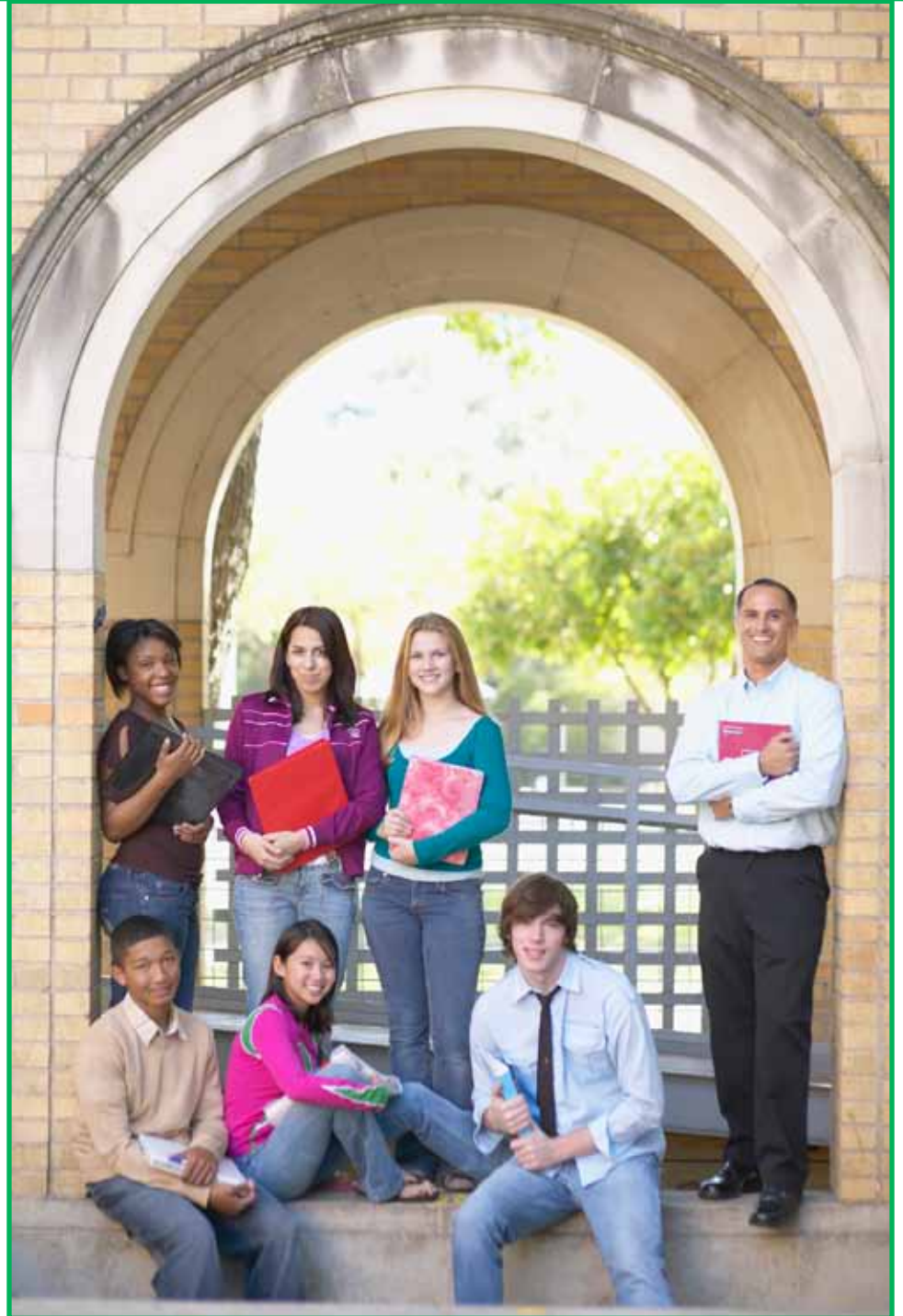


Practicum Instruction





SECTION 3: PRACTICUM INSTRUCTION

Pre-professional practicum teaching provides the means for exploring opportunities in education before entering a teaching program at the university level. Students who successfully complete the Pre-Professional Teaching Practicum requirements will receive a minimum of one credit. The course may be taken for dual college credit, if offered. Professional development/collaboration will be provided throughout the year.

