



**Practicum Information Handbook**  
**(Candidates)**

**Practicum 1**

**Practicum 2**

**Practicum 3**

## **Practicum Field Experiences**

Education majors at Albany State University are required to complete three practicum courses each semester following admission to Teacher education with at least 60 cumulative hours in each practicum. The candidate will be assigned a field placement site and a cooperating teacher. Once approval is given, the candidate should report to their field placement. Failure to begin during the designated time period could result in the candidate's removal from his/her assigned placement. Field placement hours should be spread over at least a 10 week period. The candidate should complete their 6 hours per week placement hours during a one day period. He/she will need to get permission from the practicum instructor to complete the hours during a two day a week period (minimum 3 hours per day).

The candidate is also required to complete 80 hours of beginning school experience (BSE) prior to the student teaching semester. He/she will be given the BSE assignment during the summer. The candidate will assist the cooperating teacher with before school preparations, duties, and responsibilities. Professionalism is always expected.

The candidate will complete the three practicum field placements and the BSE prior to student teaching. Prior to student teaching, the candidate will complete at least 260 field experience hours. This is the minimum expectations. It is hoped that candidates will view these experiences as professional development opportunities instead of just "completing required hours".

Initially during field placement, the candidate will do focused observations, learn students' names, assist the cooperating teacher with tasks such as tutoring students, work with groups, and prepare instructional materials. Gradually, the candidate should begin to increase his/her classroom responsibilities to teaching and/or co-teaching. He/she will be required to plan and teach a required number of lessons using the Albany State University edTPA lesson plan format. The candidate may also have additional assignments that need to be completed during the field placement classroom. These assignments should be discussed with the cooperating teacher at the beginning of the placement period. These assignments must be approved prior to implementing them in the classroom. The candidate may also be required to complete activities that occur before or after field placement hours.

## Practicum Experiences

### Eligibility for Practicum I (EDUC 3401), Practicum II (EDUC 3402), and Practicum III (EDUC 3403):

- Majors must pass ALL courses in Areas A-F before beginning Practicum I (EDUC 3401).
- Majors must pass GACE Basic before beginning Practicum I (EDUC 3401).
- Majors must be admitted to a Teacher Education program before beginning Practicum I (EDUC 3401).
  - *After being admitted to a Teacher Education program, students are referred to as Candidates.*
- Each must begin the cohort course sequence upon admission to the College of Education. Practicum courses should be taken in succession, beginning with Practicum I (EDUC 3401) and ending with Practicum III (EDUC 3403).
- A clear background check is required for field placement.
- Proof of liability insurance is required for field placement.
- A Georgia Pre-service Certificate
- Majors must take the GACE Entry Ethics exam after being admitted to the Teacher Education Program.
- Majors must take and pass their GACE content area exam(s) prior to student teaching.

### Acceptable Environment for Practicum Field Placements

Practicum candidates may complete their placements at acceptable environments:

- Public schools
- Charter schools
- Private schools

Examples of unacceptable environments include:

- Afterschool programs
- Daycares
- Church or “Sunday School” environments
- Montessori schools
- Home school environments

### Practicum Expectations

Candidates are assigned by the Director of Clinical Experience to ensure that they get diverse experiences in different grade levels, genders, race/ethnicities, language, and socioeconomic levels.

### Field Experience Requirements

Field Experience Grade-Level Placement Requirements:

- Early Childhood P-5 (PK-K, 1-3, and 4-5)
- Middle Grades (4-5 and 6-8)
- Secondary (6-8 and 9-12)

### BSE (Beginning School Experience)

Beginning School Experience (BSE) is required prior to student teaching. The candidates participate in the school system’s pre-planning period in July/August before the opening of school. Candidates who are student teaching in the fall complete preplanning and remain in the placement through the completion of

the student teaching semester. Candidates who are scheduled to student teach in the spring, complete preplanning days and continue through the end of the next week after the students arrive.

### **Professionalism**

Candidates are expected to conduct themselves professionally at all times as stated by the Georgia Professional Standards Commission's Code of Ethical Conduct (See [www.gaspc.com](http://www.gaspc.com)).

