

Early Childhood Education Practicum Handbook

2015

ECE 2187: Practicum for the Early Childhood Classroom

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I. Clinical Practice Guiding Principles

Behind all of our procedures and policies related to field experiences, we have identified a set of core principles that help us focus on reaching our goals. We use these principles to help us make decisions about the character and quality of our field experiences and the demands we make on coaches, cooperating teachers and students in the field. We ask you to review these principles and help us ensure that they play a prominent role in our field program.

We regard teaching as an intellectual and a moral endeavor and as the primary mechanism in our society for achieving social justice. Therefore, we provide our pre-service teachers with theory and practice to enable them to work toward educational equity and to promote the fundamental values of democracy. The sequence of field experiences that we provide is a critical component of teacher preparation. That sequence is guided by these core principles:

- Field experiences are the heart of teacher preparation. They must be deeply integrated into students' preparation. Classroom work and fieldwork are interdependent.
- Field experiences should provide students the opportunity to learn about and work with diverse students. While in the program, to the extent possible and when appropriate, students should have experiences in settings in which they could both observe and work with students of diverse racial, ethnic, religious, socio-economic, linguistic, age, grade, and ability backgrounds.
- Field experiences should be sequenced to ensure that all pre-service teachers see a variety of teaching practices and have an opportunity to build their skill sets over time.
- Field experiences should give pre-service teachers necessary practice in order for them to develop their skills in instructional planning and implementation, engaging and teaching students, and using modern methods including new technologies.
- Field experiences should help students learn how to teach all students by working with individuals and small groups and learning how to customize instruction to meet the needs of individual students.
- Clinical faculty and mentor teachers should be carefully chosen on the basis of their ability to model good practice and to teach new teachers effectively. They should be familiar with the core values and goals of Temple's teacher preparation program and able to model Temple's best teaching practices.
- Field settings should be philosophically congruent with our programs' core values and goals.
- Field settings and students' field experiences should be designed to combat deficit ideologies and to work toward closing the achievement gap.
- Field-based school leaders, instructors and teachers should be strategic partners, working collaboratively with university faculty to design and carry out rich, varied, and instructive field experiences.
- Field experiences prepare students to enact Temple's standards and best practices for skillful teaching.
- Field experiences should support pre-service teachers in preparing for leadership roles in the future and thinking about teaching and learning in broader social and political contexts, including the community, society, and world.

II. Program Description

Temple University's Practicum courses provide students with an opportunity to practice the craft of teaching. Practicum for the Early Childhood Classroom (ECE 2187) offers an authentic, in-depth classroom experience. This course provides practicum students with the opportunity to explore, implement, and reflect on the research, theory, and strategies introduced in the methods courses. The practicum presents a unique opportunity in the life of a developing teacher in that it provides a safe space for trial and error in the development of one's professional style and practice. Throughout the semester, the practicum student has the on-going feedback and support of his peers, mentor teachers and school leaders at the practicum site, and an experienced master teacher who serves as the University Coach.

During the practicum, each student will serve as a teaching assistant and as a teacher-in-training. Students are responsible for assisting the mentor teacher, observing and reflecting on the practice of the mentor teacher and peers, completing several specific instructional assignments in one-on-one, small-group, and whole-group settings, and planning and delivering at least two formal lessons which will be observed and assessed by the Temple University Coach.

Three stages of field experience are incorporated into this practicum. Observation (Stage 1) occurs throughout the semester as students experience the culture of an early childhood setting and the everyday life of classrooms, teachers, and children. Exploration (Stage 2) takes place as pre-service teachers conduct individual tutorials and work with small groups of students. Activities often include subject matter experiences, such as language and literacy, as well as outdoor play, and monitoring classroom routines and procedures. Pre-student Teaching (Stage 3) occurs as students design pedagogical materials and implement instructional plans with individuals, small groups of children and the whole class. We encourage students to incorporate the pedagogical strategies and learning principles addressed in the co-requisite courses and to do so in ways that take seriously the obligation of all teachers to help each child master challenging content and meet high academic standards.

ECE 2187: Practicum for the Early Childhood Classroom includes two co-requisite courses that must be taken during the same semester as the corresponding practicum (ECE 2187) unless a student has successfully completed them prior to taking the specific practicum:

- ECE 2105 Cognition and Learning in the Classroom
- ECE 2106 Language and Literacy, Birth through Kindergarten
- Some students might also be enrolled in: ECE 2108 Classroom Management

This practicum integrates content from three courses (ECE 2105, ECE 2106, and ECE 2108) through practical application and implementation of assignments in ***pre-kindergarten and kindergarten*** classrooms. Pre-service teachers complete 45 hours of field experience—three hours per week. The majority of time is spent on classroom experience and related professional development activities.

We recommend that students review this handbook prior to the first Practicum session. Students should pay particular attention to the Temple Teaching Standards (TTS) which are the standards according to which students will be observed, evaluated, and held accountable during the practicum and (later) field experiences. Course competencies and requirements for the practicum, including specific forms, should also be carefully reviewed. The faculty and administration of the College of Education wish you the best of luck in this exciting and critical field experience.

