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EXPECTATIONS and GUIDELINES



FACULTY & STUDENT USE OF THIS HANDBOOK

This field experience handbook is intended for use in EDU 336A – Practicum I, taken during Level I of the Initial Educator Preparation Program. It is based on the belief that the goal for professional practice [teaching] is to “initiate students into ‘traditions of the calling’ and help them by the right kind of telling; to see on their behalf and in their own way what they need most to see” (Schon, 1987, p. 17).

To “see” and to think with content, beginning education students need to learn to *observe, notice, notate, predict, generate, analyze, critique, and reflect* (Provenzo & Blanton, 2005, p. xiii). These are the essential tasks required of those doing observations and fieldwork in various settings, and in particular school and classroom settings. They require teacher candidates to learn to monitor how they work in the field, how they use the language, and how they think about that process.

Fieldwork makes theory real by connecting it to practice. This integration of *theory* and *practice* is called *praxis*. *Praxis* means making the theoretical world real through practice. For someone interested in teaching, this means taking what is learned in course work and what has been observed in the field and making a real connection through the actual act of teaching. Fieldwork also provides opportunities for structured conversations about teaching practice.

"To teach is to learn twice." ~~ Joseph Joubert (1754 – 1824)

References

- Provenzo, E., & Blanton, W. (2005). *Observing in schools: A guide for students in teacher education*. Upper Saddle River, NJ: Pearson.
- Schon, D. (1987). *Educating the reflective practitioner: Toward a new design for teaching*. San Francisco, CA: Jossey-Bass.

TRANSLATION OF ACRONYMS

Teacher Candidate or TC- Field Practicum Teacher Candidate (MSU-Northern Teacher Education Program Student)

CT – Cooperating Teacher (Assigned School Site Classroom Teacher / Candidate’s Direct Supervisor)

US – University Supervisor (Instructor(s) of course(s) that Field Practicum Lab is attached too)

SA – Site Administrator (School Site Principal)

InTASC STANDARDS

The Interstate Teacher Assessment and Support Consortium (InTASC) standards are ten core teaching standards developed by the Council of Chief State School Officers (CCSSO) in response to the need for a new vision of teaching to meet the needs of the next generation of learners. The Montana State University-Northern Initial Education Program includes InTASC standards as part of their guiding standards because “they outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today’s world” (CCSSO, 2011, p. 3).

InTASC Standards	
<i>Standard 1-Learner Development</i>	The teacher not only understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, but also designs and implements developmentally appropriate and challenging learning experiences.
<i>Standard 2-Learning Differences</i>	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
<i>Standard 3-Learning Environments</i>	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interactions, active engagement in learning, and self-motivation.
<i>Standard 4-Content Knowledge</i>	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
<i>Standard 5-Application of Content</i>	The teacher understands how to connect concepts and to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
<i>Standard 6-Assessment</i>	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learners’ decision making.
<i>Standard 7-Planning for Instruction</i>	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
<i>Standard 8-Instructional Strategies</i>	The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.
<i>Standard 9-Professional Learning and Ethical Practice</i>	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
<i>Standard 10-Leadership and Collaboration</i>	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

INITIAL EDUCATION PROGRAM OVERVIEW

The Montana State University-Northern Initial Teacher Education Program prepares university students to be effective teachers in a dynamic profession impacting society by providing the knowledge and teaching skills necessary to work with diverse student populations. Within the program, students evolve into teacher candidates who develop their professional identities through interaction with teaching professionals, abiding by a code of ethics, and joining professional organizations. Candidates learn to use and practice self-reflection, to be open to self-challenge, and to use personal and professional dispositions necessary to work in a multicultural society.

Initial Education Program Mission Statement

The mission of the Initial Education Program is to prepare teachers with comprehensive pedagogical content knowledge and skills to meet the learning needs of the diverse K-12 student population and to impact society as a whole.

Initial Education Program Outcomes and Student Competencies

The Initial Teacher Education Program believes it has responsibilities to candidates and to their future students. Additionally, the department believes it has a responsibility to collaborate with the communities within which it works, to continue to grow as a program, and to model professional involvement and identity.

Program Objectives

1. To prepare and graduate skilled, knowledgeable, self-aware, and self-reflective teachers who are prepared academically to gain licensure.
2. To collaborate and align with the communities, agencies, and schools to provide learning opportunities and best and current practices for candidates.
3. To engage in continuous improvement by evaluating, revising, and updating program curriculum, practices, and requirements to promote the highest quality education.
4. To model educational leadership and professional identity.
5. To apply and cocreate cultural and socially responsive practices.

Block One Objectives (Typically Fall of Junior Year)

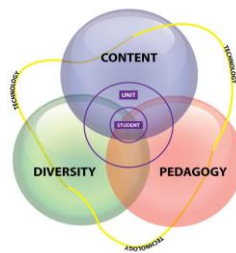
- Teacher candidates can define and identify the components of effective reflective practice.
- Teacher candidates can define and identify the role of technology in classroom practice.
- Teacher candidates can define and identify the role of data in classroom practice.
- Teacher candidates can identify the purpose of IEFA.
- Teacher candidates can describe and explain how Planning and Preparation, Classroom Environment, Instructional Practice, and Professional Responsibilities affect classroom practice (Danielson Domains 1-4).

