule Form—copies to be shared with mentor teacher and practicum supervisor

Name: _____ SID: _____

Phone: _____ Email: _____

Quarter: _____ Practicum Supervisor: _____

Practicum Site: _____

Mentor Teacher: _____ Phone: _____

Mentor Teacher Email: _____

Principal/Site Supervisor: _____

Principal/Site Supervisor Email: _____

Suggested Practicum Hours:

Day	Time(s)
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Preferred days/times for practicum supervisor visit/observation: _____

Appendix B

Practicum Attendance Log

Quarter: _____ Practicum Site: _____

Name: _____ Mentor Teacher: _____

Directions: Fill in the date, arrival and departure times, and document the activities and/or lessons observed. The mentor teacher must sign this form at the completion of each visit.

1. The start and end times of each observation may vary by practicum site, but the assigned number of hours per practicum visit must be met in order to satisfy the credit hour requirement for field experience.
2. If a scheduling conflict or other personal issue prevents the completion of a scheduled practicum visit, the student is expected to contact the mentor teacher and practicum supervisor as soon as possible to arrange a make-up visit.

[illegible]

Appendix C

Practicum Rubric: Professional Dispositions—Midterm Formative Assessment

Teacher candidate: _____

School site: _____

Mentor teacher: _____

GHC faculty supervisor: _____

Date: _____

PROFESSIONAL DISPOSITIONS	Unsatisfactory	Basic	Proficient	Distinguished
Standard A: Commitment	Apathetic, lacks enthusiasm Demonstrates poor work ethic including not meeting deadlines Does not attend school meetings Lacks understanding of student diversity Lacks response to students' developmental levels <input type="checkbox"/>	Displays enthusiasm for teaching Generally demonstrates good work ethic, but does not routinely meet deadlines Infrequently attends school meetings Understands student diversity Responds to students' developmental levels when prompted <input type="checkbox"/>	Regularly shows enthusiasm and energy for teaching and learning Demonstrates strong work ethic including meeting deadlines Regularly attends school meetings Understands and plans for student diversity and developmental levels <input type="checkbox"/>	Demonstrates exemplary enthusiasm for teaching and learning Demonstrates exemplary work ethic including meeting deadlines Regularly attends school meetings and seeks opportunities for professional growth Demonstrates sophisticated understanding and planning for student diversity and developmental levels <input type="checkbox"/>
Teacher Comments				

PROFESSIONAL DISPOSITIONS	Unsatisfactory	Basic	Proficient	Distinguished
Standard B: Responsible Behavior	<p>Lacks motivation Shows limited self-confidence and does not address problems Fails to communicate when absent or late Interacts disrespectfully or arrogantly with students/mentors</p> <p><input type="checkbox"/></p>	<p>Is somewhat self-motivated Shows signs of emerging self-confidence, but reacts to problems with frustration Usually present, punctual or calls Usually interacts respectfully with students/mentors</p> <p><input type="checkbox"/></p>	<p>Is self-motivated and routinely facilitates student learning Is secure and self-reliant and generally addresses problems responsibly Is routinely present, is punctual or calls in advance Routinely values and respects individual differences</p> <p><input type="checkbox"/></p>	<p>Creates opportunities for students to take responsibility for their learning and seeks opportunities to enhance own and other adults' learning Is mature, self-assured, and poised Is always present, is punctual or calls in advance Always values and respects individual differences</p> <p><input type="checkbox"/></p>
Teacher Comments				
Standard C: Professional Communication and Collaboration	<p>Rarely collaborates with others; is resistant to feedback and does not respect others' points of view Communicates negatively or sarcastically; rarely uses Standard American English Is more interested in being heard than in listening</p> <p><input type="checkbox"/></p>	<p>Occasionally collaborates with and seeks feedback from school colleagues and students; sometimes respects others' points of view and inconsistently utilizes feedback Inconsistently communicates positively & clearly with all members of the school community and uses Standard American English with many errors Listens to others somewhat attentively; occasionally reacts before thinking</p> <p><input type="checkbox"/></p>	<p>Regularly collaborates with and seeks feedback from school colleagues and students; respects others' points of view and uses feedback for growth Communicates positively & clearly with all members of the school community and uses Standard American English with few errors Listens openly and readily distinguishes between fact and opinion</p> <p><input type="checkbox"/></p>	<p>Seeks extended opportunities to collaborate with school colleagues; welcomes and respects feedback from all and promptly translates feedback into improved, observable actions Communicates positively & clearly with all members of the school community and uses Standard American English with few or no errors Communicates with empathy and readily distinguishes between fact and opinion</p> <p><input type="checkbox"/></p>
Teacher Comments				