III. Temple Education Program Standards for Skillful Teaching

Performance standards are measures for gauging the extent to which students are integrating and internalizing specialized teaching knowledge from the undergraduate program domains. The following six standards associated with skillful teaching will be assessed:

Standard 1: Deep Content Understanding. Teachers help students develop deep understanding of key concepts using a variety of teaching methods and providing multiple pathways to learning, including new technologies. Teachers use developmentally appropriate material and strategies to differentiate and scaffold instruction in ways that help all learners, including students with disabilities and students with various levels of English language proficiency, build on and move beyond what they already know and understand. Learners demonstrate individually that they understand the content of lessons through their explanations, responses to questions, and ability to apply their understanding to new situations.

Standard 2: Coherence and Continuity. Teachers plan, set learning goals, and teach using a connected sequence of ideas and /or information. The connections are both within individual lessons and across lessons, building to well-designed and carefully sequenced curriculum units that have clearly defined goals. Teachers reference the connections between lessons and help learners identify their developing skills and the progression of their thinking and understanding over time. Learners make connections between current lessons and what they have studied in the past and are able to use those connections to further their understanding.

Standard 3: Real-World Connections. Teachers situate learning in real-world contexts and connect classroom instruction to students' lives and to the world beyond the classroom by taking advantage of the cultural knowledge and practices students bring to the classroom. They acknowledge the difference between "real world" understandings and academic, classroom-based understandings and try to connect the two. Learners bring their life experience into the classroom and come to understand how their personal lives interact with the larger social and civic worlds beyond the classroom.

Standard 4: Active Learning. Teachers create a non-threatening and engaging learning environment that encourages learners to think for themselves, to make choices, to ask questions, and to take ownership of the learning process. They facilitate learning by doing by encouraging students to investigate, explore, inquire, research, and develop understanding in response to material presented by the teacher and to evidence they gather on their own. Teachers model independent thinking and help learners take increasing responsibility for their learning over time. Learners are able to pursue answers to questions they pose, think and work independently, and demonstrate their understanding through projects, reports, presentations, and student exhibitions.

Standard 5: Critical and Creative Thinking. Teachers encourage students to question and analyze, rather than simply memorize facts and to consider ideas from a variety of perspectives. Teachers ask open-ended questions that have no pre-established answers, which enables learners to respond creatively. The classroom environment promotes risk-taking and inspires learners to develop original and unique ideas. Learners identify patterns, take positions and develop arguments, construct explanations, and draw conclusions demonstrating higher order and innovative thinking.

Standard 6: Teacher's Reflective Thinking. Teachers systematically analyze the effects of their teaching in order to adjust and improve it. They are able to describe and explain teaching principles, research, and theory, and determine how and why such knowledge works to enhance students' performance. Diagnostic and formative assessments of teachers' effectiveness lie at the heart of their practice. Teachers collect a variety of data, including student work, testing data, self-assessments, and assessments of coaches and use that data to

influence future practice. When working with scripted curriculum, they assess its effectiveness and make appropriate adjustments to meet the needs of their students. By modeling reflection, teachers encourage learners to reflect as well and help them develop strategies for improving their performance. Learners provide feedback and participate in classroom evaluations. Teachers develop self-awareness and awareness of the political and social contexts that influence schooling, placing them on a path toward teacher leadership.

IV. General Rules and Responsibilities for Practicum Experiences

While the practicum experience is an exciting one, it is also challenging. During the semester you are expected to practice applying what you are learning in your courses, support your mentor teacher (MT), plan and teach at least two lessons, serve as a critical friend to your peers, be open to feedback on your practice, manage your relationship with your mentor teacher and coach, complete your course assignments, and continuously reflect on and adjust your practice. At the same time, you are expected to serve two roles—one as a Temple University student and a second as a part of the host school's professional community. You can best manage your responsibilities in each by learning and adhering to the expectations and standards of the program, your coach, the host school, and the mentor teacher and being clear about your expectations of them.

Student Responsibilities

Professional Dress and Conduct

1. Follow the school's protocol for signing in and out of the building and wearing the required identifier (i.e. visitor's badge, TU student badge).
2. Maintain a positive, professional disposition at all times. Dress professionally (i.e., no sweats, no leggings, no halter tops, no Uggs, etc.).
3. Turn off cell phones and place them out of sight during school visits. Furthermore, try to avoid distracting behaviors while in the classroom, such as talking to peers during lessons.
4. Eat breakfast before entering the school building. Food and drinks (coffee, soda, breakfast foods, etc.) should not be brought into the classroom. Lunch should be eaten in the faculty lunchroom or other designated area.
5. Address all faculty and administration personnel by title and last name until and unless you are invited to use first names.
6. Keep an open mind and be flexible. Attempt to look at the context of the learning from multiple perspectives.
7. Adhere to the Code of Conduct of Professional Practice for Educators as outlined by the Professional Standards and Practices Commissions (see www.portal.state.pa.us/portal/server.pt/community/guidelines,_policies,_complaint_forms,_reports_and_related_documents_/8850%29)

The College of Education at Temple University will remove students from their field placement assignments if the university determines that the student has violated the policies and procedures of either the university or the school district. The student may also be removed at the request of the school district. If a student is removed from a field placement he/she will receive a grade of "F" and will not be permitted to repeat the course. Students may appeal the decision through the college's academic grievance procedures.

