

Excerpts from Practicum Manual - Evidence for Standard 2

Evidence for 2.1

LEVEL 1

Level 1, 1

FACILITATING TEACHER

Description

The Facilitating Teacher is a classroom teacher in a public school to whom a student is assigned and who has been approved for this responsibility by the school principal and the University Director of Teacher Education. A Facilitating Teacher works with teacher education students in phases of their field-based experiences prior to student teaching. Because this teacher represents one of the primary influences on the quality of the future of our education program, he/she must be selected because he/she possesses special competencies and an interest in guiding the growth of prospective teachers.

UNIVERSITY SUPERVISOR

1. Description

The University Education Supervisor is the person designated by Shepherd University to be responsible for field supervision of the teacher education practicum students and for coordinating the relationship of the University, the student, and the facilitating teacher. This person is responsible to the University Director of Teacher Education. The supervisor's concern is that the students make appropriate progress toward making "habits of mind" of the elements of our teacher education program.

2. Responsibilities

- a. The supervisor shall develop and maintain a professional working relationship among Facilitating Teachers, school administrators, school staff, and students.
- b. The supervisor shall observe the learning conditions present in the Student Observers' placements.
- c. The supervisor shall confer with the Student Observer and Facilitating Teacher on pertinent observation and performance topics.
- d. The supervisor will engage the Student observer in reflective dialog regarding the practicum experience.
- e. The supervisor will ensure the Facilitating Teacher has received appropriate literature and forms.
- f. The supervisor shall assist the Student Observer and Facilitating Teacher regarding problems that may arise during the practicum period. Removal of a Student Observer from a particular assignment should adhere to procedures set out in this manual.

- g. The supervisor shall direct the reflective dialog in whatever form it may take with Student Observers toward development of information about conditions of learning found in the placement site and creating professional understandings/knowledge of the significance of those conditions.
- h. The supervisor shall make a minimum of two visits to a site in which a Student Observer is placed.
- i. The supervisor shall document supervisory visits by completing the appropriate forms and submitting them at the end of each semester.

Level 1, 2

WITHDRAWAL PROCEDURES

Voluntary Withdrawal

The student has the right to terminate her/his field placement. Student responsibilities:

- Provide written notification to public school and University personnel of decision and reason(s) for withdrawal
- Withdraw from University course, if applicable
- Return any borrowed materials, records, and/or keys to rightful owner
 - Student shall be evaluated by the Professional Education Unit Council for future retention in the Teacher Education Program

Involuntary Withdrawal

Field-based students may be removed from placement under any of the following circumstances:

1. Formal request by public school administrator or appropriate teacher to terminate placement.

ACTION:

- Termination is immediate
- Student shall be informed of decision of public school personnel
 - Student shall be evaluated by the Professional Education Unit Council for future retention in the Teacher Education Program

2. Student does not demonstrate an acceptable level of competence or behavior as evidenced by:
 - a. Negative evaluations by public school and/or University personnel, and/or
 - b. Requests by public school personnel for additional support and/or re-evaluation of student's ability

ACTION:

- Student informed of inadequate performance by public school and/or University personnel
 - Student given opportunity to correct deficiencies, if applicable, within a given time period. Additional supervision may be provided.

- Student will be re-evaluated for retention or removal
 - Removal requires written notification and justification by the Director of Teacher Education
 - Student shall be evaluated by the Professional Education Unit Council for future retention in the Teacher Education Program

Level 1, 3

EDUC 320 - SOCIAL AND PSYCHOLOGICAL CONDITIONS OF LEARNING

Course Description

The goal of this course is to help the prospective teacher acquire a critical introduction to the understanding of the learner, learning and the nature of knowledge. Course content focuses on issues of mental, physical, and emotional development that include an investigation of cognition and the processes and conditions that appear to make positive contributions to empowering children with the knowledge to act effectively in our world. This course is required for all pre-service teachers.

Practicum Description

The practicum associated with this course is designed to provide opportunities for the Student Observer to achieve the level of awareness/initiative in the gradual process of making the elements of our program “habits of mind.” The class is so structured that starting about the seventh week of our semester the student spends one of two regularly scheduled class meetings on campus, the other in the practicum site. In addition, the Student observer negotiates two more hours each week with on-site personnel to be spent in the placement school. Alternating between campus and practicum for seven weeks allows the practicum student to spend approximately twenty (20) hours in the field. The arrangement accommodates the Action-Reflection-Action Cycle. Elementary students are placed in K-6 classrooms. Secondary students are placed in Middle or Junior High Schools.

The students in this practicum experience have several issues to account for while they are there:

1) Observation. Many of us believe that observation (“kid watching”) is a lost art of teaching. Observing takes time from other activities and concerns and is somewhat in conflict with our stereotypical image of what a teacher does as a teacher. We want our students to understand the efficacy of deliberate observation of learners and learning. They will observe general activity, frames of activity, and the demonstrated learning behavior of learners. A frame in our class means a definable episode of classroom activity, e.g., opening a lesson, seat work, transition from one activity to another, dismissal, etc.

2) Reflection. The pair of Student Observers placed in the public school classroom (we call them reflective pairs) are required to consistently reflect on their experience through an interactive journal or written analysis. If they are doing the interactive journal, they will record their thoughts about the experience in a notebook that will be routinely shared with their partner who will respond in the journal. We encourage the Facilitating Teacher to

participate in this dialogic journal. Such insights can make significant contributions to our students' understanding of life at school. If the students are using written analysis, these must be completed periodically. Again, we encourage Facilitating Teachers to participate in discussions with our students to share insights.

3) Working with students. It is important that our practicum students be given opportunities to work with students under the Facilitating Teacher's direction. Individual tutoring and working with small groups are appropriate. They can be of service in this regard. During their stay in the classroom we hope that our students will be used to help in addition to the tasks that we have assigned them

PHED 315 - TEACHING TUMBLING & GYMNASTICS

Course Description

This course is designed to provide future physical education teachers with the fundamental skills to teach beginning tumbling and gymnastics. The student will be given opportunities to apply the shepherd University Teaching Model for Skill Acquisition through all instruction. This class will provide the student with knowledge and expertise to effectively solve the problems encountered while participating in a controlled teaching environment at the elementary school grade level.

Practicum Description

The practicum associated with this course is designed to provide the Student Observer opportunities to achieve the condition of Awareness/Initiative in the gradual process of making the elements of our program "habits of mind." After approximately six weeks of on-campus instruction, the Student observer, working with classmates in a cohort, spends approximately 18 hours in an elementary school. Based on lesson plans s/he has developed, the Student Observer teaches tumbling and apparatus skills under the supervision of the Facilitating Teacher and University Supervisor. This is the first "content" practicum the pre-service Physical Education student experiences.