In general, participants enrolled in the Pre-Professional Teaching Practicum are expected to:

- Be in the classroom or training site as assigned.
- Assist the teacher and classroom students, with the majority of time spent working directly with the classroom students (individually, small groups, or in other ways determined by the supervising teacher); however, cadets will also assist the supervising teacher with other teaching-related tasks (e.g., bulletin boards, grading, etc.).
- Provide their own transportation and not share rides with other students.
- Conduct themselves as professionals in the classroom.
- Dress professionally.
- When absent, notify the receiving school by e-mail or phone according to established policies (e.g., calling attendance secretary by a certain time, calling as soon as possible when leaving school for an illness, bringing a medical appointment card when absent



for an appointment, etc.) NOTE: Participants may be counted absent for two hours if the course is a daily block class.

- Not take food or drink into the receiving school buildings.
- Turn in assignments during class meetings, via an online tool or as instructed.
- Turn in badges from receiving schools at the second semester final.

For the practicum portion of the course, the participant is to work under the direct supervision of a certified teacher or a training professional while gaining knowledge and experience related to the field of teaching.

Participants should allot their time to both teaching and non-teaching activities as indicated in table 3.1. on the next page.

Table 3.1. Allocation of Classroom Teaching Time

TEACHING ACTIVITIES (2/3 TIME)	NON-TEACHING SUPPORT ACTIVITIES (1/3 TIME)
<ul style="list-style-type: none"> Working with individual or small groups of students on drill and practice activities Reading aloud to the class, an individual child or a group of students Co-supervising the playground and hallways with the teacher Helping with the lesson under teacher direction (e.g., running technology, demonstrating and modeling, helping with guided practice, giving individual help and assistance) Presenting a lesson that has been cooperatively prepared and practiced with the teacher Preparing training aides/instructional materials based on industry standards 	<ul style="list-style-type: none"> Researching topics for the teacher Organizing materials for the class Creating bulletin boards and room displays Checking attendance Attending faculty or other meetings, etc. when approved by the building administrator Collating student papers Grading objective-type assignments Making copies, laminating, creating materials as directed by the teachers/trainer



Participants ARE NOT allowed to:

- View, evaluate, and file materials in school or organization permanent records, standardized test scores, special education records, etc. (as directed by the Family Privacy Act, some information cannot be discussed or viewed by the participant)
- Supervise a student or groups of students without the supervising teacher or other authorized school/training staff member present
- Make verbal or written parental contacts
- Assign grades
- Discipline students
- Be involved in student-related staffing issues
- Leave the building prior to high school dismissal time.

The information listed in the following pages provides the instructor for the Pre-Professional Teacher Practicum with guidance on key tasks involved as well as links to sample documents and suggestions for use.

Embedded text links (e.g., [Sample Course Syllabus](#)) allow you to download a .DOC file; thumbnail images of the samples link to PDF versions.



PRE-PROFESSIONAL TEACHER PRACTICUM INSTRUCTOR ROLES AND RESPONSIBILITIES

Instructors develop and implement a plan for an integrated teaching/training experience combining instructor-led lessons and discussions, readings, onsite teaching activities, and post-activity evaluations for typically a two-semester practicum course. Key responsibilities for a practicum instructor include developing the course syllabus and delivering relevant instruction, introducing the participant handbook, contracting with participants, coordinating activities with supervising teachers, and initiating and monitoring the practicum experience.

DEVELOPING THE COURSE SYLLABUS/DELIVERING RELEVANT INSTRUCTION

The instructor will be required to develop a course syllabus given to participants at the beginning of the year as well as a curriculum map that is utilized throughout the semester to direct course instruction and its integration with the on-site experiences that participants have with supervising teachers in their classrooms (see [Sample Course Syllabus](#) and [Sample Curriculum Map](#)). Use the core competencies from practicum prerequisites — Child Development/Human Development and Career Pathways for the Teaching Profession — to develop the syllabus and curriculum map (see Crosswalk to MoSTEP and Common Core Standards on pages 14 through 26). Course meeting or online components are developed based on the curriculum. At the beginning of the semester, participants also receive a calendar (see [Sample Calendar](#)) to be used as a map of course meeting times, topics for discussion, reading assignments, and assignments due on the listed class dates.