PROFESSIONAL DISPOSITIONS	Unsatisfactory	Basic	Proficient	Distinguished
Standard D: Confidentiality	Has breached confidentiality on multiple occasions <input type="checkbox"/>	Generally maintains confidentiality; needs occasional reminders <input type="checkbox"/>	Regularly maintains confidentiality and demonstrates professional ethics <input type="checkbox"/>	Clearly understands & consistently maintains confidentiality at all times; demonstrates a mature sense of professional ethics <input type="checkbox"/>
Teacher Comments				
Standard E: Professional Appearance	Inappropriate, too casual, distracts from teaching process <input type="checkbox"/>	Acceptable, usually dresses appropriately <input type="checkbox"/>	Regularly neat, clean, maintains a professional demeanor <input type="checkbox"/>	Always neat, clean, maintains a professional demeanor <input type="checkbox"/>
Teacher Comments				
Standard F: Integrity and Honesty	Regularly engages in behaviors that are inappropriate to the profession Cheats/Plagiarizes Demonstrates lack of fairness with students <input type="checkbox"/>	Occasionally engages in appropriate behaviors for the teaching profession Occasionally fails to complete his/her own work, resulting from a lack of full understanding of plagiarism Sometimes exhibits lack of fairness with students <input type="checkbox"/>	Regularly engages in appropriate behaviors that reflect positively on the teaching profession Regularly completes his/her own work in a professional manner Regularly exhibits fairness with students <input type="checkbox"/>	Always engages in appropriate behaviors that reflect positively on the teaching profession Always completes his/her own work in a professional manner Always exhibits fairness with students <input type="checkbox"/>
Teacher Comments				

PROFESSIONAL DISPOSITIONS	Unsatisfactory	Basic	Proficient	Distinguished
Standard G: Understanding of Professional Expectations	<p>Does not demonstrate understanding and knowledge of Washington State evaluation requirements, because self-reflections, self-evaluations, and discussions are not based on standards and language in this rubric.</p> <p><input type="checkbox"/></p>	<p>Occasionally demonstrates understanding and knowledge of Washington State evaluation requirements by occasionally using the language embedded in this rubric in self-reflections, self-evaluations, and discussions.</p> <p><input type="checkbox"/></p>	<p>Regularly demonstrates understanding and knowledge of Washington State evaluation requirements by regularly using the language embedded in this rubric in self-reflections, self-evaluations, and discussions.</p> <p><input type="checkbox"/></p>	<p>Always demonstrates understanding and knowledge of Washington State evaluation requirements by always using the language embedded in this rubric in self-reflections, self-evaluations, and discussions.</p> <p><input type="checkbox"/></p>
Teacher Comments				

Appendix D

Practicum Rubric: Professional Dispositions—Final Summative Assessment

Teacher candidate: _____

School site: _____

Mentor teacher: _____

GHC faculty supervisor: _____

Date: _____

PROFESSIONAL DISPOSITIONS	Unsatisfactory	Basic	Proficient	Distinguished
Standard A: Commitment	Apathetic, lacks enthusiasm Demonstrates poor work ethic including not meeting deadlines Does not attend school meetings Lacks understanding of student diversity Lacks response to students' developmental levels <input type="checkbox"/>	Displays enthusiasm for teaching Generally demonstrates good work ethic, but does not routinely meet deadlines Infrequently attends school meetings Understands student diversity Responds to students' developmental levels when prompted <input type="checkbox"/>	Regularly shows enthusiasm and energy for teaching and learning Demonstrates strong work ethic including meeting deadlines Regularly attends school meetings Understands and plans for student diversity and developmental levels <input type="checkbox"/>	Demonstrates exemplary enthusiasm for teaching and learning Demonstrates exemplary work ethic including meeting deadlines Regularly attends school meetings and seeks opportunities for professional growth Demonstrates sophisticated understanding and planning for student diversity and developmental levels <input type="checkbox"/>
Teacher Comments	<div style="text-align: center;">1</div>			

¹ This rubric is based on the InTASC standards and meets requirements of WA Professional Education Standards Board (PESB)