LEVEL TWO

Student Apprentice

Facilitating Teacher

University Supervisor

Withdrawal Procedures

Courses Include

On-Campus Credit

On-Site Credit

EDUC 336 Clinical Experiences in Early Education	1	2
EDUC 351/EDUC 352 Integrating Reading & Language Arts I/ Integrating Math, Science & Social Studies I	6	3
EDUC 370 Creating Learning Environments	1.5	1.5
EDUC 429 Adult Education Models & Principles	1.5	.5

STUDENT APPRENTICE

1. Description

During this experience the teacher education student is assigned to a public school classroom for the purpose of practicing pedagogical strategies. Students should also have the opportunity to dialogue with other professionals in the school building. This type of field experience is designed to occur in the middle phase of a student's program of studies in teacher education. The teacher education student, in collaboration with the classroom teacher, is required to complete assigned responsibilities in the classroom. The teacher education student must notify the classroom teacher prior to the scheduled appearance if illness or other unavoidable circumstances make it impossible for him/her to go to school.

2. Responsibilities

- a. Notify the Facilitating Teacher prior to scheduled appearance if illness or other unavoidable circumstances make it impossible for student apprentice to go to school. If the student is scheduled to teach any lesson, the student will make appropriate arrangements.
- b. Practicum students are accountable to the University at all times.
- c. Complete and turn in Reflections on Practicum form.
- d. Have proof of up-to-date TB test.
- e. Complete additional responsibilities as indicated in course outline.
- f. Infusion conditions to be achieved:
 1. Initiative: the condition of acting upon one's cognizance or awareness in order to create one's own knowledge.
 2. Development: the condition of purposeful application of one's knowledge in order to create practical and useful outcomes.

Level 2, 1

FACILITATING TEACHER

Description

The Facilitating Teacher is a classroom teacher in the public schools to whom a student is assigned and who has been approved for this responsibility by the school principal and the University Director of Teacher Education. The Facilitating Teacher works with teacher education students in phases of their field-based experiences prior to student teaching. Because this teacher represents one of the primary influences on the quality of the future of our education program, s/he must be selected because s/he possesses special competencies and an interest in guiding the growth of prospective teachers.

UNIVERSITY SUPERVISOR

1. Definition

The University Education Supervisor is the person designated by Shepherd University to be responsible for field supervision of the teacher education practicum students and for coordinating the relationship of the University, the student, and the Facilitating Teacher. This person is responsible to the University Director of Teacher Education. The supervisor's concern is that the students make appropriate progress toward making "habits of mind" of the elements of our teacher education program.

2. Responsibilities

- a. The supervisor shall develop and maintain a professional working relationship among Facilitating Teachers, school administrators, school staff, and students.
- b. The supervisor shall observe the performance by the Student Apprentices and give guidance designed to make him/her more effective.
- c. The supervisor shall confer with the Student Apprentice and Facilitating Teacher on topics pertinent to the student's performance.
- d. The supervisor will engage the Student Apprentice in reflective dialogue regarding the practicum experience.
- e. The supervisor will ensure the Facilitating Teachers have received appropriate literature and forms.
- f. The supervisor shall assist the Student Apprentice and Facilitating Teacher regarding problems that may arise during the practicum period. Removal of a Student Apprentice from a particular assignment should adhere to procedures set out in this manual.
- g. The supervisor shall make a minimum of two visits to a site in which the Student Apprentice is placed. If feasible, one of these visits will be while the Apprentice is working with students.
- h. The supervisor shall provide the Student Apprentice formative evaluations as feasible.
- i. The supervisor shall, through reflective dialog and the formative evaluation, facilitate the Apprentice's growth toward creating knowledge and achieving practical and useful outcomes.
- j. The supervisor shall document supervisory visits by completing the appropriate forms and submitting them at the end of each semester.

PRACTICUM WITHDRAWAL PROCEDURES

Voluntary Withdrawal

The student has the right to terminate her/his field placement. Student responsibilities:

- Provide written notification to public school and University personnel of decision and reason(s) for withdrawal
- Withdraw from University course, if applicable
- Return any borrowed materials, records, and/or keys to rightful owner
- Student shall be evaluated by the Professional Education Unit Council for future retention in the Teacher Education Program

Involuntary Withdrawal

Field-based students may be removed from placement under any of the following circumstances:

1. Formal request by public school administrator or appropriate teacher to terminate placement.

ACTION:

- Termination is immediate
 - Student shall be informed of decision of public school personnel
 - Student shall be evaluated by the Professional Education Unit Council for future retention in the Teacher Education Program
2. Student does not demonstrate an acceptable level of competence or behavior as evidenced by:
 - a. Negative evaluations by public school and/or University personnel, and/or
 - b. Requests by public school personnel for additional support and/or re-evaluation of student's ability

ACTION:

- Student informed of inadequate performance by public school and/or University personnel
- Student given opportunity to correct deficiencies, if applicable, within a given time period. Additional supervision may be provided.
- Student will be re-evaluated for retention or removal
 - Removal requires written notification and justification by the Director of Teacher Education
 - Student shall be evaluated by the Professional Education Unit Council for future retention in the Teacher Education Program

EDUC 336 - CLINICAL EXPERIENCES IN EARLY EDUCATION**Course Description**

This is typically the last course taken in the Early Childhood Endorsement, which may only be taken in association with the Multi-Subjects K-6 Elementary Specialization. The course provides practicum experiences necessary to the practical application of approaches unique to early education.

Practicum Description

This practicum begins by the third week of each semester and extends through the fifteenth week for approximately sixty hours of on-site experience. Most Student Apprentices are placed in childcare centers; some may be placed in Head Start programs or other school-based programs. Apprentices receive experiences in the daily operation of childcare settings, both center-based and home-based programs such as Early Intervention. Depending upon the site, public school personnel may or may not be involved. At this point in their development the Student Apprentices are expected to achieve the level of initiative/development in the process of making programmatic elements “habits of mind.” Throughout this practicum experience Student Apprentices attend group sessions on campus and have weekly conferences with the course instructor as well as their on-site activities. This insures the realization of the Action-Reflection-Action Cycle.

Note:

Site personnel are expected to keep a record of the Student Apprentices’ attendance, to evaluate the performance of Student Apprentices, to share information about the management of the childcare program and to engage the Student Apprentices in the daily activities of the childcare setting.