Preparation and Classroom Involvement

- i. **Attend every scheduled session and arrive at the school prior to the established time set by the coach.** Arrive on time for each visit with all preparations complete. This includes preparing any materials BEFORE you arrive at the school. Arrive early if plans need to be further discussed with the mentor teacher.
- ii. Complete all assignments on time including observation forms, self-reflections, and lesson plans.
- iii. Take an active, helpful role in the classroom to which you are assigned. After the observation period (typically after the first visit), determine the norms and strategies of your mentor teacher

and seek out opportunities to support his/her work and work directly with students to practice what you've learned in class.

- iv. Attend all specials (PE, library, etc.) and assemblies with assigned classes and staff professional development as appropriate.

Classroom Responsibilities

1) Each TU student will complete the following requirements:

- **Observe teaching and learning:** Observe the teacher's instructional delivery, classroom management, classroom organization, and the planning process, as well as student behavior.
- **Assist:** Assist the teacher in working with individual and small groups of students.
- **Teach: Individuals and small groups (one activity: teach the same lesson to multiple groups):** After the initial observation period (at least one session), ask your mentor teacher if you can teach a small group lesson. The small group lesson should occur at the same time that your partner is teaching a different small group lesson to another group of students. Ideally, the teacher will divide the class into small groups and each of you will teach a different lesson simultaneously. Then, after 20-30 minutes, you and your partner will teach your lesson (the same one you just taught) to a different group of students. In other words, your students will work with your partner while you work with your partner's group. You will teach the same lesson twice so that you can learn something about time management, active engagement, classroom management, and lesson delivery.
- **Teach two lessons (small group or whole class) that will be observed by the coach:**
 - a. Discuss specific responsibilities and lessons assigned by course instructors with the coach and mentor teacher. Consult with mentor teacher and coach to develop topic and teaching schedule.
 - b. One of the observed lessons will be a peer review. You will also be responsible for observing and reviewing a peer's lesson.
- **Other opportunities to teach:** Though you only have to be observed teaching two lessons, you may have other opportunities to teach. Lesson plans for other lessons, beyond the formal lessons, should be reviewed by the coach and mentor teacher.

Communication

- 1) On first visit, provide the mentor teacher with your current contact information. Each student must share with the mentor teacher the best way(s) to reach him/her should the mentor teacher need to make a change on a scheduled day.
- 2) Also on first visit, discuss specific responsibilities assigned by course instructors with the coach and mentor teacher. Students' responsibilities include observing teaching and learning, creating activities to use with individual and small groups of students, and developing lesson plans to deliver (***all students are required to be observed by the Temple coach while teaching AT LEAST two lessons***).
- 3) By the end of the second visit, please coordinate with the coach the schedule for the remainder of the semester including potential teaching dates. Once teaching dates are discussed, please confirm with the Mentor Teacher. Please ask teacher about any school closings, field trips, or special events that are scheduled.
- 4) Practicum students must submit lesson plans to the Temple coach and mentor teacher *at least 3 days in advance*. The coach will review plans and make suggestions for revisions. Whenever possible, the mentor teacher will also review plans. The student *must* provide the mentor teacher and Temple coach with any revisions to the lesson plan before the student is permitted to teach.

- 5) Participate in post-teaching conferences. Ask for specific feedback on your work/teaching. Submit self-reflection.
- 6) Participate in group discussions regarding best practices.
- 7) Observe other teachers in the building whenever possible.
- 8) The student will inform **the mentor teacher, the school, and the coach** by phone **AND** email if she/he will not be present for a practicum session **prior to their practicum session**. The student will need to make up any missed days, and the mentor teacher must agree to the make-up days. Inform your coach of the make-up date.
- 9) Ask the mentor teacher to explain the school's rules and policies and the safety/security protocols
- 10) Ask the mentor teacher to discuss characteristics of individual students.
- 11) Ask the mentor teacher to describe and explain the following: classroom management, curriculum, instruction, materials, assessment, and expert tips on teaching.
- 12) Communicate problems as they arise. Speak with your mentor teacher and coach first.

V. Mentor Teacher Responsibilities

Thank you for accepting practicum students into your classroom this semester. The teacher preparation program in the College of Education at Temple University provides students with a strong background in contemporary pedagogical philosophy and methodology. Students, however, do not truly experience the reality of teaching until they assume authentic responsibilities in a classroom.

The practicum courses provide aspiring teachers with this critical experience, and serve as a forerunner for their student teaching. It is with great appreciation that the College thanks you for helping our students take their first step in applying the research, theory, and strategies they have learned in their teacher preparation program. Practicum students will begin the term by observing the practice of their mentor teachers. The mentor teacher thus serves as the students' model and guide and has great influence over the practicum students' learning experience.