Student Competencies

1. **CONTENT:** Candidates have a comprehensive content knowledge base used to instruct research-based strategies to meet the needs of diverse student populations.
2. **PEDAGOGY:** Candidates apply theory-to-practice pedagogy that will help them become effective 21st century educators.
3. **DIVERSITY:** Candidates demonstrate an understanding of and actively embrace the differences among diverse people, cultures, circumstances, and environments.
4. **TECHNOLOGY:** Candidates demonstrate an understanding of technological resources and the ability to integrate them across all facets of the teaching and learning continuum.
5. **PROFESSIONALISM:** Candidates demonstrate a willingness to assist their future students' academic, emotional, personal, cultural, and physical needs in a professional, ethical, and legal manner.

INITIAL EDUCATION CONCEPTUAL FRAMEWORK

Teacher preparation is a central commitment of the MSU-Northern Initial Education Program's mission statement, and the emphasis that statement places on "discipline mastery," on "critical inquiry," and on "social responsibility" resonates with the unit's expectations of its candidates. The commitments in the Initial Education Program Conceptual Framework correlate directly with the three core themes of Montana State University-Northern and serve as a guide to help fulfill the Initial Education Program's mission. The conceptual framework is specifically designed to provide an integrated series of studies in general education, pre-professional studies and field experiences, an academic specialization, and professional studies. It is the expectation of the Initial Teacher Education Program faculty that candidates for initial licensure will demonstrate a *Commitment to Content*, a *Commitment to Pedagogy*, and a *Commitment to Diversity*. In addition to the commitment to these three areas, the expectation also exists that candidates demonstrate an understanding of the *Cross-Cutting Theme of Technology* as it applies to its integration across all facets of the teaching and learning continuum. The Initial Teacher Education Program is committed to program review to ensure that these four areas remain the focus of each elementary, secondary, and K-12 program across courses and field experiences in order to assist its candidates in becoming effective educators that can meet the needs of diverse students in the 21st century classroom.



- **COMMITMENT TO CONTENT KNOWLEDGE:** MSU-N candidates must learn to appreciate what is problematic in the scope of teaching and learning of content within disciplines and gain the skills to explore different avenues of that scope. The Initial Education Program utilizes multiple measures from testing, observation, labs, and projects which add up to classroom grades in content courses to assess candidates in these areas. Finally, if it is agreed that **content knowledge** is in some sense inextricably linked to teaching and learning, the Initial Education Program will also want to measure how well its candidates demonstrate content mastery through their own teaching.
- **COMMITMENT TO PEDAGOGY:** MSU-N candidates understand that good teaching is made through pedagogy; the Initial Education Program must allow candidates to learn the art of teaching (**pedagogy**) as they build their content knowledge. “Researchers of different traditions accept the idea that instruction and learning interact and should be studied in concert” (Schunk, 2000), a belief which supports the unit’s practice of connecting pedagogy and content knowledge. Additionally, the unit strives to meet the diverse needs of every candidate. According to Gardner (2006), “Good teachers have always realized that different approaches prove effective with different kinds of students. Such sensitivities to individual differences can become part of the teacher’s competence and can be drawn on in the course of regular instruction.”
- **COMMITMENT TO DIVERSITY:** MSU-N candidates must understand diversity is about embracing one another’s uniqueness. **Diversity** is a critical element and unifier for the Initial Education Program’s mission in three important ways. First, the unit believes that culturally, socially and intellectually-rich environments assist future teachers’ growth (Golnick and Chinn, 2006). Second, the unit believes MSU-N is an academic center of its area, a hub of educational opportunities for northern Montana and southern Canada, and, as such, makes every effort to develop partnerships with local area communities, with public, private, and tribal schools, and with businesses and industry. Third, the unit understands and delivers a curriculum with a variety of offerings, approaches, philosophies, and assessments for its teacher education candidates.
- **CROSS-CUTTING THEME OF TECHNOLOGY:** MSU-N candidates understand that technology plays an important role in both teaching and learning in the 21st century and requires the ability to use technological resources as tools for productivity and efficiency and for creativity and criticality. The unit believes that “education should always be about preparation for the future,” a fact which will require that a teacher has an understanding of and an ability to use multiple types of technological resources to construct opportunities for K-12 students to interact and learn beyond the confines of the K-12 brick and mortar classroom (Burden, Aubusson, Brindley, & Schuck, 2015).