C

**EDUC 351 – INTEGRATING READING & LANGUAGE ARTS I
EDUC 352 – INTEGRATING MATH, SCIENCE, & SOCIAL STUDIES I****Course Description**

Integrating Reading & Language Arts I and Integrating Math, Science, & Social Studies I are co-requisite courses that comprise the first semester of a two-semester experience designed to promote the development of teachers who have a philosophical and principled understanding and commitment to an integrated curriculum and the practical strategies to implement such an educational program for children. This course experience occurs in the context of Shepherd University’s teacher education program, which is founded on the philosophy and theme TEACHER AS REFLECTIVE PROBLEM SOLVER. The Integrating Reading & Language Arts I and

Integrating Math, Science, & Social Studies I courses have both a classroom and a field component. Because of this shared field component these two courses must be taken together.

Practicum Description

This is the first practicum in which pre-service Elementary teachers design and teach a lesson(s). This practicum builds upon the course and fieldwork from EDUC 320 and allows Student Apprentices to teach content (reading, math, science) using a short lesson they have designed. Student Apprentices are expected to observe learning behaviors of children and teaching behavior/practices of the Facilitating Teacher. Apprentices are to assist the teacher with papers, teaching, room environment, etc. At this point in their development, the Student Apprentices are expected to achieve the level of initiative/development in the gradual process of making the elements of our program “habits of mind.” Starting during approximately the fourth week of the semester and extending in periodic blocks through the fifteenth week, Student Apprentices spend about sixty-four hours in the practicum site. In order to realize the Action-Reflection-Action Cycle, the semester is divided into blocks during which the Apprentice either meets on campus three times a week or in the practicum site daily for approximately two hours in the morning five days a week.

D

EDUC 370 - CREATING LEARNING ENVIRONMENTS

Course Description

This is a secondary methods course designed to implement educational theory into practice. The purpose is to provide knowledge and appreciation of variables, which affect positive and negative learning environments. These include but are not limited to such variables as goals and stated expectations, decisions regarding appropriate content, planning methods, understanding of developmental characteristics of students, consideration of learning styles and various ability levels, controls of classroom climate, selection of teaching strategies, selection and creation of instructional resources, adaptation to changes in the school programs and school personnel, collaboration with colleagues, programming for exceptional children, education that is multicultural, and issues of equity and meaningfulness in assessment.

Practicum Description

This practicum lays the basic foundations of general theory into practice for Secondary Student Apprentices. It deals with fundamental practices, which provide a context to build upon for the Secondary student’s content area methods course and its associated practicum, which follows in our Secondary sequence. Building upon the course and practicum from EDUC 250 Social and Psychological Conditions of Learning, the Student Apprentices observe and analyze the workings of classrooms and design and execute two lessons in their practicum sites. At this point in their development, the Student Apprentices are expected to achieve the level of initiative/development in the gradual process of making the elements of our program “habits of mind.” Starting approximately the third week of our semester and extending through the fifteenth week, Student Apprentices are expected to spend 4.5 hours weekly in the practicum site. Student Apprentices also meet scheduled

classes on campus thus realizing the Action-Reflection-Action Cycle. All placements are in the content area in which the Apprentice is seeking certification.

EDUC 429 ADULT EDUCATION MODELS & PRACTICES

E

Course Description

This is a required course in the Family and Consumer Sciences Secondary teaching specialization. Course content includes a study of the philosophy, promotion, organization, and strategies of working with out-of-school groups. Because FACS teachers work with adults in cooperative extension and adult education, the course and its accompanying practicum is integral to the FACS teaching specialization.

Practicum Description

This practicum is a built-in component of the special methods course (one of two special methods courses in the FACS specialization.) The practicum component of the course begins approximately the ninth week of the semester and extends for three to five night class sessions. The Student Apprentices work with a group of adult learners on campus under the supervision of the course instructor. The Student Apprentices each make a presentation to the adult learners planning and implementing a theme, lesson, publicity, invitations, handouts, and refreshments. They assist their classmates with their responsibilities in groups and on the night each practicum student makes the required presentation. At this point in their development the Student Apprentices are expected to achieve the level of initiative/development in the process of making programmatic elements “habits of mind.” Reflective dialog between the course instructor (supervisor) and fellow Student Apprentices before and after their presentations insures the realization of the Action-Reflection-Action Cycle.

F

LEVEL THREE

Student Apprentice

Facilitating Teacher

University Supervisor

Withdrawal Procedures

Courses Include Credit	On-Campus Credit	On-Site
EDUC 353/354 Integrating Reading & Language Arts II/ Integrating Math, Science, & Social Studies II	4.5	4.5
EDUC 443 Reading in Content Areas	1	2

STUDENT APPRENTICE (Advanced Intermediate)

1. Description

During this experience, the teacher education student is assigned to a public school classroom for the purpose of practicing pedagogical strategies. Students should also have the opportunity to dialogue with other professionals in the school building. This type of field experience is designed to occur in the middle phase of a student's program of studies in teacher education. The teacher education student in collaboration with the classroom teacher is required to complete assigned responsibilities in the classroom. The teacher education student must notify the classroom teacher prior to the scheduled appearance if illness or other unavoidable circumstances make it impossible for him/her to go to school.

2. Responsibilities

- a. Notify the Facilitating Teacher prior to scheduled appearance if illness or other unavoidable circumstances make it impossible for Student Apprentice to go to school. If the student is scheduled to teach any lesson, the student will make appropriate arrangements.
- b. Be accountable to the University at all times.
- c. Complete and turn in Reflections on Practicum form at completion of experience.
- d. Have proof of up-to-date TB test.
- e. Possess appropriate practicum ID card.
- f. Additional responsibilities as indicated in course outline.
- g. Infusion conditions to be achieved:
 1. Initiative: the condition of acting upon one's cognizance or awareness in order to create one's own knowledge.
 2. Development: the condition of purposeful application of one's knowledge in order to create practical and useful outcomes.

Level 3, 1

FACILITATING TEACHER

Description

The Facilitating Teacher is a classroom teacher in the public schools to whom a student is assigned and who has been approved for this responsibility by the school principal and the University Director of Teacher Education. The Facilitating Teacher works with teacher education students in phases of their field-based experiences other than student teaching. Because this teacher represents one of the primary influences on the quality of the future of our education program, s/he must be selected because s/he possesses special competencies and an interest in guiding the growth of prospective teachers.

UNIVERSITY SUPERVISOR

1. Description

The University Education Supervisor is the person designated by Shepherd University to be responsible for field supervision of the teacher education practicum students, and for coordinating the relationship of the University, the student, and the Facilitating Teacher. This person is responsible to the University Director of Teacher Education. The supervisor's concern is that the students make appropriate progress toward making "habits of mind" of the elements of our teacher education program.