As the semester proceeds, the student will help you as requested and will ultimately teach independently at least twice. The mentor teacher (MT) is asked not only to be an exemplary teacher, but also a nurturer of the practicum students. We ask you to help students understand what works and what does not work by discussing and providing specific feedback on their performance, as well as modeling reflection of your own practice. We ask that mentor teachers encourage and recognize professional growth in addition to providing critical feedback.

Communication

- 1) On students' first visit, provide them with your current contact information. Please share with students the best way(s) to reach you in case of emergency.
- 2) Introduce the student to administrators and to colleagues with whom they may work.
- 3) Provide a secure place for coats and other belongings for the Practicum student.
- 4) Discuss expectations for students regarding: confidentiality, responsibilities during working hours, personal property, procurement of supplies, and other general responsibilities.
- 5) Review the school's rules and policies with the student. Ensure that the student understands the safety/security protocols for the school.
- 6) Discuss unique and relevant characteristics of individual students.
- 7) Toward the end of the practicum experience, assist in arranging opportunities for the student to observe other teachers.
- 8) Direct all questions and concerns about students' performance or expectation to the Temple coach.

Learning Environment

- 1) Model high-quality instruction and reflective practice. Wherever possible, make explicit for the students your instructional objectives, the theory or research you are making use of, why you made specific choices (e.g., materials selection, instructional or management methods, mode of assessment), and why you think particular actions were or were not effective. Encourage students to share in problem-solving conversations and to reflect on your practice and their own.
- 2) Explain your method of classroom management. Support students in classroom management by:
 - a. Introducing the student at the beginning of the semester as a student teacher who should be respected in the same way as the teacher. Remind students who she/he is regularly throughout the semester.
 - b. Providing any additional support necessary *during* the instructional time that seems appropriate (i.e. addressing disruptive students).

- 3) Explain your methods of assessment and record keeping as appropriate. Whenever possible, guide practicum students' practice in use of specific student assessments and student performance data.
- 4) Allow the students to serve as assistants during the course of the semester and to complete teaching responsibilities as described below.
- 5) Review the specific teaching responsibilities planned by the practicum students. Students' responsibilities are listed below. By the end of the second visit, please coordinate with students the schedule for the remainder of the semester including potential teaching dates. Please notify students of any school closings, field trips, or special events that are scheduled.
- 6) Practicum students must submit lesson plans to the Temple coach and mentor teacher *at least 3 days in advance*. The coach will review plans and make suggestions for revisions. Whenever possible, the mentor teacher will also review plans. The student *must* provide the mentor teacher and Temple coach with any revisions to the lesson plan before the student is permitted to teach.
- 7) Share information about the curriculum and available instructional materials to provide practicum students with sufficient information and time to appropriately plan lesson content and approach.
- 8) Provide Temple coach with feedback about individual student performance. At the end of the semester, mentor teachers are asked to complete a final evaluation for each practicum student (forms will be provided).

VI. TU Student Responsibilities

Each TU student will complete the following requirements:

- **Observe teaching and learning:** Observe the teacher's instructional delivery, classroom management, classroom organization, and the planning process, as well as student behavior.
- **Assist:** Assist the teacher in working with individual and small groups of students.
- **Teach: Individuals and small groups (one activity: teach the same lesson to multiple groups):** After the initial observation period (at least one session), ask your mentor teacher if you can teach a small group lesson. The small group lesson should occur at the same time that your partner is teaching a different small group lesson to another group of students. Ideally, the teacher will divide the class into small groups and each of you will teach a different lesson simultaneously. Then, after 20-30 minutes, you and your partner will teach your lesson (the same one you just taught) to a different group of students. In other words, your students will work with your partner while you work with your partner's group. You will teach the same lesson twice so that you can learn something about time management, active engagement, classroom management, and lesson delivery.
- **Teach two lessons (small group or whole class) that will be observed by the coach:**
 - a. Discuss specific responsibilities and lessons assigned by course instructors with the coach and mentor teacher. Consult with mentor teacher and coach to develop topic and teaching schedule.
 - b. One of the observed lessons will be a peer review. You will also be responsible for observing and reviewing a peer's lesson.
- **Other opportunities to teach:** Though you only have to be formally observed teaching two lessons, you may have other opportunities to teach. Lesson plans for other lessons, beyond the formal lessons, should be reviewed by the coach and mentor teacher.

VII. Coach Responsibilities

The Temple University Coach serves as a mentor/coach to the practicum student and as the liaison between the Temple University College of Education, the mentor teacher (MT), the administration of the host school, and the practicum students. University Coaches are selected on the basis of their professional experience and expertise as educators. They are expected to use their own in-depth knowledge of pedagogy and classroom management, professionalism, communication, and consultation skills in coaching and evaluating practicum students.