Danielson Framework for Teaching

The Danielson Framework for Teaching was developed out of the research of Charlotte Danielson. It is aligned to the InTASC standards and is “a starting point for systematically encouraging and developing teacher leaders” (Huntzicker, 2017, p.1). The framework is divided into four domains which are subdivided into five to six components. Each component defines indicators that delineate what the component entails and what the component might look like in action. “To acquire the capacity to improve their teaching, teachers must be able to analyze it, to recognize their areas of relative strength and weakness” (Assessing Teachers: A Conversation with Charlotte Danielson, 2012, p. 26). The MSU-Northern Initial Education Program integrates the Danielson Framework for Teaching across its curriculum and field experiences because it is important that candidates explore the complex questions about teaching as they gain experience through academic coursework, through mentorship of educators in field experiences, and most importantly, through the professional conversations they engage in to enhance their teaching skills.

DOMAIN 1: Planning and Preparation	
1a	Demonstrating knowledge of content and pedagogy
1b	Demonstrating knowledge of students
1c	Setting instructional outcomes
1d	Demonstrating knowledge of resources
1e	Designing coherent instruction
1f	Designing student assessments
DOMAIN 2: Classroom Environment	
2a	Creating an environment of respect and rapport
2b	Establishing a culture for learning
2c	Managing classroom procedures
2d	Managing student behavior
2e	Organizing physical space
DOMAIN 3: Instruction	
3a	Communicating with students
3b	Using questioning and discussion techniques
3c	Engaging students in learning
3d	Using assessment in instruction
3e	Demonstrating flexibility and responsiveness
DOMAIN 4: Professional Responsibilities	
4a	Reflecting on teaching
4b	Maintaining accurate records
4c	Communicating with families
4d	Participating in the professional community
4e	Growing and developing professionally
4f	Showing professionalism

Professional Educators of Montana Code of Ethics (2016)

Adopted by the Certification Standards and Practices Advisory Council July 13, 2016

<http://opi.mt.gov/pdf/Cert/EthicsCode.pdf>

Educators across the spectrum from K-12 to institutions of higher education encounter ethical issues in the course of their daily work with students and others. The Professional Educators of Montana Code of Ethics sets forth the ethical behaviors expected of all educators in Montana. The Montana State University-Northern Initial Education Program has adopted the Professional Educators of Montana Code of Ethics to assist its candidates to develop those ethical behaviors during their university experiences, both in the academic classroom and in their field experiences. All Montana State University-Northern students, classified as pre-education, Level I or Level II students are expected to abide by the Professional Educators of Montana Code of Ethics which is outlined below.

Professional Educators of Montana Code of Ethics	
<i>Principle I: Commitment to Students and Families. The ethical educator:</i>	
A	Makes the well-being of students the foundation of all decisions and actions.
B	Promotes a spirit of inquiry, creativity, and high expectations.
C	Assures just and equitable treatment of every student.
D	Protects students when their learning or well-being is threatened by the unsafe, incompetent, unethical, or illegal practice of any person.
E	Keeps information confidential that has been obtained in the course of professional service, unless disclosure serves a compelling purpose in the best interest of students, or is required by law.
F	Respects the roles, responsibilities, and rights of students, parents, and guardians.
G	Maintains appropriate educator-student relationship boundaries in all respects, including speech, print, and digital communications.
<i>Principle II: Commitment to the Profession. The ethical educator:</i>	
A	Fulfills professional obligations with diligence and integrity.
B	Demonstrates continued professional growth, collaboration and accountability.
C	Respects the roles, responsibilities, and rights of colleagues, support personnel, and supervisors.
D	Contributes to the development of the profession's body of knowledge.
E	Manages information, including data, with honesty.
F	Teaches without distortion, bias, or prejudice.
G	Represents professional qualifications accurately.
<i>Principle III: Commitment to the Community. The ethical educator:</i>	
A	Models the principles of citizenship in a democratic society.
B	Understands and respects diversity.
C	Protects the civil and human rights of students and colleagues.
D	Assumes responsibility for personal actions.
E	Demonstrates good stewardship of public resources.
F	Exemplifies a positive, active role in school-community relations.
G	Adheres to the terms of contracts, district policies and procedures, and relevant statutes and regulations.



PRACTICUM EXPERIENCE

I



Experience One

You are now at a critical point in the Teacher Education Program. The Field Practicum Experience will allow you to start developing your theories of education while observing and interacting within a classroom. Many education students rank their practicum experience as one of the most meaningful events in their teacher preparation.

To benefit fully from your observation period, you need to have clear expectations that define what you are looking for during your practicum experience. Observation is an effective tool for gathering information and reflecting on your professional growth. Observation means paying close attention to detail, analyzing, and evaluating what is happening, and assimilating new ideas. Careful observation is essential to helping you become a reflective teacher.

Approximately every four weeks, your Practicum instructor will be facilitating conversations about your practicum experiences. You will need to be prepared for and participate in these conversations. This reflective exercise will ensure that your observations are followed by critical thinking and healthy dialogue.

It is important to remember that this is the beginning of your professional career. Key components of professionalism are establishing quality professional relationships, maintaining confidentiality and displaying professionalism. You never get a second chance to make a first impression.