2. Responsibilities

- a. The supervisor shall develop and maintain a professional working relationship among Facilitating Teachers, school administrators, school staff, and students.
- b. The supervisor shall observe the student's performance and give guidance designed to make him/her more effective.
- c. The supervisor shall confer with the Student Apprentice and Facilitating Teacher on topics pertinent to the student's performance.
- d. The supervisor will engage the Student Apprentice in reflective dialogue regarding the practicum experience.
- e. The supervisor will ensure that the Facilitating Teachers have received appropriate literature and forms.
- f. The supervisor shall assist the Student Apprentice and Facilitating Teacher regarding problems that may arise during the practicum period. Removal of a Student Apprentice from a practicum assignment should adhere to the procedures set out in the practicum manual.
- g. The supervisor shall make a minimum of three visits, two of which must be while he Apprentice is working with students.
- h. The supervisor shall provide the Student Apprentice formative and summative evaluation of at least two instances of the Apprentice's working with students.
- i. The supervisor shall, through reflective dialog, formative and summative evaluation, provide clinical supervision, which facilitates the Apprentice's growth in knowledge and application of teaching strategies which lead to the condition of integration expected during Student Teaching.
- j. The supervisor shall document supervisory visits by completing the appropriate forms and submitting them at the end of each semester.

Level 3, 2

PRACTICUM WITHDRAWAL PROCEDURES

Voluntary Withdrawal

The student has the right to terminate her/his field placement. Student responsibilities:

- Provide written notification to public school and University personnel of decision and reason(s) for withdrawal
- Withdraw from University course, if applicable
- Return any borrowed materials, records, and/or keys to rightful owner
 - Student shall be evaluated by the Professional Education Unit Council for future retention in the Teacher Education Program

Involuntary Withdrawal

Field-based students may be removed from placement under any of the following circumstances:

1. Formal request by public school administrator or appropriate teacher to terminate placement.

ACTION:

- Termination is immediate
- Student shall be informed of decision of public school personnel
 - Student shall be evaluated by the Professional Education Unit Council for future retention in the Teacher Education Program

2. Student does not demonstrate an acceptable level of competence or behavior as evidenced by:
 - a. Negative evaluations by public school and/or University personnel, and/or
 - b. Requests by public school personnel for additional support and/or re-evaluation of student's ability

ACTION:

- Student informed of inadequate performance by public school and/or University personnel
 - Student given opportunity to correct deficiencies, if applicable, within a given time period. Additional supervision may be provided.
- Student will be re-evaluated for retention or removal
 - Removal requires written notification and justification by the Director of Teacher Education
 - Student shall be evaluated by the Professional Education Unit Council for future retention in the Teacher Education Program

Level 3, 3

EDUC 353 - Integrating Reading & Language Arts II
EDUC 354 - Integrating Math, Science, & Social Studies II

Course Description

Integrating Reading & Language Arts II and Integrating Math, Science, & Social Studies II are co-requisite courses that comprise the second semester of a two-semester experience designed to promote the development of teachers who have a philosophical and principled understanding and commitment to an integrated curriculum and the practical strategies to implement such an educational program for children. This course experience occurs in the context of Shepherd University's teacher education program, which is founded on the philosophy and theme TEACHER AS REFLECTIVE PROBLEM SOLVER. The Integrating Reading & Language Arts II and Integrating Math, Science, & Social Studies II courses have both a classroom and a field component. Because of this shared field component these two courses must be taken together.

Practicum Description

This practicum extends the work done in the previous course sequence (EDUC 351/352) and allows the Elementary Student Apprentice to do more reflective observation. This practicum provides a forum for the Apprentices to design an integrated unit (either a lesson or a series of lessons) and then to teach that unit. Student Apprentices are expected to fully master the level of initiative/development in the process of making the elements of our program "habits of mind." The practicum starts during approximately the fourth week of the semester and extends in periodic blocks through the fifteenth week. Student Apprentices spend about 76 hours in the practicum site. In order to realize the Action-Reflection-Action Cycle, the semester is divided into blocks during which the Apprentice either meets on campus three times a week or daily in the practicum site for approximately two hours in the morning, five days a week.

G

EDUC 443 - Reading in Content Areas

Course Description

This is field experience course for all students seeking certification in a secondary teacher education specialization. A University seminar that focuses on methods of using and teaching reading in the content areas accompanies the fieldwork. Students will arrange their fieldwork schedules so that they may meet their individual professional development needs. A minimum of fifty-five hours in a public school is required. Seminar content and field tasks are coordinated. This course is taken concurrently with a special methods course (if that special methods course was not taken with EDUC 370).

Practicum Description

This practicum is taken concurrently with the Special Methods course in the Secondary Student Apprentice's content area, if that Special Methods course was not taken with EDUC 370. The practicum starts during approximately the third week of the semester and extends through the fifteenth week. Apprentices are expected to spend about 4 hours each week in the practicum site. Student Apprentices also meet scheduled classes on campus for at least their practicum course and also for their Special Methods course if they are concurrently enrolled, thus realizing the Action-Reflection-Action Cycle. The instructor of the practicum is the University Supervisor of the Student Apprentice.

Level Four: **THE STUDENT TEACHING SEMESTER**

One of the most significant events for the pre-service teacher is student teaching. For approximately 14 weeks, student teachers, guided by cooperating teachers and University supervisors, learn to carry out the responsibilities of a professional teacher. Successful student teaching will lead to recommendation for teacher certification.

As students participate in student teaching, they should demonstrate the willingness and capacity for continuous reflection on their performance so that their professional development becomes increasingly self-motivated. When the students entering the program are successful, the teacher education program at Shepherd University is successful. This success can be achieved only when students, cooperating teachers, and school and University personnel collaborate to achieve the goal of preparing competent teachers.

For the student teaching semester, all students enroll in EDUC 400 Inclusion in the Regular Classroom. Students seeking Elementary certification enroll in EDUC 450. Secondary students, depending on the level of certification sought, enroll in one of the following: EDUC 455 (for Pre-K-Adult), EDUC 456 (for 5-Adult), or EDUC 457 (for 9-Adult). The concurrent enrollment in Inclusion in the Regular Classroom and Student Teaching, coupled with the more elaborate and intense supervision, continues the Action-Reflection-Action Cycle that characterizes all teacher education practicums.

Each student teacher has completed courses/experiences in general studies, foundations of education, pedagogy, content areas, and practicums. The practicums completed will have been at Level One, Two, and Three. These practicums prior to student teaching are designed to achieve program elements through our graduated infusion model at the learning levels of Awareness, Initiative, and Development. The final level of learning, Integration, is the focus of achievement during Student Teaching, our Level Four Practicum.