Prior to the practicum start date:

- 1) Meet with principal to discuss the following:
 - a. Responsibilities of Temple students, Temple coaches, and Mentor Teachers
 - b. Placements: *students must be placed in grades PreK or Kg***
 - c. MTs' potential schedules (though this info will have to be confirmed by MT)

- 2) Meet with the Mentor Teacher to discuss the following:
 - a. The objectives and requirements of the practicum for TU students (see specific information below):
 - i. ***Observe: Students are responsible for observing during the first week of the practicum and other times when they are available (they can assist the MT beginning with the second week).***
 - ii. ***Teach individuals and small groups***
 1. ***Teach the same lesson to multiple groups***
 - iii. ***Teach two lessons (small group or whole class) to be observed by the coach***
 - b. The process used to evaluate practicum students

During the practicum:

Communicate

- 1) Introduce practicum student to the school and the community (e.g., lead a community walk, provide background info on the school).
- 2) Maintain regular communications with the student, mentor teacher, & school administration; work with the practicum course coordinator as needed.
- 3) Serve as a representative of Temple University at the school. All interactions between the Temple students, school faculty and staff, and University Coach should be conducted according to professional standards of courtesy.
- 4) Notify the University placement coordinator of potential problems early in the semester so that positive corrective actions can be taken. Provide feedback on the match between practicum student(s) and the mentor teacher(s) and school.

Coach/Mentor

- 1) Meet with students:
 - a) At the practicum orientation on 8/26 or 8/29 to provide overview information
 - b) At TU campus on 9/2 or 9/5 to discuss requirements (handbook), responsibilities, evaluation, and to begin a discussion on the qualities of effective teachers including the Temple Teaching Standards (TTS).
 - c) At the school during the first three-four weeks of practicum to discuss best practices and TTS, reflect upon their observations, identify successful strategies, and identify strategies that are not successful and discuss possible changes. Coaches should work with the principal to identify available meeting space and encourage participation of the school principal and staff as appropriate and possible. **IMPORTANT: These meetings should not take place during instructional time. They should take place during lunch or during teachers' planning time. This may mean that coaches would meet with different groups of**

students at different times during the day. These meetings may cease to exist after the first month due to the number of observations and individual conferences that must take place.

- d) Individually after each formal observation to provide feedback.
 - i) Conferences should comprise three parts: (1) students' self-evaluation, (2) review of student's performance including areas of effectiveness and areas for improvement, and (3) specific recommendations regarding how to improve.
 - ii) Conferences should close with two things: (1) a summary of findings, conclusions, and decisions; (2) a specific course of action and identification of an instructional focus. A good conference closing leaves the student with the confidence that the discussion and resulting decisions will ensure the growth and development of his/her ability
- 2) Review lesson plans: Practicum students *must* submit lesson plans to the Temple coach and mentor teacher *at least 3 days in advance*. The methods course instructors will grade the lesson plan. The coach will review plans to prepare for the observations. Whenever possible, the mentor teacher will also review plans. The student *must* provide the mentor teacher with any revisions/changes to the lesson plan before the student is permitted to teach.
- 3) Implement practicum objectives and requirements:
 - a) **Observe teaching and learning: Students are responsible for observing during the first week of the practicum (they can assist beginning with the second week).** There are assignments provided by methods course instructors that students must complete following observation of students and teacher. In addition, students must complete an observation report for practicum coaches.
 - b) **Teach individuals and small groups: Prior to students teaching lessons,** talk to mentor teacher about providing students with opportunities to teach individuals and small groups of students using lessons plans assigned by the mentor teacher as well as activities they have created for their courses. These opportunities should take place after students have had sufficient time to observe.
 - i) **Teach the same lesson to multiple groups: For one of the first times teaching small groups,** students should teach a small group of students (using their course activities or lesson plans from mentor teacher) while their practicum peers are teaching another small group simultaneously. Then they should switch groups and reteach the same lesson immediately after the first lesson to another small group of students. This will help them to learn about pacing, adjusting instruction and developing conceptual understanding.
 - c) **Teach two lessons to be observed by the coach and reflect on them:** One lesson will also be a peer review in which students will be responsible for observing and reviewing their practicum partner's lesson. During the peer review, the peer and the coach will observe and provide feedback

After the Practicum

Evaluate

- 1) **Determine a final grade** for each practicum student's work, taking into consideration the mentor teacher's feedback, the rubric score, and students' efforts at reflection, self-assessment, and improving their planning and teaching. See rubric at the end of this document. The final grade comprises the following:
 - a. Summary Teaching Observation Report (TOR) (50%)
 - b. Additional Assignments (summary, report, reflections) (35%)
 - c. Attendance/Professionalism & Participation (15%)

VIII. TU Lesson Plan Template

All ECE students are required to use one of the approved Lesson Plan Templates—Inquiry or Teacher Directed. All are available online and from your course instructors.

Students are required to be observed teaching at least two lessons. Though only two lesson plans will be taught, students are required to create several lesson plans for their courses. Lesson plans created beyond the two students are required to deliver should be used, when possible, for teaching in the classroom.