At the completion of your practicum hours, your Cooperating teacher will score you using the dispositions rubric (see page 24-27). Then, at the completion of your coursework for EDU 336A, both you and your Practicum Instructor will score your progress using a rubric (see pp. 40-41) designed to measure your growth in the program by block. Grading on this rubric will be done utilizing the following: Guided in-class discussions following practicum hours, handbook completion, Cooperating Teacher dispositions feedback, and the Teacher Candidate's first draft of Philosophy of Education. These rubrics will be collected to serve as critical assessments for all students in the Education Program.

Overview of Tasks and Assignments

Set up meeting	School Profile	Preservice Meeting:	Parent Letter	Relationship Building
Begin observing in classroom	Observe in other areas	Class Inventory and Read Aloud	Journaling and Activity Completion for Domains 2 and 4c and 4d (10 hours)	Midterm Feedback (about 20 -25 hours in)
Journaling and Activity Completion for Domains 1 and 4a and 4f (10 hours)	Journaling and Activity Completion for Domain 3 and 4b and 4e (10 hours)	Continue to support classroom teacher and students	Closing Feedback	Classroom Closure and Thank you notes



The purpose of your first practicum is to **observe and become a part of the classroom culture, practice professionalism, and reflect on your new understandings.**

Approximately every four weeks, your Practicum instructor will be facilitating conversations about your practicum experiences. You will need to be prepared for and participate in these conversations. This reflective exercise will ensure that your observations are followed by critical thinking and healthy dialogue.

Weeks 1-4: Observations, reflections and activities should focus on the following concepts:

Domain 2: Classroom Environment

- 2a. Creating an environment of respect and rapport
- 2b. Establishing a culture for learning
- 2c. Managing classroom procedures
- 2d. Managing student behavior
- 2e. Organizing physical space

Domain 4: Professional Responsibilities

- 4c. Communicating with families
- 4d. Participating in a professional community

Weeks 5–8: Observations, reflections and activities should focus on the following concepts:

Domain 1: Planning and Preparation

- 1a. Demonstrating knowledge of content and pedagogy
- 1b. Demonstrating knowledge of students
- 1c. Setting instructional outcomes
- 1d. Demonstrating knowledge of resources
- 1e. Designing coherent instruction
- 1f. Designing student assessments

Domain 4: Professional Responsibilities

- 4a. Reflecting on teaching
- 4f. Showing professionalism

Weeks 9-12: Observations, reflections and activities should focus on the following concepts:

Domain 3: Instruction

- 3a. Communicating with students
- 3b. Using questioning and discussion techniques
- 3c. Engaging students in learning
- 3d. Using assessment in instruction
- 3e. Demonstrating flexibility and responsiveness

Domain 4: Professional Responsibilities

- 4b. Maintaining accurate records
- 4e. Growing and developing professionally

Specific Tasks and Assignments

TASK	STUDENT	COOPERATING TEACHER
Set up meeting	Contact Teacher to set up meeting.	Quickly agree upon meeting time with student.
School Profile	<p>Access the website for your assigned school to complete the school profile (p. 19) and demographics form to build your background knowledge.</p> <p>Complete as much of the form as you can; note what you may need to ask the cooperating teacher at your first meeting.</p>	
Preservice Meeting: <ul style="list-style-type: none"> ● Checklist ● Professionalism Rubric ● Contract 	<p>Go through checklist (p. 20).</p> <p>Ask any school profile/demographics questions you were unable to complete.</p> <p>Sign and distribute contract (p. 21).</p>	<p>Complete checklist items with student.</p> <p>Review contract with student and sign.</p>
Parent Letter	Compose introduction letter to parents (see Appendix p. 29 for example).	Read, review and distribute parent letter.
Relationship Building activity with students	<p>Introduce him/herself to students.</p> <p>Introductory activity that involves learning student names.</p>	<p>Allow time for student to do activity and provide classroom management support.</p> <p>Provide feedback to student on activity as appropriate.</p>
Begin observing in classroom (First 5 hours)	<p>Observe.</p> <p>Interact with class and teacher.</p> <p>Learn rules and procedures.</p> <p>Support teacher as requested.</p>	Involve student as soon as possible in relationship and background building activities.
Observe in other areas	Follow students to recesses, lunch, and other specials to create a picture of the students' day and further build your relationships with students and other staff.	Encourage practicum student to follow your class and reflect on experiences.
Class Inventory and Read Aloud	<p>Administer class inventory to drive a text selection for a read aloud you will do with the class.</p> <p>Schedule time with teacher for inventory and read aloud.</p> <p>Complete read aloud and reflect on experience.</p>	<p>Help student plan how to administer a brief inventory.</p> <p>Assist student in compiling information from inventory and aid student in selecting a text based on student interest.</p> <p>Provide time for the student to do the read aloud.</p>