INTRODUCING THE PARTICIPANT HANDBOOK

The instructor (typically in conjunction with the coordinator, if different, and with the assistance of the advisory committee) will need to develop a participant handbook to give out to students taking the practicum the first day of school. The handbook should include information on expectation of the participant and supervising teachers, technology information, the course syllabus and calendar, course assignments, and forms related to the practicum (e.g., contract, sign in/sign out sheets, logs, blog templates, etc.). For examples, access the [Sample Participant Handbook](#) included with this manual.



Sample Syllabus

Sample Course Syllabus

Instructor's Name: _____
 Classroom Location: _____
 School Phone: _____
 Email: _____

Course Description

The Pre-Professional Teaching Practicum is designed for students who are seriously considering the teaching profession. Each student is assigned to a diverse neighborhood district school, typically elementary or middle school. Participants combine lecture, observation, and hands-on teaching experience. The practicum includes various activities, such as keeping daily logbooks and weekly journals, preparing and presenting a lesson, and working closely with the mentor of the assigned supervising teacher. Students are expected to actively participate in class, read assigned text and outside resources, complete major projects, submit assignments, view appropriate video and direct attention to guest questions.

Instructional Philosophy

The mission of this class is to help prepare secondary students for their careers in education and training by providing students with:

- Information about the challenges and opportunities offered
- A career pathway to a career in education and training through coursework, study of the profession, and experiential learning activities with the potential for advanced knowledge and college credit

Successful students will demonstrate good moral character, good work habits, responsibility, persistence, and organizational skills.

Goals of Participation

- Develop a career plan with an emphasis on hands-on involvement
- Develop a personal professional portfolio, skills, and the application
- Develop the ability to work with others, communicate, and cooperate
- Activities that help students plan the transition from school to career
- Develop a foundation in developing basic academic objectives for all learners
- Assistance with learning environment (e.g., process-based learning) that most students developmental needs

