

SeEd 4103
Practicum Experience in the Middle and Secondary School
Fall 2010

Faculty

Michelle Page (seminar)

Office: Education Bldg., room 108, Phone: x 6405, e-mail: pagem@morris.umn.edu

Carrie Jepma

Office: Education Bldg., room 105, Phone: x 6415, e-mail: jepma004@morris.umn.edu

Judy Kuechle

Office: Education Bldg., room 104, Phone: x 6413, e-mail: jkuechle@morris.umn.edu

Office Hours

As posted on office doors and by appointment.

COURSE DESCRIPTION AND OBJECTIVES

During the fall semester, teaching candidates gain experience by observing, assisting, and teaching in K-12 classrooms with mentor teachers. Candidates work in the schools **approximately** 10-15 hours each week and complete a full-time placement the last two weeks of the practicum experience (typically sometime in late October or early November). During this two week full-time experience, candidates are expected to be in the school the entire school day. Candidates teach at least two classes daily (approximately 100-120 minutes) and spend the rest of their time observing, reflecting, planning, and assessing. More than 150 total hours of practicum experience provide students an opportunity to develop teaching skills and translate theory into practice. Secondary education faculty work closely with the candidates and consult with mentor teachers to ensure that program expectations are met. Faculty observe and evaluate the student during the full-time experience and confer with the mentor teacher to determine the candidate's continuation in the education program and eligibility for student teaching.

By the end of the practicum, the student will better understand the subsets of the Standards of Effective Practice; will demonstrate competency in planning and teaching lessons; will demonstrate growth in classroom management; and will apply standards for ethical and professional conduct to their work in the schools.

COURSE EXPECTATIONS

Participation in the Pre-Student Teaching Practicum is required. Throughout the practicum the students are expected to show up on time, stay at the school for the designated time, and complete all scheduled days of the placement. If a student will be late in arriving or will be absent for a practicum assignment, the student must inform the K-12 cooperating teacher by telephone—it is **not adequate to email or to send a message with another student**. Absences will need to be made up by adding additional time to the practicum placement. Full attendance is key to obtaining the hours of training required by the Minnesota Board of Teaching and demonstrates a level of professionalism desired in candidates seeking a teaching license. Practicum students are expected to display professional, ethical behavior, communicate effectively with cooperating teachers and other school personnel, and be committed and enthusiastic partners in the classroom. Candidates are expected to display the professional and ethical behaviors outlined in the candidate dispositions summary; failure to meet these expectations may result in removal from the program or in an "N" grade in SeEd 4103. Some of these expectations are clarified below.

PRACTICUM POLICIES:

The field experience and accompanying seminar and assignments are a very large part of your secondary education program and are vital contributors to your development. In these settings you observe others, demonstrate your own knowledge and skill, and reflect on your experiences orally and in writing. Therefore, the policy for attendance and grading reflects the high priority and importance the program places upon this experience. The policy is as follows:

1. The practicum is officially comprised of four components: your work in the area schools, your demonstration of knowledge in the professional portfolio, and your participation in the practicum

seminar, general proficiency in professional and ethical behaviors outlined in the dispositions summary/evaluation.

2. You must pass all four components of the practicum to earn a grade of S for the course. Unsatisfactory progress in any one component of the course will result in a grade of N.
3. You are expected to complete your work in the field in a professional manner and are expected to complete at least 10-15 hours per week prior to the full time experience and to complete the entire full time experience. If you miss work in the field due to excused absences (chancellor's excuse, documented illness, etc.) you may make up this time and earn an S for the practicum. Unexcused absences or a habit of tardiness or other unprofessional behavior will earn a grade of N. In addition, you may earn a grade of N if your work in the classroom does not measure up to professional standards, as determined by the cooperating teacher and/or the university supervisor. If you are pulled from your practicum placement for any reason, you will earn a grade of N.
4. Portfolio standards will be graded S/N. Any standard (or part of a standard) graded N must be rewritten until it receives a grade of S. All standards must receive an S grade for the portfolio component to be passed as an S grade.
5. Attendance and participation in the practicum seminar is a mandatory component of the field experience. Excused absences from seminar can be made up via assignments given by the instructor. Two unexcused absences or two excused absences for which you fail to complete makeup work will result in a grade of N on this component (and thus a grade of N for the course).