<p>Journaling and Activity Completion for Domains 2 and 4c and 4d (10 hours)</p>	<p>Begin journaling for your own learning and reflection.</p> <p>Make sure you include reflections that will prepare you for discussions on Domain 2 and Domain 4c and 4d. (See Appendix p. 30-31 for sample activities and questions to guide your reflections).</p>	<p>Allow student observation time.</p> <p>Answer any questions of the student.</p> <p>Encourage student to interact with students and other staff.</p> <p>Provide student with feedback.</p>
<p>Journaling and Activity Completion for Domains 1 and 4a and 4f (10 hours)</p>	<p>Continue journaling for your own learning and reflection.</p> <p>Make sure you include reflections that will prepare you for discussions on Domain 1 and Domain 4a and 4f. (See Appendix p. 32 for sample activities and questions to guide your reflections).</p>	<p>Allow student observation time.</p> <p>Answer any questions of the student.</p> <p>Encourage student to interact with students and other staff.</p> <p>Provide student with feedback.</p>
<p>Journaling and Activity Completion for Domain 3 and 4b and 4e (10 hours)</p>	<p>Continue journaling for your own learning and reflection.</p> <p>Make sure you include reflections that will prepare you for discussions on Domain 3 and Domain 4b and 4e. (See Appendix p. 33 for sample activities and questions to guide your reflections).</p>	<p>Allow student observation time.</p> <p>Answer any questions of the student.</p> <p>Encourage student to interact with students and other staff.</p> <p>Provide student with feedback.</p>
<p>Continue to support classroom teacher and students</p>	<p>Show initiative by supporting teacher with classroom management, small group instruction, one-on-one student support, read a-louds, paperwork as need arises.</p>	<p>Provide opportunities for students to be engaged in the classroom with students and tasks.</p>
<p>Closing Feedback</p>	<p>Score yourself on the Dispositions rubric.</p> <p>Compare and discuss with cooperating teacher.</p>	<p>Score student on the Dispositions rubric. A link to a google form will be sent to you at semester's end.</p> <p>Compare and discuss with practicum student.</p>
<p>Classroom Closure and Thank you notes</p>	<p>Provide students with a closing activity.</p> <p>Handwrite three thank you notes to people who influenced your practicum experience.</p>	<p>Provide time for closure activity.</p>

Being Observed and Receiving Feedback

Reflect upon how you would prefer to receive feedback but also realize that you may not always receive it that way. How will you respond? You may have to respond a new way. Remind yourself not to be defensive. Your instructors and Cooperating Teacher(s) want you to be the best possible teacher, and the feedback is given to support that effort.

SUGGESTIONS FOR RECEIVING FEEDBACK

- Listen very carefully.
- Take notes.
- Ask questions to clarify what was said.
- Repeat back what the speaker said to get verification of what you heard.
- Clarify the feedback again if needed.
- Turn the feedback into a goal that relates to a teaching behavior.
- ***Try not to take critical feedback personally!***

Cooperating Teacher(s) Feedback and Support

- You may have to ask for feedback and support. If you ask, be prepared for answers.
- Set up a regular time that works for you and your Cooperating Teacher. It doesn't have to be a long time, but it should be consistent. Ten minutes each week may be better than thirty minutes every two or three weeks. Work out a system that works best for both of you.

Ask your Cooperating Teacher(s) how they will provide feedback.



MONTANA STATE UNIVERSITY
NORTHERN
Department of Education
Initial Education Program

Field Practicum Time Sheet

Field Practicum Candidate: _____ Cooperating Teacher: _____

Date	Time Arrived	Time Departed	Total Time Amount	Cooperating Teacher's Signature



MONTANA STATE UNIVERSITY
NORTHERN
Department of Education
Initial Education Program

Field Practicum Time Sheet

Field Practicum Candidate: _____ Cooperating Teacher: _____

Date	Time Arrived	Time Departed	Total Time Amount	Cooperating Teacher's Signature



MONTANA STATE UNIVERSITY
NORTHERN
Department of Education
Initial Education Program

School Profile

What is the School Culture?

Candidate: _____ Cooperating Teacher: _____

Check with your school's office to obtain most of this information. Many schools have webpages, too. This information can be used in your teaching portfolio for the job search.

Name of School: _____ Address: _____

Principal: _____ School Secretary: _____

School Hours: _____ Recess: _____ Lunch: _____

School Phone: _____ Voice-Mail System: _____

E-Mail Set-Up: _____

School Population / Demographics

Free and Reduced Lunch Percentage: _____ Is this a Title One school? _____

Number of Students: _____ Number of Faculty: _____ Number of Staff: _____

Number of Classrooms: _____ Number of Teachers per Grade Level: _____

Departments, Teams (*middle/high school*): _____

Inclusion or Pull-out Special Education Program.

Number of Certified Teachers: _____ Staff: _____

Special Area Teachers: _____

Other Special Programs Offered: _____

Parent Involvement: _____

Other: _____

General Impression of the School: _____



MONTANA STATE UNIVERSITY
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Department of Education
Initial Education Program

Pre-Service Meeting with Cooperating Teacher

Contact your Cooperating Teacher and arrange a time where you can meet together to discuss, share, and complete the following items.