The process for creating lesson plans for practicum teaching is as follows:

- i. Course instructors will provide information during class regarding how many and what type of lesson plans students will need to complete. ***If this information is not provided by instructors by the end of the first week of classes, students should consult instructors to determine how many and what type of lessons they will need to complete.***
- ii. For the two literacy lessons, consult your ECE 2106 teacher regarding the instructional strategies and literacy elements you should use. Then consult your mentor teacher regarding the topic(s) and objectives you should cover. Then, students should inform coaches and mentor teachers of the requirements for other lesson plans—how many and what type of lessons they will create. For instance, if students find out that they need to create three lesson plans for one of the courses, they should report this information to the coach and mentor teacher as well as the topic of the lesson plans.
- iii. Mentor teachers should help the students determine the lesson plan topic based on the course requirements. For instance, if students need to create a lesson plan for an interactive read aloud, mentor teachers can suggest an appropriate book and group size.
- iv. Students, mentor teachers, and coaches should meet to determine dates for teaching lessons.
- v. Once lesson plans are complete, students will receive a grade from the course instructor. ***Students must then present lesson plans to the mentor teacher and TU coach at least 3 days prior to teaching the lesson.***

IX. Teacher Observation Report: TOR

The Teacher Observation Report (TOR) is the document the Coach will use to document your performance.
You can access the TOR on online.

X. Contact Information

IMPORTANT TELEPHONE NUMBERS AND EMAIL ADDRESSES

Practicum Coordinators:

Dr. Krissy Najera: knajera@temple.edu

Mr. Bernie McGee: mcgee@temple.edu

University Coach: _____

School office: _____

Host teacher: _____

QUICK REFERENCE LIST

What to do in case of:

1. Illness, family emergency, etc:
CALL AND EMAIL: Mentor teacher, coach, school secretary
2. Schedule change (i.e., assembly, testing, etc.):
CALL AND EMAIL: coach
3. Special SDP school activities such as in-service day, parent conferences, field trips, etc.
EMAIL: coach to discuss schedule and activities
4. Inclement weather:
CHECK EMAIL: And listen to designated radio or TV reports
5. Problems of any kind
CALL AND EMAIL: coach immediately

XI. Safety tips

Many of you will have field placements in locations that are new to you. Therefore, please adhere to the safety tips listed below:

- Stay alert and be aware of the people around you
- Stand tall, walk purposefully, and make eye contact to show that you are calm, confident, and know where you are going
- Avoid narrow streets that might have hidden walkways
- Carry a whistle and be ready to use it
- Remember also to trust your instincts. (Leave an area/situation where you feel uncomfortable)
- When possible, use school parking lots, or park in well-lit, well-traveled areas.
- Lock your vehicle, make sure windows are closed, and keep all valuables out of sight
- Do not accept rides from people you do not know, and never hitchhike.

XII. Clearance Checklist

Students **MUST** have all required clearances on file with the Student Teaching Office **PRIOR** to attending any field placements.

Submit a copy of each document with this checklist to the Student Teaching Office on the first floor of Ritter Annex. Keep the original and/or a copy for your own records.

Name: _____

Section #: _____

School: _____

Required Clearances	Valid Period	Can be Obtained	Fee/Cost
Pennsylvania State Police Request for Criminal Records (Act 34)	Good for one calendar year from the date of issue. Must be renewed every year.	<p>https://epatch.state.pa.us/Home.jsp</p> <p>If done electronically, this clearance result prints out instantly.</p> <p>Please write down your control number in the event you misplace the clearance, you can go back to the site to obtain a copy.</p> <p>717-425-5546 or 1-888-783-7972</p>	\$10.00
Child Abuse History Clearance (Act 151)	Good for one calendar year from the date of issue. Must be renewed every year.	<p>http://www.dpw.state.pa.us/findaform/childabusehistoryclearanceforms/index.htm</p> <p>Must mail in completed form with a \$10.00 Money Order to:</p> <p>Child Line and Abuse Registry Department of Public Welfare PO Box 8170 Harrisburg, PA 17105-8170 Phone: 717-783-6211</p> <p>Please note: If you send this post office certified you will receive your results much faster.</p>	\$10.00
Federal Criminal History Record (Act 114)	Good for one calendar year from the date of issue. Must be renewed every year**.	<p>www.pa.cogentid.com</p> <p>Complete the Registration form, print, pay and take to a cogent fingerprinting site along with a photo ID. A list of fingerprinting locations is located on the Cogent site.</p> <p>717-783-3750</p>	\$28.75

		You can get your prints done at the Main Campus Temple Police station (call for an appointment) or at any other Cogent fingerprinting site.	
P.P.D. Tuberculin Test	Must be current within one year and renewed each year.	<p><u>Student Health Services:</u></p> <p>Go to your primary care physician or Student Health Services 215-204-7500 1810 Liacouras Walk, 4th floor</p> <p>If you use a primary care physician we do not have a special form. Physician letterhead or prescription pad with your name, date and results will be approved.</p>	\$4.00

Students **must submit your clearances online** at <http://edportal.temple.edu> (login as student and then select "Clearances" from the list.) Need Help? See detailed [Instructions for Uploading Your Clearances](#)