Assignments and Grading

- The practicum is graded on a S/N basis. Faculty and mentor teachers evaluate the teaching performance and professionalism of the preservice teachers to determine whether continuation in the program is appropriate. If a grade of "N" is received in the practicum, the student may not continue in the Secondary Education program to student teaching.
- Participation in Practicum Seminar: Each week, students participate in a practicum seminar. Sessions will include the entire cohort and will deal with topics appropriate to the whole class. The purpose of this seminar is to allow you to raise questions and concerns stemming from your work in the practicum, to share practicum successes with your peers, and to exchange ideas with your peers and supervisor. Consult the calendar included later in the syllabus for more detail about the seminar.
- Time Card: You are required to participate in your practicum placement for a minimum of 10-15 per week (not counting pre-school teacher workshops) prior to the full-time practicum period. You will track your time and submit a time card to your supervisor.
- Individual practicum schedules will be worked out with cooperating teachers and must be approved by university supervisors. We require three consecutive partial days or two consecutive full days in practicum and a minimum of 10-15 hours per week in order to assure continuity and coherence of the experience for students and for cooperating teachers. If the cooperating teachers desire the practicum student to attend in the field for two days, these must be two full and complete days, not partial days. This, again, is to assure the continuity of the experience and to provide ample opportunity for communication and collaboration between cooperating teacher and practicum student.
- The major assignment for the practicum, in addition to your teaching duties, is the portfolio. Each of you will complete a professional portfolio. Each section of the portfolio will be graded on an S/N basis. Any section not receiving a grade of S will need to be rewritten until it is satisfactory. You will not pass the practicum without a passing, or S, grade on all parts of the portfolio. Although the portfolio is graded on an S/N basis, you may be required to submit a final portfolio in Ed 4901 after student teaching. The portfolio you complete this fall is essential in helping you prepare for your culminating education program experiences.

The portfolio should have ten sections, one for each of the ten [Standards of Effective Practice](#) (handed out in practicum seminar and located on the web).

For each standard you will collect two pieces of evidence related to that standard. In addition, you will draft an essay (2-4 pages, double-spaced or 1-2 pages single-spaced). This essay should include three parts with subheadings:

- Knowledge and Growth: In the growth section, you should talk about the knowledge and skills that you possess that enable you to meet the standard. Make sure to talk about not only what you know but how you came to know it. Include specific ideas and key understandings. Use the standards subsets to guide your discussion.
- Evidence: In the Evidence section, briefly describe each piece of evidence and discuss why it is included, what it shows about you and your ability to meet the standard. Make sure the rationale is clear—what does this evidence demonstrate about your knowledge or skills?
- Goals: Finally, in the Goals section, discuss your goals for continued growth in the future. Use the subsets of the standard to guide you. Be very specific in setting and describing your goals. Don't just say "I will continue to study topic x or y"; rather, talk about specific gaps in your knowledge base and how you will remedy them—name specific books or organizations or describe an activity you will do (such as "I will survey my class to find out their interests and then I will create lessons based on this. I will ask a colleague to evaluate my lesson.")

The portfolio is due on the dates specified below. Portfolio standards can be turned in by the end of day (4PM) to the practicum supervisor. Bring your portfolio to your practicum seminar to turn in to your instructor, or leave it at his/her office. Portfolio due dates are as follows:

Friday September 24- Standards 6 and 7

Friday October 8- Standard 1

Friday October 15- Standard 4

Friday October 22- Standard 3

Friday November 19- Standard 8

Friday December 3- Standards 2 and 5

Friday December 10- Standards 9 and 10

- Several assignments for the Teaching and Learning Strategies and other classes rely on active participation in the practicum; therefore, although the practicum itself is graded on an S/N basis, performance in the practicum affects performance in the other courses. Assignments to which special attention should be paid in the practicum are:
 - Portfolio (practicum)—evidence can be yielded by practicum activities
 - Unit Plan (SeEd 4102: Teaching and Learning Strategies)—ideas and feedback can be obtained; most students will teach their unit plans
 - Analysis of Student Learning (SeEd 4102: Teaching and Learning Strategies)—data will be collected for this project in the practicum
 - Differentiated Lessons assignment (SeEd 4104: Teaching Diverse Learners)—your practicum will inform your ideas about how to reach all learners
 - Communication with Parents (SeEd 4104)—this assignment is relevant to your current practicum students