### **Dress/Attire/Appearance**

Candidates must dress professionally at all times. Teacher education candidates are expected to wear professional attire when working in the schools. Professional attire includes: slacks/pants, (**no jeans**), shirts/blouses (no revealing tops, no bare midriffs, no T-shirts), dresses/skirts (at or longer than fingertips when arms are extended at the side), and appropriate shoes, (no flip-flops or night slippers, no athletic shoes, except if you are a physical education candidate). Please refer to ASU Field and Clinical Handbook for more guidelines. **If a candidate is inappropriately dress, he/she can be asked to leave the placements to redress in suitable professional attire.**

### **Attendance**

Candidates are expected to report to their placements on the assigned date and time. If the candidate is going to be absent, he/she should notify the cooperating teacher as soon as possible.

### **Policy Governing Student Teaching Removal**

Practicum candidates will be removed from the field experience process if the principal, university supervisor, and/or cooperating teacher recommend their removal. The removal will be justified by official documentation, which indicates that the candidate jeopardized the well-being of the students or the instructional process at the school. If the documentation also indicates that the candidate had adequate time and opportunity to remediate the problem(s) and did not successfully work with the school to resolve the problems, then the candidate is removed and he/she is not placed in another setting during the same semester.

The university supervisor may recommend that a practicum candidate be removed from a particular assignment and re-assigned to another setting when there is sufficient evidence that such a move is warranted. Examples for removal of a candidate are: inappropriate behavior or language towards students/personnel, any criminal behavior on or off the school's grounds such as, alcohol, drugs and weapon possessions, and any failure to adhere to the schools' policies and procedures such as excessive tardiness/absences/early leaves, cell phone usage, or dress code violations. The **final decision** regarding any change in practicum field experience assignments rests with the **Director of Clinical and Field Experiences** and the assigned **Governing Board** after an appeal process has taken place.

## Questions Most Often Asked about Practicum Experiences

1. Have all candidates met the ASU Teacher Education requirements? Yes. No student should be participating in practicum field experiences without a Georgia Pre-service Certificate.
2. Are practicum field experiences all observational experiences? No. Although practicum experiences require observation time, candidates should not be just observing. They should be interacting, learning, practicing, and participating.
3. Will the practicum candidates be expected to be doing the exact same thing that the other practicum candidates are doing? No. The cooperating teacher and candidate will work together to decide how much responsibility the candidate will be given.
4. Is practicum the same as student teaching? No. The practicum candidates are learning so they will be able to be successful in their student teaching placements. Although they should be given the opportunity to lead class discussions and teach, they will not assume the duties of the classroom teacher.
5. Will the candidates be required to teach lesson? Under the guidance of the cooperating teacher, the candidates will be required to teach lessons. These lessons should follow the relevant the classroom instruction. The candidates should work closely with the cooperating teacher while planning the lessons.
6. How are candidates assigned in schools? The Director of Clinical and Field assign candidates to placements based on the diversity of placements (race, ethnicity, gender, language, special education, and socioeconomics) and the Georgia PSC grade-level requirements.

Early Childhood: PK-K, 1-3, and 4-5

Middle Grades: 4-5 and 6-8

Secondary: 6-8 and 9-12

Special Education/Health & PE: Elementary, Middle School, High School

7. Should candidates attend afterschool special activities, Welcome Back to School Meeting, conferences? If possible, it would be great for the candidates to experience these activities.
8. Should the cooperating teacher sign the candidate's verification of hours log? Yes.
9. Do cooperating teachers need to be certified teachers with three years of experience? Yes.
10. Should candidates be professionally dressed during the field placements? Yes. Candidates should be dress professionally and should display professional behaviors. If candidates are not professionally dressed, they can be asked to leave the school to change

their attire. This occurrence should be discussed with the university supervisor and/or the Director of Field and Clinical Experiences (229-430-1862).

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Early Childhood: PK-K, 1-3, and 4-5

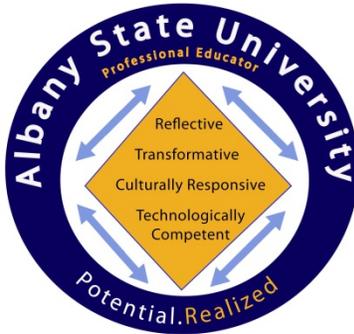
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The Professional Education Unit of Albany State University develops Teachers and Other School Professionals who meet Unit Performance Standards identified in the Conceptual Framework.

Candidates: Reflect on Knowledge – Transform with Skills - Respond to Diverse Cultures with Dispositions - Demonstrate Competence in Technology

Completers: An ASU Professional Educator is a Reflective, Transformative, Culturally-responsive and Technologically-competent Practitioner

Initial Candidates/Completers - Unit performance standards are introduced, developed and practiced at the initial level.