BEGINNING TEACHERS: PROGRAM GOALS AND STUDENT OUTCOMES

Based on discussions of desired outcomes, research of the relevant literature, and dialogue among practitioners, faculty, and cooperating teachers agree that to be effective in a multicultural global society, a beginning teacher should possess the willingness and capacity to:

1. Ascertain and articulate personal, professionally held philosophical and theoretical viewpoints about schooling, teaching/learning.
2. Commit to continuous, reflective self-examination for personal/professional development.
3. Function as a change agent who can influence and improve the education of Pre-K-Adult students.
4. Undertake the professional responsibility for the development of Pre-K-Adult students' critical-mindedness, problem-solving skills, self-motivation, cooperative social interaction, and a commitment to excellent performance.

5. Develop an adequate understanding of the social and psychological conditions of learning, including cultural and linguistic differences, exceptionalities, and developmental characteristics of Pre-K-Adult students.
6. Develop, articulate, and practice a constructivist, integrated, and multicultural curriculum and
 - a. Pedagogy that promotes and honors individual dignity and rights of Pre-K-Adult students
 - b. Consonant with the nature of a pluralistic and democratic society.
7. Develop learning experiences that promote acquisition of the knowledge, skills, and dispositions Pre-K-Adult students need to function productively and to become critical participants in a democratic, pluralistic social and economic world.
8. Access current research findings regarding schooling and teaching/learning and use these findings in educational programs.
9. Develop a critical understanding of the central concepts, tools of inquiry and structures of representation and their interdisciplinary connections in pedagogical content knowledge that are central to the discipline(s) s/he teaches including the use of educational multimedia technology.
10. Foster relationships between school and higher education colleagues, parents, governmental agencies, and individuals and groups in the larger community to support Pre-K-Adult students' learning and well-being.
11. Develop a coherent, integrated view of the world of theory and practice.
12. Consistently reflect on a knowledge base, dispositional orientations, and performance characteristics.

First-year teachers will not be effective unless they have previously conducted a serious inquiry into life in classrooms. Only when that inquiry is completed and a tentative philosophy of education is formed should the traditional tasks confronting the first-year teacher be undertaken.

J2

PROGRESS OF STUDENT TEACHING

There is a progression in student teaching from limited responsibility to full, independent responsibility. Prior to or on the first day of the student teaching placement, the cooperating teacher and student teacher are encouraged to negotiate the progressive assumption of classroom responsibility by the student teacher. The pace and amount of responsibility will depend upon the strength of the student teacher and the complexity of the classroom situation. Listed below are comments that may be helpful in planning the student teaching experience.

1. **OBSERVATION.** Spending a sufficient amount of time observing life in the classroom at the beginning of the experience and then periodically throughout the placement can be beneficial for several reasons: it helps the student teacher become familiar with the particular classroom to which they are assigned; an initial understanding of established classroom procedures can be acquired; knowledge of students' behavioral characteristics including how they interact with each other and with the classroom teacher can be

observed; elements of the classroom teacher's pedagogy will reveal themselves through careful observation; etc. The student teacher is encouraged to make these observations part of their investigation of classroom life. They should take observation notes and share those with the cooperating teacher for discussion and further insight.

It is equally important that the cooperating teacher make careful and systematic observations of the student teacher. Notes from these observations should be shared in such a way that the student teacher is encouraged to reflect on their performance.

2. ASSUMING RESPONSIBILITY. There is no prescribed schedule for the student teacher assuming responsibilities in the classroom. As indicated above it will depend on the strength of the student teacher and the complexity of the classroom situation.

Student teachers vary greatly in their rate of learning and the amount of feedback needed during this time. The Shepherd University Teacher Education Program expects the student teacher to demonstrate the willingness and capacity to assume responsibility for their learning by seeking feedback, searching for adequate resources, revising planning strategies, etc. While some may benefit from specific directions, we encourage student teachers to take the initiative and present their ideas for the cooperating teacher's reaction and judgment. We encourage the cooperating teacher to share professional knowledge and experience with the student teacher. We hope that a continuous reflective conversation will take place between the student teacher, the cooperating teacher and others involved in the professional development of the prospective teacher. During this time the student teacher should also be assuming responsibility for all of the other duties that are part of the teacher's regular load.

During the final phase of each placement, the student teacher, the cooperating teacher, the University supervisor(s) and the building principal should feel confident that the student teacher is sufficiently competent to teach the full schedule and handle without supervision all regular duties assigned to the cooperating teacher. This is a minimum requirement for the successful completion of student teaching. However, this expectation is greater during the second of the two student teaching placements, if there are two placements. Much planning is required for this to be successful, and conferences during it are appropriate, although at this point, the initiative should be taken by the student teacher.

3. EVALUATION. Throughout the student teaching experience it is important that students teachers receive frequent constructive and formative feedback from all those directly involved in their professional development. The ST-11 is the only evaluation form that will be completed at the end of student teaching. The cooperating teacher will indicate whether the student has/ has not achieved an acceptable level of performance in areas defined by the West Virginia Board of Education. The cooperating teacher will be required to rate areas of teacher performance on a scale of exceeds, meets, approaches, or unsatisfactory and recommend a grade on the ST-11. The evaluation of the student teachers must be shared with them. The judgment of an experienced, successful professional is valuable and the cooperating teacher should not hesitate to make it. The University determines the overall and final grade for the student teaching experience. **The cooperating teacher should notify the University supervisor when it first becomes apparent that the student**

teacher's performance is less than acceptable and that a grade of "D" or "F" might be warranted.

J 3

STUDENT TEACHING ASSIGNMENTS

In order to avoid unnecessary problems, the student teacher will not student teach in a high school from which he/she has graduated or attended, a school in which the student has family members on staff or in attendance, or a school in which the student is employed. Students who have family members who work at the Board Office or are on the Board of Education will not be placed in that district.

Elementary:

1. Elementary Education Student Teachers K-6 Certification (in Multi-Subjects):

The elementary education student teacher will be assigned a 14-week Student Teaching experience.

2. Elementary Education Student Teachers with 5-9 Endorsements:

The student teacher seeking elementary certification with a 5-9 endorsement will be assigned to a 14-week student teaching experience. Seven weeks will be in a K-5 grade setting and seven weeks will be in an approved middle school with an assignment in the subject area of the 5-9 program.

3. Elementary Education Student Teaching with Pre K-K Endorsement

The student teacher seeking elementary certification with a Pre K-K endorsement will be assigned a 7-week student teaching experience in a pre-kindergarten classroom and a 7-week teaching experience in a 3-5 classroom.

Secondary:

Secondary education student teachers are in various fields and grade ranges: Pre-K-AD, 5-9, and 9-AD. Student teachers must complete a student teaching assignment in the content areas for which they are seeking certification and in the various grade ranges included in their certification program.

EDUCATION SUPERVISORS

Each student teacher will receive a minimum of three (3) supervisory visits from an Education Supervisor. (If the supervisor doubles as a Subject Supervisor, the student teacher will receive five visits.)