Suggested Practicum Activities and Seminar Schedule

Week of	Topics being studied in Secondary Ed. Courses	Suggested Activities for the Practicum Student	Suggested Role for the Practicum Teacher	Practicum Seminar
August 25-27	<ul style="list-style-type: none"> Friday practicum seminar only 	<ul style="list-style-type: none"> Not in the schools 		<ul style="list-style-type: none"> Meet in MRC 205 Topics: Expectations, Schedule, Structure, Rides, etc. DISCUSS PORTOLIO
August 30-September 3	<ul style="list-style-type: none"> Planning for instruction—choosing curriculum Professionalism Learning Theory Lesson Planning Special Education IEP's FERPA Multiple Intelligences Learning Styles Cultural Competence 	<ul style="list-style-type: none"> Attend pre-school workshops Learn about total school and community resources Learn location of key resources in school Organize your own space in classroom Discuss and clarify classroom rules and district wide policies Agree on your role—attendance, Xeroxing, research, and material prep. 	<ul style="list-style-type: none"> Provide tour of school Explain classroom layout and location of materials Provide study area for practicum student Explain rationale for classroom policies Explain grading system and electronic grading systems Share date of parent conferences so that student can make plans to attend 	<ul style="list-style-type: none"> Meet in MRC 205 Topics: No Child Left Behind, Beginning of School Year, Establishing good relationships; communicating with colleagues
September 6-10	<ul style="list-style-type: none"> No Monday/Tuesday classes on campus (Labor Day) 	<ul style="list-style-type: none"> Photocopy class materials for teacher Create seating chart Determine date of parent conferences Agree on your role with grading and the grading system 	<ul style="list-style-type: none"> Provide seating charts Discuss role of cooperating teacher and practicum student 	<ul style="list-style-type: none"> Meet in MRC 205 Code of Ethics, Guest Speaker Tammy Barnes

Week of	Topics being studied in Secondary Ed. Courses	Suggested Activities for the Practicum Student	Suggested Role for the Practicum Teacher	Practicum Seminar
September 13-17	<ul style="list-style-type: none"> • Importance of setting tone for semester <ul style="list-style-type: none"> ○ Lesson planning-writing objectives ○ Reviewing sample lesson plans-Internet • Developmentally appropriate instruction • Cognitive, social, moral, physical domains • ESL Strategies and Accommodations • Differentiated Instruction • Prejudice • Racial Identity 	<ul style="list-style-type: none"> ○ Observe beginning of school year ○ Complete handout on first days of school ○ Learn students' names 	<ul style="list-style-type: none"> • Explain procedure during first days to create productive classroom community • Discuss writing lesson plan objectives 	<ul style="list-style-type: none"> ▪ Meet in MRC 205 ▪ Topics: Communication (review of general principles, etc.) ▪ Discuss student teaching, distribute applications
September 20-24	<ul style="list-style-type: none"> • Planning semester/unit plans • ESL and Differentiation • Culture in Schooling • Working with parents and families of color • Cross-Cultural Communication 	<ul style="list-style-type: none"> ○ Create lesson objectives for mini lesson to teach next week ○ Begin assisting students based on their individual needs 	<ul style="list-style-type: none"> ○ Share lesson planning techniques on set -closure 1. Share semester/unit planning calendars 2. Brainstorm unit possibilities/prioritize and share 	<ul style="list-style-type: none"> ▪ Meet in MRC 205 ▪ Testing registration, Ed 4901 information ▪ Portfolio Standards 6 & 7 Due
September 27-October 1	<ul style="list-style-type: none"> • Unit planning • Teaching strategies—presentation model; discussion • Isolated students and teachers of color • Bias in Curriculum, Assessment, and Textbooks 	<ul style="list-style-type: none"> ○ Finish lesson plan to teach mini lesson during week ○ Teach lesson ○ Assist students based on their individual needs ○ Brainstorm unit possibilities/prioritize and share 	<ul style="list-style-type: none"> • Decide unit student will create/teach for your class • Help student prepare/teach mini presentation model lesson 	