Advanced Candidates/Completers – Unit performance standards are reinforced, mastered and accomplished at the advanced level.

## UNIT PERFORMANCE STANDARDS

### 1. Reflective Practitioner:

1a. Professional Knowledge - The candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

1b. Assessment Uses - The candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

1c. Communication - The candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

### 2. Transformative Practitioner:

2a. Instructional Strategies - The candidate promotes student learning by using research based instructional strategies relevant to the content area to engage students in active learning and to promote key skills.

2b. Assessment Strategies - The candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population

2c. Academically Challenging Environment - The candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

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### 3. Culturally-responsive Practitioner:

3a. Instructional Planning - The candidate plans using national, state and local school district curricula and standards, effective strategies resources, and data to address the differentiated needs of all students.

3b. Differentiated Instruction - The candidate challenges students by providing appropriate content and developing skills which address individual learning differences.

3c. Positive Learning Environment - The candidate provides a well-managed safe, orderly environment that is conducive to learning and encourages respect for all.

3d. Professionalism - The candidate demonstrates a commitment to professional ethics and the school's mission, participates in professional growth opportunities, and contributes to the profession.

### 4. Technologically-Competent Practitioner:

4a. Integration – The candidate demonstrates understanding and the ability to integrate technology into curricula and administrative routines.

4b. Usage - The candidate demonstrates understanding and the ability to use multimedia tools and applications to conduct research and analyze data.

4c. Application - The candidate demonstrates understanding and the ability to apply technology in the teaching and learning process, collaborating and networking with colleagues to enhance professional growth.



## **Practicum Candidate Information**

### **Qualifications for Participating in Practicum Experiences**

To qualify for practicum, an Albany State University candidate must:

1. Be formally accepted into the Teacher Education Program
2. Take and pass the GACE Basic Skills Tests
3. Have and maintain at least a cumulative GPA of 2.50
4. Have completed and submitted the forms giving the permission to complete a criminal background check
5. Have a cleared background check on file
6. Have proof of liability insurance
7. Have a pre-service certificate



Practicum Candidate,

Welcome to Practicum! During this semester you will be participating in a weekly class and completing field placement hours at an assigned school. During this semester, you will have the opportunity to observe and practice skills and strategies that you have learned in the classroom. This manual includes information, ideas, expectations, and forms that need to be submitted during the semester.

Your Practicum instructor will provide more specific expectations and detail. If you have any questions, please contact:

Carolyn W. Medlock, Ed.D.  
229-500-2154  
carolyn.medlock@asurams.edu

**Professionalism:**

As a candidate, you are expected to follow the Georgia Professional Standards Commission's Code of Ethics. Additional information about each standard is available on the website for the Georgia Professional Standards Commission ([www.gapsc.com](http://www.gapsc.com)).

**Georgia Educator Ethics**

Guidelines for ethical conduct are issued by the Georgia Professional Standards Commission. The standards are designed to protect educators and students by ensuring that educators who violate the code are reported or punished by the appropriate authority, if necessary. Reports of violations are investigated, and an educator may have to attend a hearing for misconduct. The code includes the following standards:

- **Complying With the Law** - Educators have to be careful not to commit any crimes and have to follow local, state and federal laws. This means that educators have to be careful

not to be convicted of felonies, sexual offenses, drug offenses, or crimes involving dishonesty or poor morals, among others.