Sample Curriculum Map

Concept	Objectives	Strategies	Resources	Learning Activities	Assessments	Reflections
Unit 1: Career & Professional Development	1.1-1.2, 1.3-1.4, 1.5-1.6, 1.7-1.8, 1.9-1.10, 1.11-1.12, 1.13-1.14, 1.15-1.16, 1.17-1.18, 1.19-1.20, 1.21-1.22, 1.23-1.24, 1.25-1.26, 1.27-1.28, 1.29-1.30, 1.31-1.32, 1.33-1.34, 1.35-1.36, 1.37-1.38, 1.39-1.40, 1.41-1.42, 1.43-1.44, 1.45-1.46, 1.47-1.48, 1.49-1.50, 1.51-1.52, 1.53-1.54, 1.55-1.56, 1.57-1.58, 1.59-1.60, 1.61-1.62, 1.63-1.64, 1.65-1.66, 1.67-1.68, 1.69-1.70, 1.71-1.72, 1.73-1.74, 1.75-1.76, 1.77-1.78, 1.79-1.80, 1.81-1.82, 1.83-1.84, 1.85-1.86, 1.87-1.88, 1.89-1.90, 1.91-1.92, 1.93-1.94, 1.95-1.96, 1.97-1.98, 1.99-1.100, 1.101-1.102, 1.103-1.104, 1.105-1.106, 1.107-1.108, 1.109-1.110, 1.111-1.112, 1.113-1.114, 1.115-1.116, 1.117-1.118, 1.119-1.120, 1.121-1.122, 1.123-1.124, 1.125-1.126, 1.127-1.128, 1.129-1.130, 1.131-1.132, 1.133-1.134, 1.135-1.136, 1.137-1.138, 1.139-1.140, 1.141-1.142, 1.143-1.144, 1.145-1.146, 1.147-1.148, 1.149-1.150, 1.151-1.152, 1.153-1.154, 1.155-1.156, 1.157-1.158, 1.159-1.160, 1.161-1.162, 1.163-1.164, 1.165-1.166, 1.167-1.168, 1.169-1.170, 1.171-1.172, 1.173-1.174, 1.175-1.176, 1.177-1.178, 1.179-1.180, 1.181-1.182, 1.183-1.184, 1.185-1.186, 1.187-1.188, 1.189-1.190, 1.191-1.192, 1.193-1.194, 1.195-1.196, 1.197-1.198, 1.199-1.200, 2.001-2.002, 2.003-2.004, 2.005-2.006, 2.007-2.008, 2.009-2.010, 2.011-2.012, 2.013-2.014, 2.015-2.016, 2.017-2.018, 2.019-2.020, 2.021-2.022, 2.023-2.024, 2.025-2.026, 2.027-2.028, 2.029-2.030, 2.031-2.032, 2.033-2.034, 2.035-2.036, 2.037-2.038, 2.039-2.040, 2.041-2.042, 2.043-2.044, 2.045-2.046, 2.047-2.048, 2.049-2.050, 2.051-2.052, 2.053-2.054, 2.055-2.056, 2.057-2.058, 2.059-2.060, 2.061-2.062, 2.063-2.064, 2.065-2.066, 2.067-2.068, 2.069-2.070, 2.071-2.072, 2.073-2.074, 2.075-2.076, 2.077-2.078, 2.079-2.080, 2.081-2.082, 2.083-2.084, 2.085-2.086, 2.087-2.088, 2.089-2.090, 2.091-2.092, 2.093-2.094, 2.095-2.096, 2.097-2.098, 2.099-2.100, 2.101-2.102, 2.103-2.104, 2.105-2.106, 2.107-2.108, 2.109-2.110, 2.111-2.112, 2.113-2.114, 2.115-2.116, 2.117-2.118, 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2.735-2.736, 2.737-2.738, 2.739-2.740, 2.741-2.742, 2.743-2.744, 2.745-2.746, 2.747-2.748, 2.749-2.750, 2.751-2.752, 2.753-2.754, 2.755-2.756, 2.757-2.758, 2.759-2.760, 2.761-2.762, 2.763-2.764, 2.765-2.766, 2.767-2.768, 2.769-2.770, 2.771-2.772, 2.773-2.774, 2.775-2.776, 2.777-2.778, 2.779-2.780, 2.781-2.782, 2.783-2.784, 2.785-2.786, 2.787-2.788, 2.789-2.790, 2.791-2.792, 2.793-2.794, 2.795-2.796, 2.797-2.798, 2.799-2.800, 2.801-2.802, 2.803-2.804, 2.805-2.806, 2.807-2.808, 2.809-2.810, 2.811-2.812, 2.813-2.814, 2.815-2.816, 2.817-2.818, 2.819-2.820, 2.821-2.822, 2.823-2.824, 2.825-2.826, 2.827-2.828, 2.829-2.830, 2.831-2.832, 