Week of	Topics being studied in Secondary Ed. Courses	Suggested Activities for the Practicum Student	Suggested Role for the Practicum Teacher	Practicum Seminar
October 4-8	<ul style="list-style-type: none"> • Instructional strategies—Cooperative Learning, Concept Formation • Social Class 	<ul style="list-style-type: none"> ○ Determine unit to teach ○ Teach mini presentation lesson ○ Assist students based on their individual needs 	<ul style="list-style-type: none"> • Determine daily lesson student will teach this week • Advise practicum student on objectives, methods, materials, and time allotment for unit • Share your insights on the use of discussion and cooperative learning as instructional strategies 	<ul style="list-style-type: none"> ▪ Meet in MRC 205 ▪ Topics: Working with Parents and Families (read Weinstein Chapter 5); Preparing for the full time practicum ▪ Portfolio Standard 1 Due (drop off at faculty offices)
October 11-15	<ul style="list-style-type: none"> • Instructional strategies—Investigation/Inquiry, Role Play and Simulation • Gender and Sexual Orientation 	<ul style="list-style-type: none"> ○ Create/teach longer lessons on daily basis ○ Create daily lesson plans for unit ○ Share unit template with cooperating teacher 	<ul style="list-style-type: none"> • Informally assess practicum student's teaching • Discuss student's unit plan template • Students at EDUCATION MINNESOTA ON THURSDAY 	<ul style="list-style-type: none"> ▪ NO SEMINAR ▪ Portfolio Standard 4 Due (drop off at faculty offices)
October 18-22	<ul style="list-style-type: none"> • UMM Fall Break—no Monday/Tuesday class • Encouraged to go to practicum on Wednesday to prepare for practicum • No class/practicum Thursday/Friday for Ed MN 	<ul style="list-style-type: none"> ○ Finalize unit plan to teach in practicum ○ Finalize lesson plans for entire unit ○ Create assessment for unit ○ Reflect on your management style ○ Grade papers/assessments 	<ul style="list-style-type: none"> • Review unit plans for full time teaching by student • Review daily lesson plans for unit 	<ul style="list-style-type: none"> ▪ NO SEMINAR—ED MN October 21-22 ▪ Portfolio Standard 3 Due (drop off at faculty offices)
October 25-29	<ul style="list-style-type: none"> • At school full time. UMM faculty will visit at least once during full-time teaching 	<ul style="list-style-type: none"> ○ Teach at least TWO classes full time during this two-week period ○ Include assessment in unit teaching ○ Reflect on your management style ○ Grade papers/assessments ○ Attend parent conferences if scheduled 	<ul style="list-style-type: none"> • Formally assess practicum student's teaching 	<ul style="list-style-type: none"> ▪ NO SEMINAR—FULL TIME PRACTICUM

Week of	Topics being studied in Secondary Ed. Courses	Suggested Activities for the Practicum Student	Suggested Role for the Practicum Teacher	Practicum Seminar
November 1-5	<ul style="list-style-type: none"> At school full time. UMM faculty will visit at least once during full-time teaching 	<ul style="list-style-type: none"> Teach at least TWO classes full time during this two-week period Include assessment in unit teaching Reflect on your management style Grade papers/assessments Attend parent conferences if scheduled 	<ul style="list-style-type: none"> Formally assess practicum student's teaching 	<ul style="list-style-type: none"> NO SEMINAR—FULL TIME PRACTICUM
November 8-12	<ul style="list-style-type: none"> Assessment Classroom Management Literacy: Fluency, comprehension, vocabulary 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Share expertise on test construction Share rubrics and other assessment/grading information Share insights on classroom management 	<ul style="list-style-type: none"> Meet in MRC 205 Topic: Alternative Learning Centers; Guest Speaker Julie Larkin
November 15-19	<ul style="list-style-type: none"> Assessment and Evaluation Standardized tests Formative and Summative Assessment Grading Schema theory Connecting reading to life Vocabulary Instruction 	<ul style="list-style-type: none"> Finalize unit plan to teach in practicum Finalize lesson plans for entire unit Create assessment for unit Reflect on your management style Grade papers/assessments 	<ul style="list-style-type: none"> Share expertise on dealing with parents Oversee grading of papers Informally assess practicum student's teaching 	<ul style="list-style-type: none"> Meet in MRC 205 Topics: Hiring and Job Market (Guest Speakers) Portfolio Standard 8 Due
November 22-26	<ul style="list-style-type: none"> Establishing the Physical Environment Establishing Norms for Behavior Making the Most of Classroom Time Enhancing Students' Motivation Vocabulary Instruction Pre-, Post-, and During Reading Strategies 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> NO SEMINAR: THANKSGIVING BREAK