- **Interacting With Students** - It is important for educators to be careful about their interactions with students when they are in the classroom as well as when they are away from the classroom. Some examples of misconduct include offering students alcohol or illegal drugs or engaging in sexual acts with students.
- **Use of Drugs or Alcohol** - It is unethical for educators to take alcohol or drugs while they are working. Educators are working while they are in the school building, on the school grounds, and when they are attending school related activities. These are activities sponsored by the school system or the school, like parent-teacher organizations or booster clubs.
- **Integrity and Honesty** - Educators are supposed to be as honest and upstanding as possible while employed. This can apply to any number of situations where they have to include information about themselves or others in written documents. Some examples include evaluating students, reporting their reasons for absences, or completing a document with their criminal history.
- **Handling Public Property and Funds** - If an educator is trusted with access to school property or funds, they have to be responsible in their use and management of them. Using school property without getting authorization is an example of an educator not acting in an ethical manner. Educators must also be careful not to mismanage school money or money taken from parents or students.
- **Accepting Compensation** - It is required for educators to act with integrity when it comes to receiving payment for work or school related services. For example, an educator is not supposed to accept money for tutoring students unless the board of education approves it. Among other things, educators are also not supposed to accept gifts from vendors that work with the school or any vendors interested in working with the school.
- **Keeping Information Confidential** - Information given to educators has to be kept confidential, or it is considered a violation of their ethical obligation to do so. This includes situations where educators are not supposed to disclose information in student records about academic performance or family income, for example. Educators are also not allowed to copy standardized tests or discuss or teach classes about information included on standardized tests.
- **Abandoning the Contract** - The local board of education and education agencies enter into contracts with educators for the performance of professional services. It is considered unethical for educators to abandon their contracts without being released from the contract by their employer. If educators refuse to provide the services required of them in the contract, it is also considered an ethical violation.
- **Reporting Requirements** - Educators are required to report violations of the ethics standards within ninety days of finding out about them. For example, educators are required to provide all of the requested information on applications for educator certificates and will be considered in violation of this ethical standard if they do not.
- **Professional Behavior** - Educators should conduct themselves in a professional manner to be a good reflection of those in the teaching profession. Ethical violations of this standard include behaving in ways that could negatively affect the morals or welfare of students.

- **Administering Tests** - Assessments are required by the state, and educators are asked to administer the tests to students by following rules to ensure that the testing is fair.

**Professionalism:**

- The candidate must be punctual and report to the practicum site on-time. If the candidate is going to be late, he/she should notify the school site or cooperating teacher.
- No cell phones should be seen or heard while the candidate is in the practicum site.
- Do not interrupt or disturb teaching time, if possible. Find a time when the candidate can speak freely to the cooperating teacher.
- Ask for help when needed.
- Accept feedback.

**Dress/Attire/Appearance**

Practicum students are expected to dress professionally while participating in field placements. They are expected to adhere to the following:

1. Visible body piercing allowed in the ear lobe only.
2. Visible tattoos are discouraged.
3. No jeans, T-shirts, or shorts when students are in attendance. Jeans or “dressing down” for spirit days or other special occasions is permitted as directed by the principal. There may be “dress down” exceptions for attire. There are no exceptions for neatness and grooming.
4. No exposed cleavage, midriffs, or garments or styles that might be otherwise perceived as provocative

\*Staff who work in physical education, lab settings or with small children may dress as necessary as guided by the principal, in the interest of safety, modesty, and serving students. There are no exceptions for neatness and grooming.

**Men:**

Dress slacks, not jeans  
 Shirts should always be tucked into pants  
 No exposed body piercing or tattoos  
 Professional shoes-no athletic shoes, flip flops  
 Sport coat for meetings and teacher parent conferences/open house  
 All belts should be worn appropriately

**Women:**

Dresses and Skirts – length must fall below the knee  
 Nice slacks  
 No midriff tops  
 No leggings  
 Shoes should be closed heel or pump style, no sneakers, no flip flops  
 Make-up should be subtle  
 Hair should be natural looking (No hairstyles that are distracting!)

**Attendance**

If you are going to be absent, you must notify your public school or cooperating teacher. Make sure that you complete the Cooperating Teacher Contact Information Form so that you will have the necessary information. Please remember that a candidate is expected to complete a minimum 60 hours a semester in the field. Failure to complete the required 60 field placement hours will result in receiving an unsatisfactory grade for the course. Please do not view this experience as just completing hours.

**Practicum candidates are required to provide the cooperating teacher with the day and time in which field placement hours will be completed at the beginning of the field placement period. Any changes to the scheduled times and days must be approved by the cooperating teacher.**

### **Observation**

This is **not** an observation placement. This is practicum. The candidate should always be actively involved in the activities in your classroom. He/she will be given an opportunity to observe at the beginning of the semester so that you can learn the rules and routines of the classroom (See the Practicum Observation Form). After that period, you are to become more involved in classroom activities. The candidate should discuss his/her Practicum requirements with the cooperating teacher. Please call the Practicum instructor, if there are any questions about your practicum role.

### **Teaching**

The candidate will have several required lessons that you are to plan and implement in the classroom. Your plan should be approved by the cooperating teacher and submitted to him/her prior to teaching the lesson. The candidate should discuss the assignments with the cooperating teacher. The Practicum Course Lesson Plan Requirement Form should be used by the cooperating teacher to document feedback from the lessons. Many candidates will teach/co-teach more lessons and activities than required. The candidates' responsibilities and duties will vary and will depend on the candidate's growth and development. The candidate should look for ways to assist the teacher early during the practicum experience.