CHECKLIST

BUILD RELATIONSHIPS AND GAIN BACKGROUND KNOWLEDGE

- Introduce yourself and tell what you are hoping to learn from this experience.
- Invite teacher to share the following information:
 - ✓ Tell me a little about yourself.
 - ✓ What are your expectations of me?
 - ✓ How can I assist you in making this a positive experience?
 - ✓ Tell me a little bit about your class.
 - ✓ How can I be of added value to your class?
- Provide the Cooperating Teacher with copies of all materials concerning roles and responsibilities.
- Take a tour of the school and meet key personnel.

LOGISTICS:

- Decide upon days/times for your Field Practicum with your Cooperating Teacher. Be sure to consider any conflicting school or University vacation days (Minimum 45 hours).
- Are there any special events the Cooperating Teacher would like you to attend if your schedule allows?
- Establish the following procedures with your Cooperating Teacher:
 - ✓ Review the Professionalism rubric (p. 22) and ask Cooperating Teacher if there are any building-specific professionalism considerations.
 - ✓ How should absences be handled?
 - How soon and at what times can I call if I am ill and unable to attend?
 - What phone number(s) should I use to contact you?
 - When would it be acceptable to make up any missed time?
 - ✓ Establish arrival procedures, such as where to keep your personal belongings.
 - ✓ Review school policies for fire drills, lockdowns, and other emergencies.
- Exchange email addresses and provide the Cooperating Teacher with your phone number(s).
- Sign contract with Cooperating Teacher and give copy to the Cooperating Teacher and Practicum Instructor.



MONTANA STATE UNIVERSITY NORTHERN

Department of Education Initial Education Program

Practicum Contract

I, _____, have read the practicum requirements for each course and understand that to fulfill my Teacher Education Program requirements I will be expected to devote 45 hours throughout the semester in a public or approved private school classroom. I am expected to attend each practicum session during the Field Practicum Lab times prescribed for each associated course and as scheduled with my Cooperating Teacher. It is my responsibility to give advance notice to my Cooperating Teacher if I am unable to attend my practicum session due to illness or emergency.

If I fail to attend a particular practicum session, it is my responsibility to make up the equivalent hours within one week's time. It is my professional obligation to work out this make-up time in cooperation with my Cooperating Teacher. Repeated absences or tardiness to practicum sessions **will cause me to be withdrawn from practicum class, will delay my subsequent student teaching opportunity, and will result in a failing grade for EDU336A.**

It is also my responsibility to fulfill the field expectations that are required for the corresponding block of classes. **Failure to fulfill all the field expectations will result in a failing grade.**

General Information

The expectations that I am required to fulfill in accordance with this contract and associated course(s) are for:

- Experience 1 Experience 2 Experience 3

Course(s) linked to this academic semester's field practicum: _____

Established Field Practicum Lab days of the week: M T W Th F – Time(s): _____

School Site: _____ Cooperating Teacher: _____

Field Practicum Candidate's Name _____ FPC Email _____ FPC Phone _____

Field Practicum Candidate's Signature _____ Date _____

Cooperating Teacher's Name _____ CT Email _____ CT Phone _____

Cooperating Teacher's Signature _____ Date _____

University Supervisor's (Course Instructor's) Signature _____ Date _____

A copy of this signed form must be returned by _____ (date) to Instructor on Record for Practicum 336A.



MONTANA STATE UNIVERSITY
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Initial Education Program

Dispositions Rubric for student use for Practicum 1,2,3

Candidate Self-Assessment Form:

You will be asked to complete this questionnaire at the beginning and at the end of your program. It includes several different behaviors in three categories: leadership, professionalism, and teaching & learning. Please respond as thoughtfully and as honestly as possible. There are no “right or wrong answers” and you will not be graded based on your responses.

Mark the option that closely describes how you feel:

- a. You feel comfortable with the behavior and practice the behavior.
- b. You feel there is room for development of the disposition.
- c. You have not had the opportunity to engage the behavior.

Questionnaire:

Leadership Dispositions

1. I voluntarily participate in school-based and community-based professional activities.
2. I collaborate effectively with others during group assignments.
3. I have high expectations of myself.
4. I address students’ social and emotional needs when setting up the classroom environment and interacting with such needs.
5. I include appropriate multicultural content in my classroom environment and activities.
6. I present accurate information about diverse culture, correcting student’s misconceptions, and avoiding stereotypes.
7. I am comfortable working with peers from diverse cultural backgrounds.
8. I am comfortable working with students and parents from diverse cultural backgrounds.
9. I am aware of the how my background shapes my cultural identity.
10. I value different cultural points of view.

Professionalism Dispositions

11. I follow the policies and procedures of the setting where I am working.
12. I meet paperwork and coursework deadlines.
13. I use appropriate professional language in oral and written communication.
14. I act and speak professionally as a representative of MSU.
15. I dress appropriately for the setting where I am working.
16. I arrive promptly for commitments and turn in assignments on time.
17. I avoid pushing my viewpoints onto others that are outside the scope of professional practice.
18. I maintain confidentiality and demonstrate respect for the principle of informed consent.
19. I can describe the concept of plagiarism and I do not engage the behavior.