2.833-2.834, 2.835-2.836, 2.837-2.838, 2.839-2.840, 2.841-2.842, 2.843-2.844, 2.845-2.846, 2.847-2.848, 2.849-2.850, 2.851-2.852, 2.853-2.854, 2.855-2.856, 2.857-2.858, 2.859-2.860, 2.861-2.862, 2.863-2.864, 2.865-2.866, 2.867-2.868, 2.869-2.870, 2.871-2.872, 2.873-2.874, 2.875-2.876, 2.877-2.878, 2.879-2.880, 2.881-2.882, 2.883-2.884, 2.885-2.886, 2.887-2.888, 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3.197-3.198, 3.199-3.200, 3.201-3.202, 3.203-3.204, 3.205-3.206, 3.207-3.208, 3.209-3.210, 3.211-3.212, 3.213-3.214, 3.215-3.216, 3.217-3.218, 3.219-3.220, 3.221-3.222, 3.223-3.224, 3.225-3.226, 3.227-3.228, 3.229-3.230, 3.231-3.232, 3.233-3.234, 3.235-3.236, 3.237-3.238, 3.239-3.240, 3.241-3.242, 3.243-3.244, 3.245-3.246, 3.247-3.248, 3.249-3.250, 3.251-3.252, 3.253-3.254, 3.255-3.256, 3.257-3.258, 3.259-3.260, 3.261-3.262, 3.263-3.264, 3.265-3.266, 3.267-3.268, 3.269-3.270, 3.271-3.272, 3.273-3.274, 3.275-3.276, 3.277-3.278, 3.279-3.280, 3.281-3.282, 3.283-3.284, 3.285-3.286, 3.287-3.288, 3.289-3.290, 3.291-3.292, 3.293-3.294, 3.295-3.296, 3.297-3.298, 3.299-3.300, 3.301-3.302, 3.303-3.304, 3.305-3.306, 3.307-3.308, 3.309-3.310, 3.311-3.312, 3.313-3.314, 3.315-3.316, 3.317-3.318, 3.319-3.320, 3.321-3.322, 3.323-3.324, 3.325-3.326, 3.327-3.328, 3.329-3.330, 3.331-3.332, 3.333-3.334, 3.335-3.336, 3.337-3.338, 3.339-3.340, 3.341-3.342, 3.343-3.344, 3.345-3.346, 3.347-3.348, 3.349-3.350, 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3.505-3.506, 3.507-3.508, 3.509-3.510, 3.511-3.512, 3.513-3.514, 3.515-3.516, 3.517-3.518, 3.519-3.520, 3.521-3.522, 3.523-3.524, 3.525-3.526, 3.527-3.528, 3.529-3.530, 3.531-3.532, 3.533-3.534, 3.535-3.536, 3.537-3.538, 3.539-3.540, 3.541-3.542, 3.543-3.544, 3.545-3.546, 3.547-3.548, 3.549-3.550, 3.551-3.552, 3.553-3.554, 3.555-3.556, 3.557-3.558, 3.559-3.560, 3.561-3.562, 3.563-3.564, 3.565-3.566, 3.567-3.568, 3.569-3.570, 3.571-3.572, 3.573-3.574, 3.575-3.576, 3.577-3.578, 3.579-3.580, 3.581-3.582, 3.583-3.584, 3.585-3.586, 3.587-3.588, 3.589-3.590, 3.591-3.592, 3.593-3.594, 3.595-3.596, 3.597-3.598, 3.599-3.600, 3.601-3.602, 3.603-3.604, 3.605-3.606, 3.607-3.608, 3.609-3.610, 3.611-3.612, 3.613-3.614, 3.615-3.616, 3.617-3.618, 3.619-3.620, 3.621-3.622, 3.623-3.624, 3.625-3.626, 3.627-3.628, 3.629-3.630, 3.631-3.632, 3.633-3.634, 3.635-3.636, 3.637-3.638, 3.639-3.640, 3.641-3.642, 3.643-3.644, 3.645-3.646, 3.647-3.648, 3.649-3.650, 3.651-3.652, 3.653-3.654, 3.655-3.656, 3.657-3.658, 3.659-3.660, 3.661-3.662, 3.663-3.664, 3.665-3.666, 3.667-3.668, 3.669-3.670, 3.671-3.672, 3.673-3.674, 3.675-3.676, 3.677-3.678, 3.679-3.680, 3.681-3.682, 3.683-3.684, 3.685-3.686, 3.687-3.688, 3.689-3.690, 3.691-3.692, 3.693-3.694, 3.695-3.696, 3.697-3.698, 3.699-3.700, 3.701-3.702, 3.703-3.704, 3.705-3.706, 3.707-3.70					