### **Candidate Intervention Plan**

If a practicum candidate behavior does not represent the professional dispositions and expectations of the Albany State University Teacher Education Department, a Candidate Intervention Plan will be developed to address his or her professional needs. This plan will address the issues and provide the candidate with feedback in an effort to improve the behavior and/or teaching skills. This plan will remain in the candidate's file. If adequate progress is the made to improve, the candidate can be removed from his/her placement. (See Candidate Intervention Plan.)

### **Policy Governing Practicum Removal**

Practicum candidates will be removed from the practicum process if the principal, university supervisor, and/or cooperating teacher recommend their removal. The removal will be justified by official documentation, which indicates that the candidate jeopardized the well-being of the students or the instructional process at the school. If the documentation also indicates that the practicum candidate had adequate time and opportunity to remediate the problem(s), did not

successfully work with the school to resolve the problems, or was immediately removed due to ethical violations, then the candidate is removed and he/she is not placed in another setting during the same semester.

The university supervisor may recommend that a candidate be removed from a particular assignment and re-assigned to another setting when there is sufficient evidence that such a move is warranted. Examples for removal of a practicum candidate are: inappropriate behavior or language towards candidates/personnel, any criminal behavior on or off the school's grounds such as, alcohol, drugs and weapon possessions, and any failure to adhere to the schools' policies and procedures such as excessive tardiness/absences/early leaves, cell phone usage, or dress code violations. The **final decision** regarding any change in practicum assignments rests with the **Director of Clinical and Field Experiences** and the assigned **Governing Board** after an appeal process has taken place.



**CANDIDATE INTERVENTION PLAN**

Candidate \_\_\_\_\_ Date \_\_\_\_\_

Practicum \_\_\_\_\_ Ram ID \_\_\_\_\_

Major \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

University Supervisor \_\_\_\_\_

Reason(s) for Intervention \_\_\_\_\_

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Intervention Plan \_\_\_\_\_

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Follow Up Date \_\_\_\_\_

Comments \_\_\_\_\_

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\_\_\_\_\_  
Practicum Student

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\_\_\_\_\_  
Director of Field and Clinical

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Field and Clinical Governing Board

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\_\_\_\_\_  
Field and Clinical Governing Board



**DIVISION OF EDUCATION**

**FIELD EXPERIENCE**

**COOPERATING TEACHER**

**CONTACT INFORMATION SHEET**

**COOPERATING TEACHER** \_\_\_\_\_

**WORK PHONE ( )** \_\_\_\_\_ **CELL ( )** \_\_\_\_\_

**SCHOOL** \_\_\_\_\_ **ADDRESS** \_\_\_\_\_

**WORK EMAIL ADDRESS** \_\_\_\_\_

Candidate's Name \_\_\_\_\_

*This should be completed on the first day of placement.*



**DIVISION OF EDUCATION**

**COOPERATING TEACHER INFORMATION**

Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Email \_\_\_\_\_

Certification Type \_\_\_\_\_ Certification Field(s) \_\_\_\_\_

Grade Level Currently Teaching \_\_\_\_\_ Subject Area: \_\_\_\_\_

Highest Degree Earned: \_\_\_\_\_

Have you received satisfactory annual evaluations for the past 3 years: \_\_\_\_\_ Yes \_\_\_\_\_ No

Years of Teaching Experience: \_\_\_\_\_

Have you mentored students prior to this experience? \_\_\_\_\_

How do you believe that you can help a field experience candidate with their professional growth?

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***Teaching Experience***

School	County	Began	Ended	Number of School Years	Grades and Subjects Taught



I, \_\_\_\_\_ (cooperating teacher) acknowledge that the practicum log is accurate.