Teaching & Learning Dispositions

20. I actively seek resources related to my work, beyond what instructors or supervisors provide.
21. I actively seek and make use of knowledge from other disciplines.
22. I use the feedback I receive from others to improve my performance.
23. I attend workshops and conferences to further my professional development.
24. I actively reflect on and critique my own performance.
25. I actively identify my strengths and areas for professional growth.
26. I listen and respond to feedback without becoming defensive.
27. I use observations of student's behavior, language, and performance to guide my teaching decisions.
28. I use information from professional literature and other resources to broaden my knowledge and improve my practice.



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Dispositions Rubric for CT for Practicum 1,2,3

LEADERSHIP			
TRAIT & DEFINITION	UNACCEPTABLE	DEVELOPING	PROFICIENT
<p>Leadership</p> <p>Candidates lead teamwork efforts among peers to promote professional development and improvement of the educational services.</p> <p>☒ Cannot tell</p>	<p>Shows no interest in participating in or building a sense of community within the school setting.</p>	<p>Recognizes the importance of building a sense of community. Participates as a school community member when prompted.</p>	<p>Builds a sense of community within learning environments. Voluntarily engages as a productive school community member.</p>
<p>Collaboration</p> <p>Candidates practice the skills of collaboration in their professional interactions with instructors, advisors, students, colleagues, parents/guardians/caregivers and those in the wider community.</p> <p>☒ Cannot tell</p>	<p>Does not work willingly with others. Does not work effectively with others. Does not allow others to express ideas. Discourages or undermines the work of others.</p>	<p>Participates appropriately in groups working on cooperative assignments. Supports participation and success for all and is responsive to constructive feedback.</p>	<p>Contributes to groups working on cooperative assignments. Demonstrates commitment to team success. Encourages and supports participation.</p>
<p>Confidence</p> <p>Candidates demonstrate self-assurance due to their abilities to teach and their self-perception.</p> <p>☒ Cannot tell</p>	<p>Displays a pessimistic attitude about self, others, or future. Exhibits low concern levels of self-esteem. Holds unrealistic expectations of his or herself and the teaching profession. Exhibits an excessive meek or demanding demeanor.</p>	<p>Displays a neutral attitude about self, others, or future. Holds modest expectations of him or herself and the teaching profession. Exhibits a pleasant demeanor.</p>	<p>Displays a positive attitude about self, others, and the future. Is self-assured. Has high expectations of themselves. Exhibits a positive demeanor.</p>
<p>Social justice and equity</p> <p>Candidates appreciate the languages, communities, and experiences learners bring to the classroom. Candidates advocate for and support</p>	<p>Refuses to include those often excluded. Shows bias against certain students or categories of students and colleagues. Behaves in a manner that is discriminatory,</p>	<p>Does not appear reluctant to include those often excluded. Recognizes the value of differences. Demonstrates respect to classmates in discussions</p>	<p>Seeks opportunities to include those often excluded. Interacts with sensitivity and consideration to diverse populations. Considers multiple perspectives in discussions and during class activities. Written</p>

<p>marginalized communities and individuals.</p> <p>☒ Cannot tell</p>	<p>intolerant, or close-minded. Resists working with some groups or individuals, makes derogatory remarks, or rejects views based on factors such as gender, exceptionalities, race, culture, religion, or socioeconomic background. Selects materials, designs activities, or interacts in ways that promotes stereotypes or demeans others.</p>	<p>and during class activities. Occasionally, demonstrates understanding of diversity (race, gender, culture, exceptionalities) in written work and other expressions and, when needed, revises according to feedback. Selects materials, designs activities where diversity is mentioned, but it is not critically analyzed. Demonstrates improvements based on constructive feedback.</p>	<p>work and other expressions reflect understanding of diversity (race, gender, culture, exceptionalities). Selects materials, designs activities, and interacts in ways that demonstrate appreciation of diversity (e.g., includes models from diverse backgrounds in learning experiences and provides opportunities for students to hear, consider, and discuss different viewpoints).</p>
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PROFESSIONALISM