SUBJECT SUPERVISORS

Every elementary teacher candidate who is seeking a subject area endorsement (Pre K-K, General Mathematics through Algebra 5-9, or Social Studies 5-9) will be observed and evaluated by a subject area supervisor in addition to the education supervisor. Secondary specialization areas assign a subject supervisor to any student teacher in that area

J 4

ORGANIZATION AND REGULATIONS FOR STUDENT TEACHING

The organization and regulation of the student teaching program is guided in part by the “Agreement Governing the Field-Based Component of the Shepherd University Teacher Education Program.” In cases where this agreement has been formally approved by the school district, it becomes the official policy and procedure for conducting the student teaching program. Readers should note that in some instances minor changes have been negotiated with individual school systems and that the subsequent agreements may be found with building principals.

Personnel Descriptions

A. Student Teachers

This is at least the fourth practicum experience for most teacher education students at Shepherd University. During this type of experience, the teacher education student is assigned to a public school classroom on an all-day basis for the purpose of practicing pedagogical strategies and the development and implementation of educational programs for children. Student teachers should also have the opportunity to dialogue with other professionals in the school building. This type of field experience is designed to occur in the final phase of a student’s program of studies in teacher education. The student teacher has expanded responsibilities that include:

- a. Notifying the cooperating teacher prior to scheduled appearance if illness or other unavoidable circumstances make it impossible for him/her to go to school. If it is impossible to call the night before, make the call before the start of the school day. Lesson plans should be sent to the cooperating teacher. If the regular teacher cannot be contacted, notify the principal. Submit the student teacher absence request form to Knutti 108 within one week prior to a scheduled absence or one week after the absence for illness.
- b. Notifying the University supervisor in advance when he/she will not be at the cooperating school or if the regular school schedule is altered, thus allowing other plans to be made if a visit had been planned. Student teachers are accountable to the University at all times.
- c. Attending faculty meetings, participating in extra duties, including ordinary after school activities, and attend PTA meetings.
- d. Following the schedule and calendar of the cooperating school and teacher.

- e. Teaching plans must be submitted in written form to the cooperating teacher for final approval, suggestions and criticisms in ample time to permit needed revisions before teaching the lesson in question. The University supervisor may wish to review and evaluate these plans so they should be kept in a notebook for the supervisor to review.
- f. Seeking additional assistance as needed.
- g. Being responsible for meeting other requirements as specified in the *Student Teacher Checklist*.

A successful teaching career doesn't just happen. It is evident that some student teachers possess abilities that aid them considerably in teaching and our knowledge about effective abilities is growing.

A list of desired abilities would probably include the following: academic competency, reflectiveness, maturity, seriousness of purpose, ability to plan work, ability to communicate, ability to work effectively as a team member, a sincere interest in all children and youth, and a wide range of teaching skills. This list indicates the major areas that are recognized as major contributors to successful teaching.

J 5

Evidence for 2.1 and 2.2

B. Cooperating Teachers

The Cooperating Teacher plays a vital role in the preparation of a new teacher. It is recognized that the student teaching experience strongly influences the success of a beginning teacher. Cooperating teachers are recommended for this role by the school district. Through the experience of mentoring a prospective teacher, many classroom teachers find that the challenge contributes to their own professional growth.

We at Shepherd University are appreciative of cooperating teachers taking on this responsibility and hope the experience will be a personally and professionally enriching one. Because a Cooperating Teacher represents one of the primary influences on the quality of the future of our education program; he/she must be selected because he/she possesses special competencies and an interest in guiding the growth of prospective teachers. This teacher must meet the requirements established by the school district and the Shepherd University Teacher Education Program that include:

- a. Possessing a minimum of a Bachelor's Degree and a professional level license in the area they are teaching.
- b. Successfully completed a minimum of three years professional teaching experience in the field and at the level for which he/she is trained
- c. Express an interest and active participation in professional organizations and associations.
- d. Express concern for the educational process and a willingness to share knowledge, skills, talents and classroom activities with others.
- e. Receiving current recommendation by the building principal and/or appropriate school official.

- f. Be willing to become familiar with and supportive of the philosophy, theme, and practices of the Shepherd University teacher education program through the reading of program documents (i.e., the Practicum Manual) and/or the teacher education program's orientation for mentoring teachers, and/or the teacher education program's mentoring workshops.
- g. Provide the student teacher the opportunity to observe other teachers and experience other aspects of the educational process.
- h. Provide the student teacher with guidance in the use of confidential materials concerning students.
- i. Discuss problem situations that arise in the work of the student teacher with the University supervisor and principal. Removal of a student teacher from a particular assignment should adhere to procedures set out in the Practicum Manual and on page J11 of this agreement.
- j. Complete the required formal evaluation of the student teacher's performance on Tk20 on the Wednesday prior to the last scheduled day of student teaching.

C. Building Principal

The building principal is the person who has responsibility for the administration of the educational programs in a school. This includes their oversight for the field experiences occurring in their school building. This person is expected to assist in the selection of cooperating teachers working with teacher education students. In addition, the building principal has the responsibility to ensure that student teachers will not serve in the capacity of a substitute teacher.

J6

D. Public School Board and Administration

This includes both the elected school board and the appointed administrative officials who are concerned with the district's total school program. As such, they have a responsibility to ensure that the field experience program enhances both the teacher education program and the educational activities of the school programs

E. Director of Teacher Education

The person designated by Shepherd University to have administrative responsibility for the Teacher Education Program and who ensures that the collaborative relations with the public schools result in the professional enhancement of teacher education students and the practicing professionals involved in the field experience program.

F. Field Placement Coordinator

The field placement coordinator is responsible for making the appropriate student teaching assignment. Once the student teaching placement has been confirmed, the field placement coordinator will notify the student. Students may not contact any district or school for a

placement. The field placement coordinator will communicate with the cooperating teachers and University supervisors throughout the student teaching assignment to ensure that all evaluation material is complete. Students are responsible for completing directions to the school, from Shepherd University, an outline of responsibilities, and a schedule prior to the beginning of the student teaching assignment. This information must be submitted to the field placement coordinator as well as the University education supervisor and or the University subject area supervisor.