### Observation and Discussion Form

Name \_\_\_\_\_

**This completed sheet should be submitted to the practicum instructor. The candidate should provide his/her initials in the appropriate blocks after each task is completed.**

#### Discussion with Cooperating Teacher

	Candidate Initials		Candidate Initials
Classroom Rules		Rules outside of the Classroom	
School Rules		Classroom management	
School Calendar		Curriculum	
Teacher's hours		Seating arrangement	
Candidate hours and field days		Textbooks	
Lesson Plans		Fire Drills	
Event procedures		Technology	
Restroom Break Procedures		Practicum syllabus, cooperating teacher handbook, requirements  (Be specific!)	
Proper attire			

#### Observation of Cooperating Teacher

	Candidate Initials		Candidate Initials
Classroom management		Seating Arrangement	
Time Management		Technology Uses	
Lesson Planning		Teaching Strategies	
Reinforcement		Differentiation	

Observation of Procedure

	Candidate Initials		Candidate Initials
Transitions		Individualization	
Time Management		Giving Directions	
Group Work		Feedback to students	
Assessments			

Reflection: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

I, \_\_\_\_\_ (cooperating teacher) have discussed the above areas with my practicum candidate.



### **Candidate Involvement in the Classroom**

The following activities are possible ideas appropriate for the candidate. These activities should not interfere with planned instruction.

\* Indicates an assignment from the Practicum class.

1. Give individual help to a particular student.
2. Work with a small group of children in an activity you have planned.
3. Prepare teacher-made materials.
4. Select appropriate books and read orally to class.
5. Get children involved in a lesson.
6. Observe the class in another environment (gym, art, music).
7. Perform non- teaching duties you have, such as recess.
8. Assist in completing room duties such as taking attendance, doing the lunch count, and distributing books and materials, etc.
9. Assist in getting materials ready for a lesson.
10. Assist with any teacher “housekeeping” jobs.
11. Correct students’ work.
12. Teach lessons. \*
13. Prepare a bulletin board.
14. Create an educational game.
15. Read teacher manuals and other classroom materials.
16. Use technology.
17. Make a seating chart.
18. Run errands for the classroom teacher.
19. Organize materials.
20. Make copies of materials needed for the lesson.
21. Pass out materials to the students.
22. Make a chart or graph.
23. Get supplementary materials needed for a lesson (magazine illustrations, pamphlets, maps, etc.).
24. Correct papers.

25. Set up or help set up a lab.
26. Write assignments on the chalkboard.
27. Set up a learning center.
28. Set up an experiment.
29. Send out a class newsletter to parents. (Any newsletter or correspondence to parents should be approved, edited, and checked by teacher.)
30. Help individual students with seatwork.
31. Work with a club or student activity.
32. Work with a student in a lab (i.e., computer, language, or science).
33. Assist students with special needs.
34. Monitor a test.
35. Hand out and collect materials.
36. Give a test or quiz.
37. Supervise students outside the classroom.
38. Read aloud or tell a story.
39. Accompany students to a school office, the bus, or the playground.
40. Attend a parent-teacher conference.
41. Work with the teacher in developing an IEP (Individual Education Plan).
42. Accompany students to before- or after-school programs.
43. Help monitor the hallway, lunchroom, or playground.
44. Other

### **Candidate Responsibilities**

#### **Ethical Standards and Legal Responsibilities**

Professional growth also includes upholding high ethical standards and understanding legal responsibilities.

1. Arrive at school on time.
2. Prepare lesson plans prior to the “teach day” to obtain feedback.
2. Develop a professional relationship with the mentor teacher.
3. Respect the privacy of teachers, staff, pupils, and parents.
4. Refrain from disclosure of confidential information.
5. Refrain from bringing personal food or beverages into the classroom during class time.
6. Refrain from using a cell phone or texting during class time.
7. Establish good interpersonal relationships with all school personnel.

***The practicum candidate should be actively involved in the everyday school experience.***

## Lesson Plan Assignments

The practicum candidate should be constantly involved in the classroom activities. Candidates are expected to develop and deliver **field-based** lesson plans. Candidates are required to plan and implement lessons in their field placement. Candidates are to submit the lesson plans with the lesson plan reflection sheet. These lessons should be completed before the end of the semester. Candidate should share the lesson plan(s) with the cooperating teacher prior to the teach date. Candidates should continue working and interacting in the classroom even after the lesson plan requirements are completed. This would be a great time to invite the university supervisor in to observe.