PROFESSIONAL DISPOSITIONS	Unsatisfactory	Basic	Proficient	Distinguished
Standard B: Responsible Behavior	Lacks motivation Shows limited self-confidence and does not address problems Fails to communicate when absent or late Interacts disrespectfully or arrogantly with students/mentors <input type="checkbox"/>	Is somewhat self-motivated Shows signs of emerging self-confidence, but reacts to problems with frustration Usually present, punctual or calls Usually interacts respectfully with students/mentors <input type="checkbox"/>	Is self-motivated and routinely facilitates student learning Is secure and self-reliant and generally addresses problems responsibly Is routinely present, is punctual or calls in advance Routinely values and respects individual differences <input type="checkbox"/>	Creates opportunities for students to take responsibility for their learning and seeks opportunities to enhance own and other adults' learning Is mature, self-assured, and poised Is always present, is punctual or calls in advance Always values and respects individual differences <input type="checkbox"/>
Teacher Comments				
Standard C: Professional Communication and Collaboration	Rarely collaborates with others; is resistant to feedback and does not respect others' points of view Communicates negatively or sarcastically; rarely uses Standard American English Is more interested in being heard than in listening <input type="checkbox"/>	Occasionally collaborates with and seeks feedback from school colleagues and students; sometimes respects others' points of view and inconsistently utilizes feedback Inconsistently communicates positively & clearly with all members of the school community and uses Standard American English with many errors Listens to others somewhat attentively; occasionally reacts before thinking <input type="checkbox"/>	Regularly collaborates with and seeks feedback from school colleagues and students; respects others' points of view and uses feedback for growth Communicates positively & clearly with all members of the school community and uses Standard American English with few errors Listens openly and readily distinguishes between fact and opinion <input type="checkbox"/>	Seeks extended opportunities to collaborate with school colleagues; welcomes and respects feedback from all and promptly translates feedback into improved, observable actions Communicates positively & clearly with all members of the school community and uses Standard American English with few or no errors Communicates with empathy and readily distinguishes between fact and opinion <input type="checkbox"/>
Teacher Comments				

PROFESSIONAL DISPOSITIONS	Unsatisfactory	Basic	Proficient	Distinguished
Standard D: Confidentiality	Has breached confidentiality on multiple occasions <input type="checkbox"/>	Generally maintains confidentiality; needs occasional reminders <input type="checkbox"/>	Regularly maintains confidentiality and demonstrates professional ethics <input type="checkbox"/>	Clearly understands & consistently maintains confidentiality at all times; demonstrates a mature sense of professional ethics <input type="checkbox"/>
Teacher Comments				
Standard E: Professional Appearance	Inappropriate, too casual, distracts from teaching process <input type="checkbox"/>	Acceptable, usually dresses appropriately <input type="checkbox"/>	Regularly neat, clean, maintains a professional demeanor <input type="checkbox"/>	Always neat, clean, maintains a professional demeanor <input type="checkbox"/>
Teacher Comments				

PROFESSIONAL DISPOSITIONS	Unsatisfactory	Basic	Proficient	Distinguished
Standard F: Integrity and Honesty	Regularly engages in behaviors that are inappropriate to the profession Cheats/Plagiarizes Demonstrates lack of fairness with students <input type="checkbox"/>	Occasionally engages in appropriate behaviors for the teaching profession Occasionally fails to complete his/her own work, resulting from a lack of full understanding of plagiarism Sometimes exhibits lack of fairness with students <input type="checkbox"/>	Regularly engages in appropriate behaviors that reflect positively on the teaching profession Regularly completes his/her own work in a professional manner Regularly exhibits fairness with students <input type="checkbox"/>	Always engages in appropriate behaviors that reflect positively on the teaching profession Always completes his/her own work in a professional manner Always exhibits fairness with students <input type="checkbox"/>
Teacher Comments				
Standard G: Understanding of Professional Expectations	Does not demonstrate understanding and knowledge of Washington State evaluation requirements, because self-reflections, self-evaluations, and discussions are not based on standards and language in this rubric. <input type="checkbox"/>	Occasionally demonstrates understanding and knowledge of Washington State evaluation requirements by occasionally using the language embedded in this rubric in self-reflections, self-evaluations, and discussions. <input type="checkbox"/>	Regularly demonstrates understanding and knowledge of Washington State evaluation requirements by regularly using the language embedded in this rubric in self-reflections, self-evaluations, and discussions. <input type="checkbox"/>	Always demonstrates understanding and knowledge of Washington State evaluation requirements by always using the language embedded in this rubric in self-reflections, self-evaluations, and discussions. <input type="checkbox"/>
Teacher Comments				