XIII. Calendar for Spring 2016

Monday, Jan 11	First day of classes
Tuesday, Jan 12	First day of practicum—orientation on campus/meet your coach
Friday, Jan 15	First day of practicum—orientation on campus/meet your coach
Tuesday, Jan 19	First day for TU students in SDP schools
Friday, Jan 22	First day for TU students in SDP schools/Half day for PD; TU STUDENTS MEET WITH COACHES AT SCHOOL SITE AFTER NOON DISMISSAL
Tuesday, Feb 16	SDP Half day for PD; TU STUDENTS MEET WITH COACHES AT SCHOOL SITE AFTER NOON DISMISSAL
Tuesday, Feb 23	SDP Half day for conferences; TU STUDENTS MEET WITH COACHES AT SCHOOL SITE AFTER NOON DISMISSAL
Friday, Feb 26	SDP closed for PD/ Practicum held on campus—location TBD
Tuesday, March 1	TU Spring Break
Friday, March 4	TU Spring Break
Tuesday, March 22	SDP closed for spring break/ Practicum held on campus—location TBD
Friday, March 25	SDP closed for spring break/ Practicum held on campus—location TBD
Tuesday, April 19	Last day of practicum
Friday, April 22	Last day of practicum

TU STUDENTS MEET WITH COACHES AT THE SCHOOL SITE AFTER DISMISSAL IN THE CASE OF HALF DAYS

****ALL STUDENTS MUST ATTEND ALL SESSIONS (including the last day of practicum).** If you choose to make up a missed session on a day other than your assigned practicum day, check with the teacher to make sure it will be a full school day. There are several professional days and holidays.

XIV. Disciplinary Action

Mentor teachers and principals who believe a student behaved in an inappropriate manner should contact the University Coach immediately. The coach will assist the cooperating teacher and principal in addressing the

matter and will coordinate any disciplinary action which is taken against the student either by university or school district official.

XV. Checklists for Students, Mentor Teachers, and Coaches

The following checklists, for Students, Mentor Teachers, and Coaches can be used to keep track of responsibilities during the practicum experience.

Checklist for Students

Learn daily procedures: Homeroom procedures

Date	Homeroom Procedures
	Attendance
	Daily announcements
	Opening exercises
	Daily schedule
	Schedule for special classes (Art, Music, etc)
	Pullout programs
	Volunteers

Learn daily procedures: Classroom forms and records

Date	Classroom forms and records
	Attendance
	Excuse notes
	Lunch count forms
	Hall pass/bathroom pass/health pass
	Grading forms and system
	Discipline forms
	Other special forms

Learn daily procedures: Teacher's coachy duties

Date	Teacher's coachy duties
	Recess
	Lunch/Cafeteria
	Restroom
	Halls
	Buses
	Before or after school supervision
	Other duties

Learn about pupils

Date	Learn about pupils
	Full names
	Ability levels
	Special seating arrangements
	Special health and physical needs
	Unique characteristics of each pupil
	Interests outside of school
	Families

Learn about classroom procedures

Date	Classroom procedures
	Methods for grouping and the flexibility of the groups
	How students are expected to enter and exit the classroom and other school areas
	Methods used to distribute, collect, and store materials
	Procedures for students who finish classwork early
	System used to dismiss students
	System used for fire drills
	Procedure to close the day
	Method of classroom management

Learn about curriculum, instruction, materials

Date	Curriculum, instruction, materials
	Review the course of study and units for all subjects for the semester
	Review textbooks, reference materials, and other teaching/learning tools
	Learn the location of all instructional materials-teacher and student
	Learn to use the technology: copier, smartboards, overhead projectors, LCD projectors, computers, TV, Listening stations with headsets, laminating machine
	Learn the procedures to obtain and use the technology and other equipment
	Learn about assessments used to document learning and adjust instruction

Maintain a three-ringed binder

Date	Binder should include the following:
	This checklist
	Observation forms and notes
	Observation forms and notes from the host teacher and University Coach
	Copies of the University Coach’s evaluation
	Copies of the host teacher’s evaluation
	Copies of lesson plans and materials used in the lessons
	Map of the classroom
	Copy of the classroom schedule
	Notes about students
	Other pertinent information

Checklist for Mentor Teachers

The following checklist provides suggestions for use by mentor teachers.

Before the TU student arrives:

Date	Before arrival:
	Confirm student's arrival date and time with principal
	Set aside workspace for the student
	Outline basic teaching responsibilities for the student
	Duplicate class lists and seating charts
	Provide list of special schedules, special events, professional days, conference dates, and dates school will be closed

During the first week:

Date	Week 1
	Orient student to the school, school personnel, pupils, and the community
	Share school and classroom rules, regulations, and policies
	Discuss expectations for the student regarding: Confidentiality, working hours, procedures to follow in case of illness, personal property, procurement of supplies
	Explain your method of classroom discipline
	Help student to locate and operate equipment
	Explain developmental characteristics of the age group
	Share unique characteristics of individual pupils that directly affect their learning
	Share curriculum

During the second week and the remainder of the semester:

Date	Week 2 and beyond
	Share curriculum
	Model effective instructional delivery and strategies for students
	Explain your methods of assessment, grading, recordkeeping
	Review and "approve" the specific teaching responsibilities planned by the practicum students
	Whenever possible, review lesson plans at least one week in advance of their use
	Whenever possible, provide feedback following observations including positive strength comments and suggestions for improvement
	Assist in arranging observations of other teachers
	Assist student in developing skills to analyze his/her own teaching