### Field Experience Lesson Plan Requirements

<b>Practicum 1-short lesson (co-teaching permissible) at least</b>	<b>Practicum 2-short lesson(s)/co-teaching at least</b>	<b>Practicum 3-short lesson(s)/co-teaching at least</b>
<ul style="list-style-type: none"> <li>• 1 planned small group lesson, one-on-one, or large group lesson implemented in the field (feedback-cooperating teacher and/or university supervisor) or</li> <li>• 1 planned whole group lesson-field placement)</li> </ul> <p>Evidence of technology should be included in the plans.</p> <p>The practicum candidate should always participate in the daily activities in their assigned classroom. However, these lessons should:</p> <ul style="list-style-type: none"> <li>• Be planned prior to teaching them in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• 1 planned small group lesson or whole group lesson implemented in the field (feedback-cooperating teacher and/or university supervisor) and</li> <li>• 1 planned whole group lesson-field placement)</li> </ul> <p>Evidence of the use of technology should be included in the plans.</p> <p>The practicum candidate should always participate in the daily activities in their assigned classroom. However, these lessons should:</p> <ul style="list-style-type: none"> <li>• Be planned prior to teaching them in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• 3 planned group lessons (2 small, 1 whole group lessons) in the field (feedback-cooperating teacher and/or university supervisor)</li> </ul> <ul style="list-style-type: none"> <li>• Evidence of the use of technology should be included in the plans.</li> </ul> <p>The practicum candidate should always participate in the daily activities in their assigned classroom. However, these lessons should:</p> <ul style="list-style-type: none"> <li>• Be planned prior to teaching them in the classroom.</li> <li>• Should provide detailed information on how to teach the lesson.</li> </ul>

<ul style="list-style-type: none"> <li>• Should include all components of a lesson plan.</li> <li>• Should provide detailed information on how to teach the lesson.</li> </ul> <p>The cooperating teacher should provide documentation verifying that the lessons were completed in his/her classroom while he/she was present. This would be a great time to invite the university supervisor in to observe.</p>	<ul style="list-style-type: none"> <li>• Should provide detailed information on how to teach the lesson.</li> <li>• Should include all components of a lesson plan.</li> </ul> <p>The cooperating teacher should provide documentation verifying that the lessons were completed in his/her classroom while he/she was present. This would be a great time to invite the university supervisor in to observe.</p>	<ul style="list-style-type: none"> <li>• Should include all components of a lesson plan.</li> </ul> <p>The cooperating teacher should provide documentation verifying that the lessons were completed in his/her classroom while he/she was present. This would be a great time to invite the university supervisor in to observe.</p>
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***Weeks 1 & 2 of the field placement experience should be used for observation. During the remaining weeks, candidates should be actively involved in the classroom activities. Please refer to the Practicum Information Booklet for ways that the candidate should be involved in the everyday classroom activities.***

### Lesson Plan Reflection and Documentation

Candidate Name \_\_\_\_\_ Practicum \_\_\_\_\_  
Small Group or Whole Group Instruction \_\_\_\_\_ Date \_\_\_\_\_

- The candidate created a positive atmosphere. Yes No
- The candidate provided clear directions and instructions. Yes No
- The candidate provided feedback to the students. Yes No
- The candidate used technology to enhance the lesson. Yes No
- The candidate was able to maintain the students' attention. Yes No
- The candidate provided a closing to the lesson. Yes No
- The lesson was paced appropriately. Yes No
- All resources and materials were available and accessible. Yes No

Comments: \_\_\_\_\_  
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\_\_\_\_\_

\_\_\_\_\_ completed the lesson in my class on \_\_\_\_\_ (date).

\_\_\_\_\_ Cooperating Teacher Signature

*This form can be used to guide the feedback session after the candidate has completed teaching a lesson.*



### **EPP Professional Dispositions Evaluation**

#### **Practicum 3 Candidate Self- Evaluation**

**(This evaluation should be completed by the candidate at the end of the placement. This form will be reviewed during the exit conference. )**

Candidate \_\_\_\_\_ Date \_\_\_\_\_

*Rate yourself on each element using the quantifiers provided. Provide comments.*

<i>3 = TARGET Demonstrates the behavior or skill at all times</i>	<i>2 = ACCEPTABLE Demonstrates the behavior or skill most of the time</i>	<i>1 = UNACCEPTABLE Does not demonstrate the behavior or skill</i>	<i>0 = NE No Evidence</i>
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<b>Performance Standard</b>	<b>Disposition</b>	<b>Rating &amp; Comments</b>
Performance Standard 1: Professional Knowledge	The candidate demonstrates an understanding of the curriculum, subject content, and pedagogical knowledge for the discipline.	1 2 3 NE