CONTRACTING WITH PARTICIPANTS

The instructor will give participants a contract (see [Sample Pre-Professional Teaching Practicum Contract](#)) the first day of the course that states the responsibilities and behaviors the student agrees to accept as a member of the program. The instructor collects these forms and keeps them as reference if there are behavior problems or poor decisions made at the sending school.

COORDINATING ACTIVITIES WITH SUPERVISING TEACHERS

Because of the close integration of coursework and classroom experience characteristic of this type of practicum-based program, the instructor will work closely with supervising teachers/trainers throughout the semester. Initially, the instructor will invite the supervising teachers/trainers to an orientation at the beginning of the year to become acquainted with participant expectations. The orientation provides the supervising teacher an opportunity to ask questions about what support they will be given (see [Sample Orientation Invitation](#)).

The instructor sends a copy of the participant handbook that students taking the practicum receive along with a cover letter to every supervising teacher involved in the practicum (see [Sample Supervising Teacher Cover Letter](#)). This packet outlines assignments required of the participant for the supervising teacher and serves as a reminder that participants are to work with students in the classroom rather than to spend their practicum time doing clerical support tasks.

Once the semester begins, instructors will send another letter to the supervising teachers with information about when participants will begin attendance and when the coordinator

will begin making visits, information that is especially important for first-time supervising teachers (see [Sample Supervising Teacher Scheduling Letter](#)). A key component of the program is the lesson-planning unit, where the participant works closely with the supervising teacher to plan and deliver a lesson to the class. This lesson plan will be developed over the course of the semester. Effectively communicating expectations for this activity, such as the timetable of the participant's various interim project due dates for this unit, is a vital part of having a successful experience for the participant. (See [Sample Lesson Planning Letter to Supervising Teacher](#))



Sample Contract

Sample Practicum Participant Contract

Without rules, regulations, agreements, policies and laws, people would not function in human communities and independent living. Conflicts would erupt. No one would know what is expected. It is our hope that you realize the importance of high expectations, and that together, we have a great year!

I agree to the following responsibilities:

- Be on time for all scheduled activities.
- Be respectful of the classroom and other students.
- Be respectful of the supervising teacher and other staff.
- Be respectful of the community and other students.
- Be respectful of the community and other students.
- Be respectful of the community and other students.
- Be respectful of the community and other students.
- Be respectful of the community and other students.

I understand the importance of the practicum and agree to the following:

- Be on time for all scheduled activities.
- Be respectful of the classroom and other students.
- Be respectful of the supervising teacher and other staff.
- Be respectful of the community and other students.
- Be respectful of the community and other students.
- Be respectful of the community and other students.
- Be respectful of the community and other students.
- Be respectful of the community and other students.

I understand the importance of the practicum and agree to the following:

(Student's Signature)

(Instructor's Signature)

Sample Invitation

Sample Orientation Invitation

You are invited to the Supervising Teacher Pre-Professional Teaching Practicum Orientation on August 31, 2011, 6:30 PM at the Stansbury Leadership Center, 1001 S. Main St., Boise, ID 83725.

Supervising Teacher Pre-Professional Teaching Practicum Orientation
August 31, 2011
6:30 PM
Stansbury Leadership Center
1001 S. Main St.
Boise, ID 83725

RSVP: [Phone Number]

Sample Cover Letter

Sample Supervising Teacher Cover Letter

August 31, 2011

Name: [Name]
Address: [Address]
City/State/Zip: [City/State/Zip]

Dear Supervising Teacher:

Thank you for agreeing to participate in the Pre-Professional Teaching Practicum. Your willingness to do this provides a valuable opportunity for the student. The student will be working with you and your students. We hope you will find this experience rewarding and that you will be able to provide a positive experience for the student.

The student handbook should be helpful in understanding the expectations, duties, and responsibilities of the participant and you as a supervising teacher. Please take some time to review the handbook and let us know how you feel about the participant's role in the classroom.

The following information is included in the handbook:

- Classroom rules
- Classroom expectations and responsibilities
- Classroom expectations
- Classroom expectations
- Classroom expectations

Participants should be working with students one-on-one, with small groups or in the classroom. The majority of the time they will be working with students in the classroom. The handbook contains a list of assignments for the participant to complete throughout the year. Please remember that the student is also responsible for the opportunity to work with students. If you have a student teacher or teacher assistant, please let us know. We will be happy to provide support and resources for the student.

We look forward to meeting you and working with you throughout the year. Thank you for your commitment to the program. We will be in touch with you soon.