G. University Education Supervisor

The University education supervisor is a professional approved by the Shepherd University Director of Teacher Education whose concern is to see that every successful student teacher is ready to be a first-year teacher. To that end, the supervisor must seek evidence that the student possesses the disposition, knowledge, and the performance characteristics expected of a teacher education student in the Shepherd University program. The University supervisor has responsibilities that include:

- a. Developing and maintaining a professional working relationship among cooperating teachers, school administrators, school staff, and students.
- b. Observing the performance by the student teachers and give guidance designed to make him/her more effective.
- c. Conferring with the student teacher and cooperating teacher on topics pertinent to the student teacher's performance.
- d. Submitting a written evaluation report (ST-11) on Tk20 after each visit (minimum three visits) with a student teacher.
- e. Assisting the student and cooperating teacher regarding problems that may arise during the practicum period. Removal of a student from a particular assignment should adhere to procedures as defined in this manual.
- f. Assigning and submitting a grade for student teaching on the [Student Teaching Grade Report](#) on Tk20 at the end of the student teaching period. The ST-11 summative form should be submitted on Tk20 no later than two days after the last day scheduled for student teaching.

J 7

H. University Subject Area Supervisor

The University subject area supervisor is a professional approved by the Shepherd University Director of Teacher Education whose concern is to see that the student teacher demonstrates appropriate and accurate content knowledge. Elementary students with a 5-9 endorsement and secondary students have subject area supervisors. Subject area supervisors have responsibilities, which include:

- a. Developing and maintaining a professional working relationship among cooperating teachers, school administrators, school staff, and students.
- b. Observing the performance by the student teacher and give guidance designed to make him/her more effective.
- c. Conferring with the student teacher and cooperating teacher on topics pertinent to the student's performance.
- d. Submitting a written evaluation report (ST 11) on Tk20 (minimum two visits) with a student teacher.

- e. Assisting the student teacher and cooperating teacher regarding problems that may arise during the student teaching period. Removal of a student from a particular assignment should adhere to procedures as defined in this manual.
- f. Assigning and submitting a grade for student teaching on the ST-80 Subject Supervisor's Grade Recommendation Form on Tk20 at the end of the student teaching period.

Evidence for 2.3

PHILOSOPHY AND THEME OF TEACHER PREPARATION AT SHEPHERD UNIVERSITY

A conceptual framework functions as the philosophical and practical compass for achieving the goals of a teacher education program. The conceptual framework of our teacher education program provides a philosophical perspective that guides the development and implementation of pre-service experiences that prepare teachers for our contemporary world. The program is committed to the idea that knowledge enables one to make informed choices, to actively participate in the shaping of one's own life and the shaping of the social, cultural, political, and economic structures of a democratic society. Education should empower all students. Teachers facilitate this empowerment. Our purpose, then, is to facilitate the development of prospective teachers who demonstrate the willingness and capacity for a pedagogy that truly empowers all students in our diverse classrooms.

The schooling context is very complex and characterized by a significant degree of ambiguity. This ambiguous complexity of the teaching context precludes a formulaic approach to teaching. Our progressive emphasis is, therefore, on developing in prospective teachers a philosophy and a set of principles that guide practice and the reflective process of problem solving. The teacher must be able to function in this complex and ambiguous context in a reflective manner: identifying problems, framing them, considering alternative solutions, and choosing and implementing courses of action. The criteria for the assessment of effective teaching must include not only curricular and pedagogical concerns but also the ethical dimensions of teaching/learning. Schooling is not done to students, it is done with students.

The theme of the Teacher Education Program at Shepherd University is TEACHER AS REFLECTIVE PROBLEM SOLVER (TARPS). To be reflective, prospective teachers need to deeply understand and be able to articulate their own definitions of teaching as well as their own learning needs. We have established a framework for the development of reflective dispositions that characterize a TEACHER AS REFLECTIVE PROBLEM SOLVER. In order to effectively respond to the range of concerns found in the classroom, a teacher needs to be concurrently reflective across three fields of consideration: Action, Interpretation, and Critical Reflection. The teacher examines her/his Action and is concerned with the effective application of pedagogical knowledge and strategies to achieve stated educational goals for every child. This action is subject to Interpretation. Here the teacher explicates and justifies the assumptions and predispositions that underlie her/his teaching/learning activity. During the process of Critical Reflection the teacher assesses the adequacy of the educational goals toward which the educational experience leads and incorporates moral and ethical criteria in assessing the outcomes of teaching/learning activity.

THE ROLE OF PRACTICUMS IN TARPS

From the thematic model of TARPS we have conceptualized an experience cycle for the prospective teacher that involves her/him in a continuous process of action and reflection.

ACTION

Planning and implementing strategies and actions for effective teaching/learning for all students

CRITICAL REFLECTION

Incorporates moral and ethical considerations of teaching/learning activity

INTERPRETATION

Analyzing and justifying assumptions and actions and assessing goals

2

This is programmatically accomplished by the interplay between coursework and practicum experiences. Most of the courses in our Professional Education sequence are characterized by a cyclic pattern of attendance in campus-based course/experiences and performance in a field-based site. This campus-practicum-campus-practicum pattern ensures that each episode of action is followed by a systematic opportunity to reflect on practical experience and the theoretical frameworks that guide practical activity. This is one of the hallmarks of our reflective model. Practicums are not just opportunities for application but are occasions for critical reflection on the theory/practice connection.

Typically during their sophomore year, after seven hours of foundational Professional Studies coursework (EDUC 150, 200, 360), our pre-service teachers embark upon a sequence of courses that incorporate the Action-Reflection-Action Cycle. Both Elementary and Secondary students take EDUC 320 Social and Psychological Conditions of Learning. The Elementary and Secondary experiences then diverge to accommodate specific programmatic needs while maintaining the integrity of the Action Reflection-Action Cycle.

Elementary pre-service teachers take EDUC 351/352 Integrating Reading and Language Arts I and Integrating Math, Science, and Social Studies I; and EDUC 353/354 Integrating Reading and Language Arts II and Integrating Math, Science, and Social Studies II; followed by EDUC 45X Student Teaching with its associated on-campus course, EDUC 400 Inclusion in the Regular Classroom. Secondary students take EDUC 370 Creating Learning Environments, then EDUC 443 Reading in Content Areas (they take their content methods course with either EDUC 370 or EDUC 443), and finally EDUC 45X Student Teaching, and its associated on-campus course, EDUC 400 Inclusion in the Regular Classroom.

	Sophomore	Junior	Senior
		<i>(Elementary)</i>	
		<u>EDUC 351/352</u>	<u>EDUC 353/354</u>
All Students &	<u>EDUC 320</u>		<u>EDUC 400</u>
		<u>EDUC 370</u>	<u>EDUC 443</u>
		<i>(Secondary)</i>	
			<u>EDUC 45X</u>

GRADUATED INFUSION OF PROGRAMMATIC ELEMENTS

We recognize that the realization of programmatic elements in our students follows a developmental process. We have, therefore, adopted a Teacher Education Program characterized by a graduated infusion of programmatic elements. All elements - a reflective disposition, the nature of schooling, the nature of knowledge, the conditions of learning/teaching, the learning process, diversity among learners, technology, pedagogy, and curriculum development - are treated in ways that facilitate the developmental process which begins with “information about” and progresses through intellectual and affective ownership, “habits of mind.” The phases through which our students progress in developing “habits of mind” we call awareness, initiative, development, and integration. Reflection is the medium that enables students to advance their development.