Performance Standard 2: Instructional Planning	The candidate plans appropriately for class, field/clinical experiences and professional development opportunities.	1 2 3 NE
Performance Standard 3: Instructional Strategies	The candidate models research based clinical/instructional strategies relevant to the content area and self-engages in active learning that promotes development of key skills.	1 2 3 NE
Performance Standard 4: Differentiated Instruction	The candidate engages in activities and conversations that show an appreciation for individual learning differences.	1 2 3 NE
Performance Standard 5: Assessment Strategies	The candidate uses reflection, constructive criticism and self-assessment to transform current skills and dispositions for self and others.	1 2 3 NE
Performance Standard 6: Assessment Uses	The candidate systematically gathers, analyzes, and uses relevant data to measure self-progress, to inform clinical/instructional participation, and to engage in relevant conversations with educational leaders about academic success.	1 2 3 NE
Performance Standard 7: Positive Learning Environment	The candidate displays dispositions that contribute to a safe, orderly environment that is conducive to learning and encourages respect for all.	1 2 3 NE
Performance Standard 8: Academically Challenging Environment	The candidate contributes to the academic environment in a manner that facilitates teaching and learning at high levels.	1 2 3 NE
Performance Standard 9: Professionalism	The candidate demonstrates a commitment to professional ethics and dispositions including dress,	1 2 3 NE

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	attendance, honesty, confidentiality and criminal offenses.	
Performance Standard 10: Communication	The candidate communicates effectively with University faculty/staff, other candidates, P-12 students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance learning.	1 2 3 NE



**Practicum Progress Final Self-Evaluation**

**Practicum 1 & 2 Candidates**

*Based on your observation of this candidate’s performance, the cooperating teacher should assess his/her development in the following competencies using the quantifiers provided. Thank you.*

Candidate \_\_\_\_\_ Date \_\_\_\_\_  
 School Placement \_\_\_\_\_ Grade \_\_\_\_\_  
 Placement \_\_\_\_\_  
**Cooperating Teacher** \_\_\_\_\_  
 University Supervisor \_\_\_\_\_

Target (T)	Acceptable (A)	Unacceptable (U)	NE (NE)
As expected at this point	Developing at this point and will need some assistance and practice to reach the target level	Unacceptable level of performance and will require major growth and practice	No evidence and unable to assess candidate at this point

**Part I**

\_\_\_\_\_ Designs materials, learning activities, visual aids, and lessons for students

\_\_\_\_\_ Maintains meaningful student engagement

\_\_\_\_\_ Manages a safe, orderly environment

\_\_\_\_\_ Uses appropriate technology to enhance student learning

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\_\_\_\_\_ Understands whole group/small group, individual teaching expectations and strategies

\_\_\_\_\_ Understands teaching duties and responsibilities

\_\_\_\_\_ Demonstrates effective oral communication skills

\_\_\_\_\_ Demonstrates effective written communication skills with all stakeholders (children, parents, teachers, staff, administrators, etc.)

\_\_\_\_\_ Demonstrates a positive and enthusiastic attitude toward children and teaching

\_\_\_\_\_ Demonstrates professionalism (punctuality, attendance, professional boundaries, conversation, appearance, ethical practice)

\_\_\_\_\_ Accepts constructive feedback and makes adjustments based on reflections

\_\_\_\_\_ Demonstrates preparedness in teaching and learning

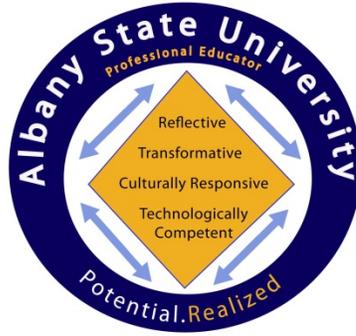
## Part II

**Provide a check in the appropriate column to indicate the extent of contact in which the candidate has had relative to each activity.**

Activity	Observed	Not Observed	Comments
Small group Instruction			
Individualized Instruction			
Whole Group Instruction			
Assessment			
Material Preparation			
Professional Meetings (IEP, Faculty, PTA, Open House, etc.)			
Parent/Teacher Conference			

**Cooperating Teacher's Signature** \_\_\_\_\_

**Candidate's Signature** \_\_\_\_\_



**I have read the information that is placed in this handbook. I understand the information in this handbook. I have also read the information that is in the ASU Field and Clinical Handbook. If there are areas in which I don't understand, I am aware that I must address my questions to my Practicum Instructor and/or the Director of Field and Clinical Experiences.**

**Signed by:** \_\_\_\_\_ **Date:** \_\_\_\_\_