Thank you much for all you do.

Name of Practicum Coordinator/Instructor: _____

Sample Schedule Letter

Sample Supervising Teacher Scheduling Letter

August 31, 2011

Name: [Name]
Address: [Address]
City/State/Zip: [City/State/Zip]

Dear Supervising Teacher:

Thank you for agreeing to participate in the Pre-Professional Teaching Practicum. Your willingness to do this provides a valuable opportunity for the student. The student will be working with you and your students. We hope you will find this experience rewarding and that you will be able to provide a positive experience for the student.

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We look forward to meeting you and working with you throughout the year. Thank you for your commitment to the program. We will be in touch with you soon.

Thank you much for all you do.

Name of Practicum Coordinator/Instructor: _____

Sample Lesson Planning Letter

Sample Lesson Planning Letter

August 31, 2011

Name: [Name]
Address: [Address]
City/State/Zip: [City/State/Zip]

Dear Supervising Teacher:

Thank you for agreeing to participate in the Pre-Professional Teaching Practicum. Your willingness to do this provides a valuable opportunity for the student. The student will be working with you and your students. We hope you will find this experience rewarding and that you will be able to provide a positive experience for the student.

The student handbook should be helpful in understanding the expectations, duties, and responsibilities of the participant and you as a supervising teacher. Please take some time to review the handbook and let us know how you feel about the participant's role in the classroom.

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We look forward to meeting you and working with you throughout the year. Thank you for your commitment to the program. We will be in touch with you soon.

Thank you much for all you do.

Name of Practicum Coordinator/Instructor: _____



Instructors will work closely with supervising teachers to evaluate participant performance. Supervising teachers should evaluate the participant at each grading period and at the end of the semester. There are two, typical performance-based evaluations that can be used (see [Sample Participant Evaluations](#)):

1. An evaluation by the supervising teacher at the end of each grading period (send this form electronically or through the mail near the end of each grading period)
2. An evaluation done by the coordinator/instructor for specific assignments (e.g., lesson plan, bulletin board, center project/assignment, etc.)

Evaluations of core competency mastery are done via practicum assignments and associated assessments.

When participants are not performing well in the classroom, both supervising teachers and coordinators/instructors may want to use a separate evaluation form to document discussions held on areas of needed improvement (see [Sample Participant Evaluations](#)).

DIRECTING THE PRACTICUM LEARNING EXPERIENCE

Instructors typically meet with participants for two weeks at the beginning of the semester prior to students being placed with supervising teachers in the classroom. During these two weeks, instructors use a variety of focus activities or “bell work” (see [Sample Focus Activities](#)).

Throughout the ongoing assignments/practicum experience, instructors can use a variety of journal activities (see [Sample Participant Handbook](#)) to have participants reflect on their experiences and connect what they know with what they experience in the classroom. Any format that allows partici-

pants to analyze various topics will be effective. For example, students could read and respond to pertinent education issues presented in a published article or scholarly paper.

To facilitate weekly reflection, instructors can use “exit slips” (see [Sample Exit Slips](#)) at the end of each course week to help participants document and analyze what they may have encountered as problems in the classroom. These serve as quick assessments of how student perspectives are evolving toward teacher perspectives.



Sample Evaluations

Sample Focus Activities

Sample Handbook

Sample Exit Slips



Other assignments directed by the instructor involve classroom activities performed in association with the supervising teacher, such as:

- Observing and analyzing different classroom settings
- Developing a substitute teacher plan
- Creating classroom bulletin boards
- Reporting on a “Beyond-the-School-Day” activity
- Interviewing district personnel
- Developing a child literature activity
- Creating a center or project activity
- Evaluating technology use for a learning activity
- Developing and delivering a lesson plan

Samples for these types of activities have been included in this packet as part of the [Sample Participant Handbook](#).

For your convenience, Microsoft®Word™ versions (.DOC files) of customizable sample documents can be accessed via embedded text links throughout the manual (e.g., [Sample Participant Handbook](#)); “thumbnail” images link to .PDF versions (as do text links for graphic files).



Sample Handbook