DEFINITIONS

1. Awareness - the condition of being cognizant without necessarily acting upon the knowledge; an “awareness” directed by others; information about.
2. Initiative - the condition of acting upon one’s cognizance or awareness in order to create one’s own knowledge.
3. Development - the condition of purposeful application of one’s knowledge in order to create practical and useful outcomes.
4. Integration - the condition of unselfconscious practice; action based on synthesized knowledge; habits of mind.

3

CURRICULUM OF INFUSION: Courses Common to All Elementary and/or Secondary Students

<i>Course:</i>	<i>Practicum Level:</i>	<i>Objective:</i>
EDUC 150 Seminar in Education		Awareness
EDUC 200 Foundations of American Education		Awareness
EDUC 360 Survey of Exceptional Children		Awareness
*EDUC 320 Social & Psychological Conditions of Learning	One	Awareness/Initiative
*EDUC 351 Integrating Reading and Language Arts I	Two	Awareness/Initiative
*EDUC 352 Integrating Math, Science, & Social Studies I	Two	Awareness/Initiative
*EDUC 353 Integrating Reading and Language Arts II	Three	Initiative/Development
*EDUC 354 Integrating Math, Science, & Social Studies II	Three	Initiative/Development
*EDUC 370 Creating Learning Environments (Secondary only)	Two	Initiative/Development
EDUC 4xx Secondary Methods Courses (Secondary only)		Initiative/Development
*EDUC 443 Reading in Content Areas (Secondary only)	Three	Initiative/Development
*EDUC 400 Inclusion in the Regular Classroom	Four	Development/Integration
*EDUC 450, 453, 455, 456, 457 Student Teaching	Four	Development/Integration
*Courses include practicum		

Practicums are organized into four levels distinguished by the quality and complexity of performance expectations held for the practicum students. University Supervisors provide increasingly intensive supervision across the four levels. The Level One practicums are the initial phase of practicum experience for our students. The student at Level One is designated a Student Observer. Level Two practicums are at the intermediate phase; the practicum student is designated a Student Apprentice. Level Three is the advanced intermediate phase; the student is also designated a Student Apprentice. Level Four consists of Student Teaching. As can be seen from the above listing of course, indicated practicum level and phases of infusion of programmatic elements, the Action-Reflection-Action Cycle requires increasingly complex levels of knowledge, performance and dispositions.

POLICIES AND PROCEDURES FOR PLACEMENT OF PRACTICUM STUDENTS

Once the number of pre-service teachers enrolled in the various practicums is known, placements are negotiated in schools with which we have Field Experience Agreements. Placements are sought which 1) permit cohort placement in schools, 2) permit dyad placement in classrooms (in practicums prior to Student Teaching), 3) accommodate public school needs, and 4) achieve progress toward the required Student Practicum Profile* (*see next page.*)

The Director of Teacher Education insures that public school personnel, practicum students, and University Supervisors are appropriately knowledgeable about their various responsibilities as well as providing necessary literature and forms. All practicum students must have proof of a current TB test. All practicum experiences require commentary on the experience by both participating Teacher Education students and public school classroom teachers. Teacher Education personnel from the University supervise all practicum students.

Courses, which contain a practicum component, require a minimum of thirty hours of work in the field for each one-hour of practicum credit granted. For example, EDUC 320, a five-credit-hour course, allocates one of the five hours to field work; the Student Observer must spend a minimum of thirty hours in the practicum site. Each course containing a practicum component similarly has a specified number of its total credit hours allocated to on-site work with the attendant thirty-to-one requirement.

4

*Student Practicum Profile

To insure our pre-service teachers have opportunities through the Action-Reflection-Action Cycle to realize the development of “Habits of Mind” through the gradual infusion of programmatic elements, especially the Diversity element, we have established a required minimum Student Practicum Profile. Using data provided by the school systems with which we work, each school in each system is coded in terms of its relationship to the system-wide average percentages of Exceptional and Minority students.

Schools below average in both categories of diversity are coded “A”.

Schools below average in Minority but at or above average on Exceptionality are coded “E”.
Schools at or above average on Minority but below average on Exceptionality are coded “M”.
Schools at or above average in both Exceptionality and Minority are coded “EM”.

We require that upon completion of their practicum experiences each Student Practicum Profile include at least two distinct experiences coded E, M, or EM, with at least one of those coded E or M. The Director of Teacher Education maintains the Student Practicum Profile for each student and selects placements for each student to achieve the required standard.

SCHOOL SYSTEMS IN WHICH PRACTICUM STUDENTS ARE PLACED

MARYLAND

Frederick County
Washington County

PENNSYLVANIA

Greencastle
Waynesboro

VIRGINIA

Frederick County
Loudoun County
Winchester City

WEST VIRGINIA

Berkeley County
Jefferson County
Morgan County

Questions about practicum placements should be directed to Dr. Doug Kennard, 876-5330 or 1-800-344-5231, x5330.

LEVEL ONE PRACTICUM

Student Observer

Facilitating Teacher

University Supervisor

Withdrawal Procedures

Courses Include	On-Campus Credit	On-Site Credit
EDUC 320 Social & Psychological Conditions of Learning	3	1
PHED 315 Teaching Tumbling & Gymnastics	1.5	.5

STUDENT OBSERVER

1. Description

During this experience the teacher education student is expected to have adequate time as defined by program requirements to observe educational activity in a classroom. Students should also have the opportunity to dialogue with other professionals in the school building and in collaboration with the classroom teacher, work with public school students through tutoring or other academic assistance. This type of field experience is designed to occur in the initial phase of a student's program of studies in teacher education. The teacher education student must notify the classroom teacher prior to the scheduled appearance if illness or other unavoidable circumstances make it impossible for him/her to go to school.

2. Responsibilities

- a. Notify the Facilitating Teacher prior to scheduled appearance if illness or other unavoidable circumstances make it impossible for him/her to go to school.
- b. Be accountable to the University at all times.
- c. Complete and turn in Reflections on Practicum form at completion of experience.
- d. Have proof of up-to-date TB test.
- e. Additional responsibilities as indicated in course outline.
- f. Infusion conditions to be achieved:
 1. Awareness: the condition of being cognizant without necessarily acting upon the knowledge, an "awareness" directed by others, information about.
 2. Initiative: the condition of acting upon one's cognizance or awareness in order to create one's own knowledge