Week of	Topics being studied in Secondary Ed. Courses	Suggested Activities for the Practicum Student	Suggested Role for the Practicum Teacher	Practicum Seminar
November 29-December 3	<ul style="list-style-type: none"> • Managing Independent Work • Managing Group Work • Managing Recitations and Discussions • Protecting and Restoring Order • Supporting students • Pre-, Post-, and During Reading Strategies • Textbooks • Readability 	<ul style="list-style-type: none"> ○ N/A 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> ▪ Meet in MRC 205 ▪ Topic: Jobs and Hiring; Guest Speaker Gary Donovan, UMM Career Center ▪ Student Teaching Introduction if time ▪ Portfolio Standards 2 & 5 Due
December 6-10	<ul style="list-style-type: none"> • Helping Students with Special Needs • Preventing and Responding to Violence • Personal Attributes and Characteristics of Effective Teachers • Collaboration with Colleagues • Reading comprehension strategies • Struggling Readers • Applying research in reading 	<ul style="list-style-type: none"> ○ N/A 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> ▪ Meet in MRC 205 ▪ Student Teaching Informational Meeting ▪ Portfolio Standards 9 & 10 Due

FALL PRACTICUM MID-SEMESTER EVALUATION

Open File

Student Name _____

Cooperating Teacher _____

School _____

Please place a check in the appropriate box to indicate progress in the fall practicum.

Criteria	Excellent	Satisfactory	Needs Work
Lesson Planning: Objectives, procedure and assessment aligned			
Lesson Organization: Order of activities logical			
Lesson delivery: Voice, Eye contact, Enthusiasm			
Lesson delivery: Number/clarity of examples			
Interaction with students			
Willingness to assist and/or participate			
Is on time/Completes scheduled time			

Strengths of student:

Areas for further development:

In your opinion, should this student continue in the secondary education program?

☐ Yes

 ☐ No

 ☐ Unsure

In your opinion, should this student be placed for student teaching?

☐ Yes

 ☐ No

 ☐ Unsure

Signature, Cooperating Teacher_____
Date

Please return this form to your practicum student or mail it to Pat Nelson, Division of Education,
University of Minnesota Morris, and Morris, MN 56267

Summative Evaluation of Practicum and Teacher Recommendation

Name of Teacher Candidate _____

Subject/Grade Level _____ School _____

Please check the boxes that most accurately describe the above candidate in comparison with other student teachers. (The categories are described on the back of this form.) In the space provided, comment on the qualifications of this candidate as a prospective teacher. This form will become part of the candidate's permanent file.

	Unsatisfactory	Below Average	Average	Above Average	Outstanding
Subject Matter					
Student Learning					
Diverse Learners					
Instructional Strategies					
Learning Environment/Classroom Management					
Communication					
Planning Instruction					
Assessment					
Reflection & Professional Development					
Collaboration, Ethics, & Relationships					

Comments:

Signature _____ Professional Title _____ Date _____

Address _____

_____ Telephone _____

SeEd 4103: Practicum Experience in the Middle and Secondary School Time Card

Each student is required to participate in the practicum experience for a minimum of 80 hours (not counting workshops/workshop days) prior to the full time practicum.

Name: _____

School: _____

Cooperating Teacher: _____

[illegible]

Date	Time In	Time Out	Day's Hours	Running Total	Cooperating Teacher Signature

The above is an accurate reflection of the time I have spent in my practicum placement.

Student Signature

Date

FALL PRACTICUM PLACEMENT SCHEDULE

Student Name: _____

Cooperating Teacher: _____

School: _____

Teacher email: _____

Teacher phone number: _____

Best time to reach cooperating teacher: _____

Schedule of Practicum Placement:

INCLUDE COMPLETE COOPERATING TEACHER SCHEDULE!! Use a highlighter to highlight the times when practicum student is in school.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Period:	Class:	C:	C:	C:	C:
Time:	Room:	R:	R:	R:	R:
Period:	C:	C:	C:	C:	C:
Time:	R:	R:	R:	R:	R:
Period:	C:	C:	C:	C:	C:
Time:	R:	R:	R:	R:	R:
Period:	C:	C:	C:	C:	C:
Time:	R:	R:	R:	R:	R:
Period:	C:	C:	C:	C:	C:
Time:	R:	R:	R:	R:	R:
Period:	C:	C:	C:	C:	C:
Time:	R:	R:	R:	R:	R:
Period:	C:	C:	C:	C:	C:
Time:	R:	R:	R:	R:	R: