

Pre-Professional Teaching Practicum Participant Handbook



School Year 2011-2012

[District/Department Information]

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Introduction

Welcome to the Pre-Professional Teaching Practicum!

The mission of this course is to teach the important skills, knowledge, and values necessary to be a successful teacher in the future. Students interested in the teaching profession need to see the perspectives of education and its role in society. This pre-professional teaching experience will help you explore opportunities in education before entering a teaching program at the university level.

Key to this program is your involvement in the classroom under the direct supervision of a certified teacher while gaining knowledge and experience related to the field of teaching. Participants should spend a minimum of two-thirds of their time in teaching activities and one-third in non-teaching activities (see table 1 for more information on teaching vs. non-teaching activities).

Table 1. Teaching vs. Non-Teaching Activities

<i>Teaching Activities (2/3 Time)</i>	<i>Non-Teaching Activities (1/3 Time)</i>
<ul style="list-style-type: none"> Working with individual or small groups of students on drill and practice activities 	<ul style="list-style-type: none"> Researching topics for the teacher
<ul style="list-style-type: none"> Reading aloud to the class, an individual child or a group of students 	<ul style="list-style-type: none"> Organizing materials for the class
<ul style="list-style-type: none"> Co-supervising the playground and hallways with the teacher 	<ul style="list-style-type: none"> Creating bulletin boards and room displays
<ul style="list-style-type: none"> Helping with the lesson under teacher direction (i.e. running technology, demonstrating and modeling, helping with guided practice, giving individual help and assistance) 	<ul style="list-style-type: none"> Checking attendance
<ul style="list-style-type: none"> Presenting a lesson that has been cooperatively prepared and practiced with the teacher 	<ul style="list-style-type: none"> Attending faculty meeting, etc. when approved by the building administrator
<ul style="list-style-type: none"> Working with individual or small groups of students on drill and practice activities 	<ul style="list-style-type: none"> Collating student papers
<ul style="list-style-type: none"> Reading aloud to the class, an individual child or a group of students 	<ul style="list-style-type: none"> Grading objective-type assignments

Participant Expectations

As a program participant, you WILL:

1. Be in the classroom for two periods each day.* Keep a “blog” of daily activities that includes first names of students you work with and types of activities that occur. Submit your blog entries as directed by the practicum instructor.
2. Assist the teacher and classroom students, with the majority of time spent working with the classroom students (individually, small groups, or other ways in which the supervising teacher decides). However, you will also be assisting the supervising teacher with other relevant tasks (bulletin boards, grading, etc.).
3. Provide your own transportation; students may not share rides with other students. Additionally, you will need to make back-up plans with parents should a transportation emergency occurs.

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4. Receive one, weighted high school credit per semester (2 credits per year) based upon successful completion of requirements. The course may be taken for dual college credit, if offered.
5. Be able to earn [include local area information (e.g., A Summit Technology Academy (STA) letter can be earned by maintaining a minimum of 95%)].
6. Conduct yourself as a professional in the classroom.
7. Dress professionally.
8. Observe the following general attendance requirements (see District Attendance/Make-up Work Policy on page 37):
 - When absent, notify the attendance secretary via e-mail or phone by 8 a.m.
 - When leaving school because of an illness, call the attendance secretary as soon as possible.
 - Bring a doctor's appointment card when absent for an appointment.
 - REMEMBER – Participants will be counted absent for two hours because this is a daily block class.
 - On early release days, [fill in local information].
9. Not take food or drink into the buildings.
10. Be able to participate in professional development/collaboration provided throughout the year.
11. Complete and turn in assignments detailed in the Course Syllabus (see pages 5 through 7) during scheduled course meetings, and/or via an online tool, such as Blackboard™.
12. Be issued badges, which will be collected at the second-semester final.

As a program participant, you WILL NOT participate in the following activities:

- View, evaluate, and file materials in the 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 cadet)
- Supervise a student or groups of students without [redacted] present
- Make verbal or written parental contacts
- Assign grades
- Discipline students
- Be involved in student-related staffing
- Leave the building prior to high school dismissal time
- Accept or offer rides with other students

NOTE: Participants who fail to meet these requirements and responsibilities may be removed from the program.

Supervising Teacher Expectations

Prior to becoming involved in the supervising teacher's classroom, you will likely meet with the school's principal to get acquainted and learn any additional information about the school and students that would enhance the experience for everyone. At this time, you may meet with the supervising teacher as well. Keep in mind that the supervising teacher will:

- Take daily attendance and require participants to sign in and sign out at the receiving school.
- Include participant in a class field trip, if appropriate.
- Provide materials
- Facilitate the opportunity for initial observation
- Complete evaluations of your performance
- Communicate regularly with your practicum instructor/coordinator

* **NOTE:** As an option, practicum participants may accompany the assigned classroom on a field trip; however, prior approval must be obtained from the practicum coordinator. Participants will be responsible for work missed in enrolled high school classes. Only one field trip is approved by the high school administration in which an entire school day would be missed. Other field trips taken during your regular teaching assignment time may be taken as the opportunity arises.

Course Syllabus and Calendar

SAMPLE

Course Syllabus and Calendar

Instructor's Name _____
Classroom Location _____
School Phone _____
E-mail _____

Course Description

The Pre-Professional Teaching Practicum is designed for students who are seriously considering the teaching profession. Each student is assigned to a district or neighboring district school, typically elementary or middle school. Participants combine in-class coursework with onsite teaching practice. Onsite teaching projects include various activities, such as keeping daily logs/blogs and weekly journals, preparing and presenting a lesson, and working closely with students of the assigned supervising teacher. Students are expected to actively participate in class, read assigned text and outside resources, complete major projects, written assignments, view appropriate videos, and direct attention to guest speakers.

Instructional Philosophy

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

- Information about the challenges and opportunities offered
- A seamless 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, punctuality, and organizational skills.

Basis of Participation

- Student-centered curriculum with an emphasis on hands-on involvement
- Focus on practical, problem-solving skills in real-life applications
- Activities that build skills for family, workplace, and community settings
- Activities that help students plan the transition from school to career
- Increased involvement in developing basic academic educational goals for all learners
- Assistance with learning environments (e.g., process-based learning) that meet student developmental needs

Major Course Goals

- Observe teachers and students in the classroom
- Develop practical experience in exploring the teaching career
- Work with children under the supervision of a certified teacher
- Plan, prepare, and teach lessons
- Demonstrate knowledge of the teaching process
- Evaluate participant-teaching experience in relation to their future career

Materials Needed

- **Portfolio Binder:** A two-inch, three-ring binder with clear front pocket and dividers (for retaining all work and building a portfolio throughout the course)
- **Textbook:** _____
- **Student Planner:** _____

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- **Other Supplies:** paper, pencil, blue or black pen, spiral notebook, flash drive, etc.

Major Assignments/Projects

- Complete observation papers.
- Select and interview school personnel.
- Complete daily logs or blogs, reflections, and self-evaluations (found on Blackboard™). Note: Blogs should include first names of students with whom participants interact and activities that occur. Be specific.
- Work with individual/small groups of students/entire class.
- Participate in an outside teacher-related activity (PTA meeting, faculty meeting, etc.).
- Keep a portfolio.
- Design and create bulletin boards.
- Analyze K-8 literature.
- Plan, prepare, and teach lesson(s) to the supervising teacher's entire class.

For tutoring/extra help, contact teachers via email.

Assignment Format

All assignments must be completed using the MLA format with the heading and name on the left side of the paper. Assignments need to be typed in Microsoft® Word™ or converted to Word (see page 36) when attached to Blackboard™. All assignments should be saved to the flash drive provided by your teachers. Students are required to utilize technology for various assignments (see Technology Information on pages 34 through 36). Despite the fact that not all students will have access to personal computers, computers are available at your home high schools, the public library, and at the student computer lab at [location].

Assessment Plan

Grades will be figured using the district's approved grading scale. Periodic written tests will be administered; however, this class also involves project-based assessments. Projects will be graded according to written evaluation forms. Assignments are assigned points with grades being calculated on a total point basis. Grades are cumulative throughout the semester.

Attendance

Regular attendance reflects dependability. The experience gained by students in the practicum cannot be duplicated in the event of absence. Summit Technology Academy's policy (see page 37) may differ from that of the participant's "home" school and will be in effect for the period of attendance at STA. Absences will be classified and dealt with based on the district's attendance/makeup policies. In general, absences of 12 days or more during a semester will result in loss of credit. Major illnesses, field trips, home school activities, and ISS are not counted as part of the 12 days of absence, but the time must be made up with the assigned school. OSS suspensions do count against a student's 12-day absences. All other absences are counted in the total, whether excused or unexcused.

Course Credit

A+ PROGRAM — Time spent directly involved with students can be documented for A+ tutoring hours. It is each participant's responsibility to check with your school's A+ coordinator for specific information.

Pre-Professional Teacher Calendar 2011-2012: 2nd Semester

UCM Meeting Dates	Topic	Readings	Assignments
Monday, 1/10	History of Education	TSS: pp 138-178	
Tues, 1/18	Philosophy of Education/Integration: Separate but (Un)Equal	TSS: pp 181-212	
Monday, 1/24	Education Reform	TSS: pp 280-320	
Monday, 1/31	Classroom Mgt/Procedures and Discipline	Harry Wong First Days of School	
Monday, 2/1	Methodology	TSS: 367-402	
Monday, 2/7			
Monday, 2/14	Lesson Planning, SAY, MAY FLAY	Purple Packet	
Monday, 2/21	NO SCHOOL – President’s Day		
Monday, 2/28	Curriculum, Textbooks, Standards	TSS: pp 321-340 and pp 353-362	K-1 st Grade “Kiddie Lit” Books DUE, Bulletin Plan #2 DUE
Monday, 3/7	Testing and Assessment	TSS: pp 340-353	2 nd /3 rd / Grade “Kiddie Lit” Books DUE
Monday, 3/14	NO SCHOOL – SPRING BREAK		Bulletin Board #2 Due
Monday, 3/21	Effective Teaching: Learning Time/Questioning	TSS: pp 366-386	4 th Grade “Kiddie Lit” Book DUE
Monday, 3/28	Effective Teaching: Process & Content/Models for Effective Instruction	TSS: pp 386-402	Instructional Technology Assignment Due
Monday, 4/4	School Finance	TSS: pp 214-225	5 th Grade “Kiddie Lit” Book Due
Monday, 4/11	Governing Schools	TSS: pp 225-241	6 th Grade “Kiddie Lit” Book Due
Friday, 4/15			Lesson Completed
Monday, 4/18	Teacher Rights/Teaching and Ethics	TSS: pp 244-256 pp 270-278	7 th Grade “Kiddie Lit” Book DUE
Wednesday, 4/20	TSA testing/LSN Computer Lab		8 th Grade “Kiddie Lit” Book DUE
Monday, 4/25	Student Rights	TSS: pp 256-270	Beyond the School Day Assignment Due
Monday, 5/2	Final/LSN Computer Lab		
Monday, 5/9	At your school		
Monday, 5/10	At your school		
Monday, 5/11	Checkout		

Course Assignments

SAMPLE

Letter of Introduction Template Pre-Professional Teaching Practicum Participant

Name
Street or PO Box
Town, State, Zip
Phone Number
Email Address

Date: [The day you type the letter. Type out the name of the month.]

Salutation: Dear [Teacher's Name],

1st Paragraph: *Start with a sentence that introduces who you are and that you are writing this letter as a way of introducing yourself. Describe two to three of your strengths, outstanding qualities, or personal characteristics, your philosophy, high school/outside school activities, or anything else that will allow the reader to gain a better idea about what kind of a person you are. (Keep paragraph to six or seven sentences total.)*

2nd Paragraph: *Describe two or three of your long-term goals related to your education and/or your future career. Describe some steps you have taken or plan to take that will help you reach these goals. (Keep paragraph to four or five sentences total.)*

3rd Paragraph: *Highlight any special skills that you have. Describe how they would influence your future goals. (Keep paragraph to four or five sentences total.)*

Closing Paragraph: *End with a sentence or two that thanks your supervising teacher for sharing their students and classroom with you.*

Closing: Sincerely,

Sign your name.

Type your name [three spaces below "Sincerely"]

Things to remember:

- The letter must be typed using a word processing program in a 12-point font and take up no more than a single page.
- Proofread the letter carefully. Sentences must flow together and conventions must be perfect. Remember that "spell check" does not catch all problem words.
- This letters should have "voice" — it should sound like you. Those who read it should have a better idea of who you are and what is important to you without having met you. It should also make them interested to see the rest of your portfolio.

Observation #1: 25 Points

Name: _____

Read through the following questions. **Type each question and your response.** Please use complete sentences, 12-point font, and one-inch margins.

1. Describe what first caught your attention when you entered your classroom for the first time. Why?
2. What made this an appropriate or inappropriate atmosphere for learning?
3. What grade level of student do you have? How many at each level (if you have more than one)?
4. In what activities are the students engaged during your time in the classroom? Please be specific in listing lessons being taught; include amount of time for each (Example: reading groups, math, spelling, art, etc.).
5. Describe the physical development of these students based on what you learned from class.
6. Describe a cognitive theory you observed.
5. How does your supervising teacher address inappropriate behavior? Be specific. Give an example.
6. How does your supervising teacher get the children's attention? What methods or techniques does she/he use?
7. How often and under what circumstances do the students have an opportunity to interact with one another, the teacher, or the group? Be specific.
8. When changing from one lesson to another or from one activity to another, how does the teacher make the transition?
9. As you observe your students, describe one student that has caught your eye and explain why?
10. List five classroom rules the teacher enforces for the class.
11. In what ways are the children reacting to your presence in the classroom? What are some things the students have said to you?
12. Draw a diagram of the floor plan of your classroom. Designate locations for the teacher's desk, students' desks, bookshelves, etc.

Date Due: _____

Observation #2: 25 Points

Name: _____

Read through the following questions. Observe in one of the following classrooms: Reading Lab, Music, PE, Art, Aspire or ESL, a core class if your assigned class is an elective, or an elective if your assigned class is a core class. **Type each question and your response.** Please use complete sentences, 12-point font, and one-inch margins.

1. Describe what first caught your attention when you entered the classroom for the first time. Why?
2. What grade level of student is present? How many at each level (if there are more than one)?
3. In what activities are the students engaged during your time in the classroom? Please be specific in listing lessons being taught; include amount of time for each (Example: reading groups, math, spelling, art, etc.).
4. How does the teacher address inappropriate behavior? Be specific. Give an example.
5. How does your the teacher get the children's attention? What methods or techniques does she/he use?
6. What feeling or atmosphere exists? Why do you think this?
7. How often and under what circumstances do the students have an opportunity to interact with one another, the teacher, or the group? Be specific.
8. When changing from one lesson to another or from one activity to another, how does the teacher make the transition?
9. As you observe the students, describe one student that has caught your eye and explain why?
10. List five classroom rules the teacher enforces for the class.
11. In what ways are the children reacting to your presence in the classroom? What are some things the students have said to you?
12. Draw a diagram of the floor plan of your classroom. Designate locations for the teacher's desk, students' desks, bookshelves, etc.

Date Due: _____

Observation #3: 25 Points

Name: _____

Read through the following questions. Observe in one of the following classrooms: Special Education: LD, BD, EMH. **Type each question and your response.** Please use complete sentences, 12-point font, and one-inch margins.

1. Describe what first caught your attention when you entered your classroom for the first time.
2. What made this an appropriate or inappropriate atmosphere for learning?
3. What grade level of student is present? How many at each level (if you have more than one)?
4. In what activities are the students engaged during your time in the classroom? Please be specific in listing lessons being taught; include amount of time for each (Example: reading groups, math, spelling, art, etc.).
5. Describe the physical development of these students based on what you learned in class.
6. Describe a cognitive theory you observed.
7. How does the supervising teacher address inappropriate behavior? Be specific. Give an example.
8. How does the teacher get the children's attention? What methods or techniques does she/he use?
9. How often and under what circumstances do the students have an opportunity to interact with one another, the teacher, or the group? Be specific.
10. When changing from one lesson to another or from one activity to another, how does the teacher make the transition?
11. As you observe your students, describe one student that has caught your eye and explain why?
12. List five classroom rules the teacher enforces for the class.
13. In what ways are the children reacting to your presence in the classroom? What are some things the students have said to you?
14. Draw a diagram of the floor plan of your classroom. Designate locations for the teacher's desk, students' desks, bookshelves, etc.

Date Due: _____

Substitute Teacher Plan: 25 Points

Name: _____

Assignment:

When the assigned teacher is absent, a substitute teacher may not be familiar with the role of the practicum participant. Discuss with your assigned supervising teacher your role during his/her absence, then write a substitute teacher plan to submit to both the supervising teacher and practicum instructor for approval. Please ask your supervising teacher to include this plan with other substitute plans when he/she is absent.

Please remember that the substitute is the one responsible for the classroom. Your cooperation with the substitute sets the tone for student's response to the substitute.

Participant name:

Brief introduction of yourself:

Time in which you are in attendance:

Your role in the classroom:

Routine duties performed each day:

Other duties performed in the classroom including any items discussed with your supervising teacher to be done in his/her absence:

Bulletin Board Assignment (one per semester)

Name: _____

Complete a bulletin board using the planning sheet on the next page. After completing the bulletin board, please answer each of the following questions:

1. What was the objective of your creation?
2. If you “borrowed” ideas from any source, please list these.
3. What difficulties did you encounter in the development of this project? BE SPECIFIC.
4. If you were to re-design this bulletin, what would you do differently?
5. Describe any comments you received from others about your creation. (You may use the back of this paper if needed.)
6. Attach or e-mail a photo of your bulletin board.

Signature of Supervising Teacher _____ Date _____

PLANNING SHEET FOR BULLETIN BOARD

Name _____

Date Due: _____

Write the objective for the bulletin board that you will be creating.

Objective: _____

Suggestions offered by your supervising teacher: _____

Sketch out your bulletin board idea. Illustrate the objective and topic. Remember your bulletin board should be neat and easy to read. Read the Bulletin Board Assessment (on the next page) to make sure you have included all the required elements. Ask yourself if the “message” is clear.

SAMPLE

List materials needed to complete your bulletin board:

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BULLETIN BOARD ASSESSMENT

Name _____
Date _____

Criteria	Performance Levels			Rating	Weight	Total
	1 (Unsatisfactory)	2 (Satisfactory)	3 (Exemplary)			
Theme	Theme is unclear or inappropriate	Display has a clear and appropriate theme.	Theme for the display is clear and appropriate; conveys significant message.			
Information	Information presented is largely inaccurate; important points are missing.	Information presented is primarily accurate; conveys most of the important points.	All information presented is accurate and relevant; conveys all necessary information plus useful facts found through research; may reflect ideas that demonstrate use of thinking skills.			
Physical Objects	Physical objects are unrelated to the theme; arrangement and use cause confusion.	Physical objects are selected and arranged to carry out the theme.	Physical objects demonstrate the theme, add interest and are creatively used.			
Graphics (if used)	Graphics are visually distracting or difficult to understand.	Graphics help carry out the theme and add interest to the display.	Graphics enhance clarity, are neatly done, and serve a strong purpose in the display.			
Design	Design is cluttered or disorganized; no concern for design principles.	Display shows use of design principles; design is pleasing to the eye.	Design shows skillful use of most or all design principles, including color, line, space, shape, and texture.			
Originality	Display is copied from another source.	Display expresses student's thinking.	Display conveys information in a fresh and creative way.			
Impact	Display fails to capture the viewer's interest; makes no strong point.	Display attracts attention and makes a point.	Display is compelling and causes viewer to think and react.			

TOTAL SCORE: _____

Beyond-the-School-Day Activity: 25 Points

Name: _____

Location of Activity _____

Date of Activity _____

Teachers frequently attend meetings and activities after their regular work hours. As a practicum participant, you will be attending an activity after the regular school hours. You may choose from the following activities: skate night, faculty meeting, PTA meeting, track meet, music concerts, school carnival, etc. in your assigned building. After attending the activity, complete the following form and return it to the Practicum Coordinator.

1. What activity did you attend?
2. What was the purpose of the activity?
3. Approximately how many other people attended (estimate)?
4. Briefly describe what took place during the activity in the space below. Describe any responsibility or involvement you may have had in the activity.
5. Briefly describe what you learned and your reaction to the activity. Be specific. Give examples for clarity.

Signature of staff member verifying your attendance

Journal Assignments: ?? Points Each

Name: _____

Journal 1: Due Date _____

In a Microsoft® Word™ document, respond to the following journal activity with a minimum of one page, MLA-formatted response and attach to Blackboard™.

Read pages 6-8 in your textbook.* Discuss why you want to pursue the education field. Analyze which of the arguments and issues from the reading are most influential in determining if teaching is a good fit for you.

1. Is there a particular point that is most persuasive, pro or con?
2. What does that tell you about yourself?
3. On a scale of 1-10, where 10 is “really committed” to teaching and 1 is “I want no part of that job,” what number are you and why?

* Sadker, David & Zittleman, Karen. *Teachers, Schools, and Society*. Second edition. Boston: McGrawHill Higher Education. 2009. Print

Journal 2: Due Date _____

To complete Journal 2, read the article entitled, *Metaphors of Hope*, from the Reader and a Casebook CD that you received with your textbook. Answer the following questions in a Microsoft® Word™ document using complete sentences and restating the question in the answer. If you would like a copy to look at while answering in a Word document, the questions may also be printed off of the CD by clicking on the icon with the pencil.

1. What is the ultimate benefit of the town meetings in Tom Tenerovich's classroom?
2. Would you use town meetings in your classroom? Why or why not? If so, in the same way, or in a different way?
3. Why was it difficult for Cathy Arment to articulate the strategies or methods behind her caring and supportive classroom community?
4. Think about what you would say in a new “Welcome to the Family” card for Dee Gibson to use next year.
5. Do you think Anne Price and Claudette Cole's consulting work with school administrators, teachers, and staff is necessary and important? Explain why or why not.

Journal 3: Due Date _____

In a Microsoft® Word™ document, respond to the following journal activity with a minimum of one page, MLA-formatted response and attach to Blackboard™. For this journal activity, read page 52 in your textbook* and answer the following questions:

1. What training would help you meet the special needs of students mainstreamed into your classroom?
2. Can “separate” ever be “equal”?

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3. Whose needs are of most worth, those of special needs students, or of “regular” students?
4. Do their needs actually conflict?
5. As a teacher, would you want children with special needs mainstreamed, or pulled out?
6. Imagine yourself the parent of a child with special needs. Would you want your child mainstreamed, or pulled out?

* Sadker, David & Zittleman, Karen. *Teachers, Schools, and Society*. Second edition. Boston: McGrawHill Higher Education. 2009. Print

Journal 4: Due Date _____

In light of the current economic situation and the impact on our schools, read the article entitled, *Putting Money Where it Matters*, from the Reader and a Casebook CD that you received with your textbook. Answer the following questions in a Microsoft® Word™ document using paragraph format, and complete sentences. Support your answers with information from the text, the article, current events, and your observations. If you would like a copy to look at while answering in a Word document, the questions may also be printed off of the CD by clicking on the icon with the pencil.

1. Given that schools have only a limited amount of money, how should they determine their spending priorities?
2. What are the advantages and disadvantages of creating a performance-based salary scale for teachers? How might you devise such a scale?
3. Do you agree with Miles that resources should be shifted away from high schools to primary schools in order to reduce class-sizes during early years of schooling? Why or why not? What would be some disadvantages of this shift of resources?
4. Which programs at your local school do you think are most important? Are there programs that could be reduced or eliminated in order to improve the more important programs?
5. What kind of opposition would be raised if certain programs at your school were eliminated? How might this opposition be addressed?

Journal 5: Due Date _____

(to be used with the District Personnel Interview assignment on page 21)

The interview assignment you are conducting requires you to interview various careers in the education setting. Explain how each of the various roles interconnect to form the school community and how they each affect student achievement.

District Personnel Interview: 80 Points

Name: _____

Objective: Analyze the roles and responsibilities of various school personnel.

Assignment:

1. Select and interview at least one teacher, counselor, administrator, school secretary, paraprofessional, student teacher, nutrition service employee, and custodian employed by your attendance school district. A school board member may be interviewed for bonus points if you would like to get yet another perspective of the education process.
2. Please use the attached questions as a basis for your interview. You may add additional questions if you so choose.
3. Submit a list of questions asked and summarize what was said by each person you interviewed.

In addition to the above typed interviews, reflect how the above positions work together to improve a child's education.

***Due Date:** _____

Sample Questions:

1. What is the title of your position?
2. What are the duties and responsibilities of your position? (job description)
3. Why did you choose this career? This particular position? This grade level?
(Use whichever applies.)
4. What training or education is needed for this position?
5. What do you believe are the rewards/benefits of this position?
6. What do you not like about this position?
7. How much time do you spend working in this position?
8. Can you tell me the salary range for this position?
9. Have you held any other positions in the district? If so, what?
10. Describe your greatest moment in this position? (optional)
11. Can you tell me about your worst moment? (optional)
12. If you could change one thing about your position, what would it be?
13. What advice would you give someone seeking a similar position?

Children's Literature Assignment: 90 Points

Name: _____

You are to read children's books for the various grade levels listed. You will develop a well-organized bibliography (including a typed summary) for each book read (see the Children's Literature Evaluation on the next page). Books read to your students will count toward your total. Books should be grade appropriate and can be checked out from your school media center or from the local library. The following Web site provides a grade-level list of books for you to use as a guideline: www.slco.lib.ut.us/slcolist.htm

Read the following:

<u>Grade Level</u>	<u>Number of books</u>	<u>Points Earned (10 pts/grade level)</u>
Kindergarten	5	_____
1 st grade	5	_____
2 nd grade	5	_____
3 rd grade	4	_____
4 th grade	4	_____
5 th grade	3	_____
6 th grade	2	_____
7 th grade	1	_____
8 th grade	1	_____

CHILDREN'S LITERATURE EVALUATION

Name _____
Due Date _____

Book Title: _____ Copyright Date: _____ Grade Level _____

Author: _____ Illustrator _____

	Yes	No
1. Book is:		
a. Attractive	___	___
b. Durable	___	___
c. Easy for child to handle	___	___
d. Addresses a character trait	___	___
e. Story offers a moral	___	___
f. Story explains a fact	___	___
2. Illustrations are:		
a. Realistic	___	___
b. Colorful	___	___
c. Related to the story	___	___

3. What type of genre is the book?
Board book _____ Picture book _____ Chapter book _____ Nonfiction _____ Fantasy _____
Careers _____ Math _____ Science _____ Social Studies _____ Diversity _____ Soc. Dev _____

4. Explain how this book helps a child develop physically, cognitively, orally, or socially.

5. How could you use this book in a lesson?

Center or Project Assignment: 25 Points

Name: _____

Due Date: _____

Complete a game, computer project, etc. to be used during the year. Attach either a picture of your project or a sample copy. Provide your supervising teacher with a copy of the center or project for their future use. After completing the activity of your choice, please answer each of the following questions:

Describe the center/project.

What objective(s) were met with this center/project?

Why did you decide this center/project was needed? (Be specific.)

What difficulties did you encounter in the development of this center/project? (Be specific.)

SAMPLE

If you were to re-design this center/project, what would you do differently?

How would you modify your center/project for a student with learning disabilities?

What was the student response to the project?

Signature of Supervising Teacher _____ Date _____

Instructional Technology Lesson Project: 25 Points

Name: _____

Please type question and responses. Use the Planning Sheet for Technology Lesson/Project on the next page.

How do you see technology being used in the assigned classroom to aid in the student's learning process?

Should the same technology be available to all students, grade levels, and buildings within a district?

Should students be allowed to bring in personal computers, I-pods, SMART phones, I-pads, net books?
Why or why not?

What are the ramifications of allowing personal technology use in the classroom?

SAMPLE

Cite a Web source that could be used in your class for both a low- and high-achieving student.

Select one of the following to develop a technology lesson appropriate for your class: digital storytelling, moviemaker, SMART board lesson, pod cast, or prezi.com. Attach a copy of your lesson and project.

PLANNING SHEET FOR TECHNOLOGY LESSON/PROJECT
(Please type)

Name _____
Due Date _____

Objective:

Type of technology used:

Outline of information:

Time involved in developing finished product:

Learning styles met through this project:

Cite resources:

SAMPLE

Forms

SAMPLE

Pre-Professional Teacher Contract (Classroom Expectations)

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

- I. I agree to the following responsibilities:
- A. Be in my assigned seat at when period begins.
 - B. Bring my plan book to class.
 - C. Not talk while the classroom instructor or another student is talking.
 - D. Bring all needed materials for class – textbook, notebook, paper, pen, and pencil.
 - E. Use my time wisely in class.
 - F. Be courteous and respectful to other students and adults.
 - G. Participate in a positive way during discussions, activities, and projects.
 - H. Make up all work when I am absent from class. Attendance is essential. Certain class activities are difficult to make up!

Unexcused absences will result in a one percent reduction of the grade for each unexcused absence, which is cumulative for the semester. All undetermined absences must be cleared within five days, or an unexcused absence will result.

- II. I agree to NOT:
- A. Use any electronic devices (cell phone including text-messaging and picture function, headsets, pagers, mp3 players, iPods, etc.) during class
 - B. Eat/drink food in class during the class hour
 - C. Tamper with room equipment or other student's belongings
 - D. Ask to leave the room during the class hour
 - E. Sleep in class
 - F. Work on assignments from another class

I understand the above classroom responsibilities, and I will do my best to fulfill them, using courtesy, respect, good judgment, and common sense at all times.

(Student's Signature)

(Date)

Participant Sign-out Sheet:

SIGN OUT SHEET: Please put time you are signing out.

WEEK OF:

	NAME	MON.	TUES.	WED.	THUR.	FRI.
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

Lee's Summit R-7 FACS Department

SAMPLE

Participant Sample Log Sheet:

NAME: _____ SCHOOL: _____

DATE	DESCRIBE ACTIVITY: (TEACHING ACTIVITIES – What instructional activity did you use? What instructional materials did you use? NON-TEACHING ACTIVITIES – Copies made, grading papers, putting up bulletin board. STUDENT BEHAVIORS – What behaviors did you observe?)	Teaching Minutes	Non-teaching Minutes	Supervising Teacher's Comments/Feedback Signature of Supervising Teacher:
3/18	<i>Read "Ira Sleeps Over" to group of 5 kids (Beth, Jim, Andy, Cory, and Zeke). Asked kids some questions about the story. We drew pictures about the story and talked about the pictures. They really did a good job and seemed to have fun.</i>			<i>Good job; kids seemed to stay interested. Good idea to have them draw pictures.</i>
3/19	<i>Worked with Joey and Shaun on addition flash cards. Flash cards on sight vocabulary with Heather. She wasn't concentrating very hard today. I think something was bothering her. Gave makeup test to John.</i>			<i>I thought Heather was having some trouble today also. Good observation.</i>
3/20	<i>Telling time to the half hour with 3 kids. We played a game with this. I brought some little treats and then at the end of class they all had earned some. It was fun! Worked on contraction cards. Kids had to match contraction with two words.</i>			<i>It was nice of you to think of the game and to bring treats to the kids. It sure seemed to motivate them. We don't want them to expect it all the time though.</i>
3/21	<i>Graded math papers, and then pulled kids who needed extra help since they didn't do well on test. I also took Joey to the library to get a book.</i>			<i>Kay and I had some time to visit today. She's doing a great job! She'll be a good teacher some day!</i>
3/22	<i>Helped laminate cutouts for bulletin board. Also put papers together. Helped proctor MAP.</i>			Signature of Supervising Teacher: <i>Mrs. Jane Smith</i> (BE SURE TO HAVE YOUR TEACHER SIGN)
TOTAL MINUTES				

Lee's Summit R-7 FACS Department

SAMPLE

Appendix

SAMPLE

Technology Information

Note: Each district will have their own technology use policies as well as differing availability of online tools. The following provides a basis for adapting to your situation.

In keeping with the goals of the Pre-Professional Teaching Practicum to prepare students for a career in teaching, it is important to prepare for the types of classroom experiences one might find at the college level. To do so, this course will require the use of Blackboard — a Web-based classroom environment where assignments can be submitted electronically.

Students will be trained on Blackboard™ during class on (Day), (Date).

The following options are available for students to access the Internet [provide local information similar to the samples shown]:

1. Your home school Library Media Centers (Check individual schools for open times)
2. Public Library
www.mcpl.lib.mo.us
Library card required
Mon-Thur 9-9
Fri 9-6
Sat 9-5
3. UCMO Summit Center
www.ucmo.edu/summitcenter/
Log in required
Mon-Thur 8 AM-9 PM
Fri 8 AM –7 PM
Sat 9-5

With these options available for computer use and adequate planning, students will be able to avoid incomplete, missing, or late assignments.

Network Access

All students have a user ID and password that gives them access to the computer network and a home directory on the "H" drive. Students are responsible for following the Network Acceptable Use Policy. Students violating the AUP at STA will be subject to disciplinary action.
School District Network Acceptable Use Policy (AUP)

The purpose of the District's (hereafter referred to as the District) network, including Internet access and other technological resources is to support and enhance communication, learning, and teaching. Acceptable uses of the network are activities that promote the District's goals and objectives and advance the mission of the District.

Technology Resources

- The district's technology resources exist to maximize educational opportunities and achievement for district students.
- Use of technology resources in a disruptive, inappropriate, or illegal manner impairs the district's mission, squanders resources and will not be tolerated. Therefore, a consistently high level of personal responsibility is expected of all student users granted access to district's technology

resources. Development of students' personal responsibility is itself an expected benefit of the district technology program.

- The district technology resources may be used only by authorized students and is considered a privilege, not a right. No student will be given an ID, password, or other access to district technology if he or she is considered a security risk.
- By entering the district-provided login and password to the system, a person becomes an authorized user and agrees to follow the district policies and procedures. All users shall immediately report any security problems or misuse of the district's technology resources to an administrator or teacher.
- In addition, students must recognize that they do not have a legal expectation of privacy in any electronic communications or other activities involving the district's technology. A user ID with e-mail access, if granted, is provided only on the condition that the user consents to interception of or access to all communications accessed, sent, received or stored using district technology.
- All other expressive activities involving the district's technology are subject to reasonable prior restraint and subject matter restrictions as allowed by law and Board policies.

Acceptable Technology Use Rules (AUR)

- All users of the District's technology resources will follow the following rules and responsibilities:
- Sharing one's user ID and/or password with any other person is prohibited. A user will be responsible for actions taken by any person using the ID or password assigned to the user.
- Students will be held accountable to the district procedures and policies as published in the student handbook and board policy manual.
- Students with school assignments have priority over students who do not. Students may not use a computer without staff supervision.
- Deleting, examining, copying or modifying of files and/or data belonging to other users without their prior consent is prohibited.
- Mass consumption of technology resources that inhibits use by others is prohibited.
- Use of district technology for soliciting, advertising, fundraising, commercial purposes or for financial gain is prohibited, unless authorized by the district.
- Users who subscribe to online services that charge fees are solely responsible for all charges incurred.
- Users are required to obey all laws, local, state, federal and/or international, including criminal, copyright, privacy, defamation and obscenity laws. The school district will render all reasonable assistance to local, state or federal officials for the investigation and prosecution of persons using district technology in violation of any law.
- Accessing, viewing, or disseminating information using district resources, including e-mail or Internet access, that is pornographic, obscene, child pornography, harmful to minors, obscene to minors, libelous, pervasively indecent or vulgar, or advertising any product or service not permitted to minors is prohibited.
- Accessing, viewing, or disseminating information on any product or service not permitted to minors is prohibited unless under the direction and supervision of district staff for curriculum-related purposes.
- Accessing, viewing, or disseminating information using school or district resources, including e-mail or Internet access, that constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religion or ethnic origin); presents a clear and present likelihood that, because of their content or

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their manner of distribution, they will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities; or will cause the commission of unlawful acts or the violation of lawful school regulations is prohibited.

- Any use that has the purpose or effect of discriminating or harassing any person or persons on the basis of race, color, religion, sex, national origin, ancestry, disability, age, pregnancy or use of leave protected by the Family and Medical Leave Act or the violation of any person's rights under applicable laws is prohibited.
- Any unauthorized, deliberate, or negligent action that damages or disrupts technology, alters its normal performance or causes it to malfunction is prohibited, regardless of the location or the duration of the disruption.
- District software may not be copied or loaded on a computer not owned by the district unless permitted by the district's license and approved by the district. All users will use the district's property as it was intended. Technology or technology hardware will not be moved or relocated without permission from an administrator. All users are held accountable for any damage they cause to district technology resources. All damages incurred due to the misuse of the district's technology will be charged to the user. The district will hold all users accountable for the damage incurred and will seek both criminal and civil remedies, as necessary.

Violations of Network Acceptable Use Policy (AUP)

Students violating any of the above listed AUP expectations and students who play computer games, attempt to access private e-mail servers, or download or visit inappropriate sites or chat rooms will be subject to disciplinary actions.

Electronic Assignments

Papers should be:

- Word processed, use only Windows 07 or Windows 97-03. Do not use Works or Word Perfect, teachers may be unable to open files in these formats.
- Use Times New Roman-regular, size 12 font.
- Double-space all assignments.
- Follow district formatting guidelines (e.g., MLA, APA, etc.)
- Use references when needed to cite a source.

Blackboard™ Use

Save all documents as 97-03 in order for teachers to be able to open your documents. The following two sites will allow you to convert Office 2007 files to a format you can read:

- www.zamzar.com
- <http://docx-converter.com>

Log in information for Blackboard will be provided at training. Please remember to save your login information in a format that you will have at home, school, etc.

District Attendance/Make-up Work Policy

Attendance

- Daily attendance is expected and required, both because it reflects dependability, and because the experience gained in the practicum cannot be duplicated if you are absent.
- Students will sign out from their home high school attendance office and sign in at the assigned practicum teaching school (as directed)
- The following consequences may result from multiple absences:
 - 7 — One grade reduction
 - 9 — Loss of college credit (if dual credit option exists)
 - 12 — Loss of practicum credit
- All absences must be made up.
- When absent, it is the participant's responsibility to contact the supervising teacher and the assigned school before your assigned practicum teaching period.

Major illnesses, field trips, home school activities, and ISS are not counted as part of the 12 days of absence, but the time must be made up with the assigned school. OSS suspensions do count against a student's days 12 absences. All other absences are counted in the total, whether excused or unexcused.

Making up Practicum Teaching Absences

- To make up absences, obtain an absence form within 24 hours (1 day) upon your return to school. The supervising teacher must sign this form and return it to your Practicum Coordinator. Remember it is the participant's responsibility to make these arrangements.
- Any time missed from practicum teaching will be made up minute for minute.
- Make-up time will be reflected in your weekly blog.

Tardiness

- Attendance will be taken at 12:55. Students on attendance days should be in their seats and personal needs attended to prior to 12:55.
- After three tardies, students will be referred to an administrator at Summit Tech Academy.
- Time has been allotted to leave the high school and arrive at your assigned school within an appropriate amount of time.
- Do not wait until the tardy bell rings to leave school.
- If detained by a teacher, obtain a pass from that teacher and staple it to the attendance log in the office of your assigned school.

Late Work Policy

All work is due on the date specified. Work turned in one (1) day late is worth half of the total points possible for the assignment. No other late work will be accepted.

Make-Up Work Policy

Make-up work for all absences is the responsibility of the student. Students should check any online tool (e.g., Blackboard™) or with the practicum coordinator/instructor.

Participants must make up missed days with the supervising teacher. **ILLNESS, SKIP DAYS, COLLEGE VISITS, DOCTOR/DENTIST APPOINTMENTS DO COUNT AS AN ABSENCE** and must be made up. Only school events are excused and times do not need to be made up. If in doubt, check with the your practicum coordinator.

In order that the make-up time is worthwhile and productive, the supervising teacher must be notified in advance and a time scheduled at his/her convenience.