Checklist for Coaches

Develop and maintain relationship between students, mentor teachers, and school administrators

Date	
	Serve as liaison between TU students and school personnel
	Meet with host/mentor teachers to discuss practicum expectations and logistics of lessons, observations, and conferences
	Meet with host/mentor teachers during and after the semester to discuss evaluation of the TU students

Observation and Performance

Date	
	Review students' lesson plans and provide constructive feedback
	Observe students' teaching and provide guidance to make his/her teaching more effective and efficient
	<p>Each observation should be immediately followed by a conference with the student. Each conference should have three components:</p> <ul style="list-style-type: none"> Student's self-evaluation A review of the student's performance which should include: <ul style="list-style-type: none"> A statement of the areas, instructional strategies, and/or activities which were effective A statement of areas for improvement Specific recommendations regarding how to improve
	Conduct discussions with practicum students regarding best practices.

XVI. Resources

A variety of resources to help you with your practicum experience, such as information to help with classroom management, lesson plans, and activities can be found online. These resources will be added to the site throughout the semester.

XVII. Evaluation

The Coach will determine **the final grade** for practicum with input from the Mentor Teacher. Coaches assess achievement by:

- observing the student's lessons in the classroom;
- conferencing with students about their classroom experience to learn about their knowledge of teaching, content, and classroom management;
- reviewing lesson plans and other materials generated by students
- determining student participation in coach-led discussions

Coaches will use a rubric to grade practicum performance. The performance evaluation rubric can be accessed online.

The three categories assessed are:

- a. Summary Teaching Observation Report (TOR) (50%)
- b. Additional Assignments (summary, report, reflections) (35%)
- c. Attendance/Professionalism & Participation (15%)

Additional Assignments-35%

	Exceeds Target-4	Target-3	Acceptable-2	Not Acceptable-1
<p>Observation Reports (15%)</p> <p>Separate points for each number</p> <p>(highest possible total=8)</p>	<ol style="list-style-type: none"> 1. Submit an observation report that specifically addresses and elaborates upon the topics of focus. 2. Include a paragraph that specifically describes and elaborates upon what you learned from the observation. 	<p>The score of 3 indicates that the report is not as detailed, descriptive, or comprehensive as those deserving a score of 4.</p>	<p>The score of 2 indicates that the report is not detailed, descriptive, or comprehensive.</p>	<p>The score of 1 indicates that the report is minimal.</p>

	Exceeds Target-4	Target-3	Acceptable-2	Not Acceptable-1
<p>Reflections following teaching (10% each; Total 20%)</p> <p>(highest possible total=Reflection 1: 8; Reflection 2: 8)</p>	<ol style="list-style-type: none"> 1. Submit a reflection following conferences with peer and coach that provide clear evidence that the student understands and can utilize Temple's Teaching Standards 2. Include a paragraph that specifically describes and elaborates upon what you learned from planning and teaching your lesson. 	<p>The score of 3 indicates that the reflection is not as detailed, descriptive, or comprehensive as those deserving a score of 4.</p>	<p>The score of 2 indicates that the reflection is not detailed, descriptive, or comprehensive.</p>	<p>The score of 1 indicates that the reflection is minimal.</p>

Professionalism and Participation-15%

Participation:

Responsibilities: Fulfills all classroom and coach-assigned responsibilities

(4=Always; 3=Most of the time or Many; 2=Sometimes or Some; 1=Never or None)

Reflection: The assignments and discussions provide evidence that the candidate has drawn on the best evidence to inform his or her practice and that the candidate has the ability and inclination to modify his or her practice on the basis of new knowledge (4=Always; 3=Most of the time or Many; 2=Sometimes or Some; 1=Never or None)

Diversity and Inclusion: The assignments and discussions provide evidence that the student has a current and accurate understanding of individual and cultural diversity and knows how to address it (4=Always; 3=Most of the time or Many; 2=Sometimes or Some; 1=Never or None)

Technology: The assignments and discussions provide evidence that the candidate has a solid understanding of the range of technological tools that can be employed by teachers and students (4=Always; 3=Most of the time or Many; 2=Sometimes or Some; 1=Never or None)

Professionalism (see also practicum handbook regarding professional behavior):

- Meets expectations of attendance, punctuality, preparedness, appropriate dress, and appropriate demeanor, and demonstrates integrity and ethical behavior (4=Always; 3=Most of the time or Many; 2=Sometimes or Some; 1=Never or None)
- Communicates effectively, in both oral and written formats, with students, colleagues, paraprofessionals, related service personnel, and administrators (4=Always; 3=Most of the time or Many; 2=Sometimes or Some; 1=Never or None)
- Maintains organized and accurate records and submits requested documents and materials by stated deadlines (4=Always; 3=Most of the time or Many; 2=Sometimes or Some; 1=Never or None)
- Cultivates professional relationships with school colleagues (4=Always; 3=Most of the time or Many; 2=Sometimes or Some; 1=Never or None)