TRAIT & DEFINITION	UNACCEPTABLE	DEVELOPING	PROFICIENT
<p>Professional responsibility Candidates take an active role in building professional responsibilities such as initiative, meeting deadlines, and organizing required paperwork for clearance purposes, academic advising sessions, or other administrative tasks.</p> <p>☒ Cannot tell</p>	<p>Fails to meet professional responsibilities such as coursework and clearance submissions. Frequently misses deadlines. Submits paperwork that is incomplete or inaccurate. Blames others. Often wants exceptions. Thinks policies are for other people.</p>	<p>Meets professional responsibilities such as coursework or clearance submission with minimal prompting and guidance. Attends and is prepared for academic advising sessions. Attempts to adhere to all policies.</p>	<p>Meets professional responsibilities with no prompting or guidance. Her or his coursework and other required paperwork is organized. Coursework and other required paperwork demonstrate his or her awareness of its important role in teacher preparation. Identifies opportunities and acts on them without being told.</p>
<p>Professional communication Candidates demonstrate communication skills including listening, speaking, reading, and writing when transmitting knowledge and values.</p> <p>☒ Cannot tell</p>	<p>Written, oral, or non-verbal communication is inappropriate for educational settings or the intended audience. Fails to use active listening.</p>	<p>Tries to communicate effectively but the results are inconsistent. Her or his language errors do not interrupt the meaning of information being communicated. Non-verbal communications are not a distraction.</p>	<p>Demonstrates an effort to communicate effectively and is consistently successful. Uses appropriate tools for professional presentation with few noticeable errors. Considers the audience and situation. Listens actively. Demonstrates proficient use of academic language. Uses nonverbal communications appropriately.</p>
<p>Professional presentation Candidates act appropriately in educational settings through their behavior, attitude toward education, and appearance.</p> <p>☒ Cannot tell</p>	<p>Is frequently late or absent. Makes a negative impression through inappropriate grooming, dress, or hygiene.</p>	<p>Shows interest in the profession. Is noticeably late or unprepared. Is appropriately tidy and clean. His or her personal presentation is occasionally distracting.</p>	<p>Shows interest in the profession. Is rarely late or unprepared. Is appropriately tidy and clean. His or her personal presentation is not distracting. Is punctual. Is well prepared. Shows appropriate attire and grooming.</p>

<p>Professional relationships</p> <p>Candidates demonstrate appropriate professional etiquette in their relationships with other members of the educational community.</p> <p>☒ Cannot tell</p>	<p>His or her language, topics, or behaviors are inappropriate for school settings. Does not consider the effect of his or her decisions on others. Confuses formal and informal situations. Is overly sarcastic. Uses an inappropriate sense of humor in professional settings.</p>	<p>Employs social skills that make classmates and others comfortable in interactions; for example, maintains an open body language, avoids crossing his or her arms, and is respectful of personal space. The language he or she uses is not inappropriate for school settings, but could be improved. He or she responds well to feedback.</p>	<p>Is respectful during interactions. Follows appropriate channels of communication. Demonstrates composure and maturity. Uses appropriate language and stick to appropriate topics in the school environment, particularly in front of students.</p>
<p>Ethical behavior</p> <p>Candidates act with full effort to show the highest ethical standards.</p> <p>☒ Cannot tell</p>	<p>Displays negative attitude towards teaching and/ or students; for example, being inconsiderate or unjust. Demonstrates a pattern of unprofessional ethical behavior such as violation of confidentiality, academic dishonesty (e.g., plagiarism, cheating), or imposition of personal, religious, or political views upon others. Displays underhanded manipulating tactics like coercion and intimidation.</p>	<p>Articulates the importance of teachers as role models. Recognizes the ethical significance of educational policies. Promotes positive classroom environments and responds positively to feedback on how to improve.</p>	<p>Demonstrates the sharing of information in the manner appropriate for a future educator. Recognizes the impact of his or her behavior on students' behavior. Honors the needs of students, the work setting, and the profession. Practices ethical behaviors.</p>

TEACHING AND LEARNING

TRAIT & DEFINITION	UNACCEPTABLE	DEVELOPING	PROFICIENT
<p>Problem solving</p> <p>Candidates identify potential problems and provide a range of solutions considering different perspectives and resources.</p> <p>☒ Cannot tell</p>	<p>Does not address problems or seek solutions.</p>	<p>When presented with a problem or difficulty, she or he requests assistance before attempting to solve it on his or her own. Asks effective and ineffective questions to work toward achieving goals or solving dilemmas.</p>	<p>When presented with a problem or difficulty, she or he seeks solutions. Asks questions and takes action to achieve goals or solve dilemmas. May anticipate needs and assists others in obtaining resources.</p>
<p>Critical thinking</p> <p>Candidates analyze various professional contexts, resulting in more informed decision-making about professional practice.</p> <p>☒ Cannot tell</p>	<p>Does not gather, analyze, or use data to make informed decisions.</p>	<p>Displays emerging signs of intellectual curiosity. Is capable of seeking information to make decisions about the practice. Explores issues from more than his or her own perspective.</p>	<p>Analyzes professional contexts by appropriately seeking information to make decisions about practice and responds to constructive feedback. Seeks a variety of perspectives in exploring issues.</p>

<p>Reflective teaching and learning</p> <p>Candidates critically review their professional practice and the impact it has on student success.</p> <p>☒ Cannot tell</p>	<p>Fails to see the need for positive change. Appears blatantly inattentive in class. Reacts poorly to constructive feedback. Displays a pattern of offering excuses for negative results to students, parents, colleagues, or supervisors. Blames others.</p>	<p>Evaluates at a basic level his or her own professional practice or performance (e.g., interactions, written work, assessments) and the impact on student success. He or she is open to learning about a wide range of topics and accepts constructive feedback.</p>	<p>Shows understanding of the relevant teaching/ learning standards while being responsive to feedback. Evaluates own professional performance and the impact on student success. Generates ideas for potential improvements. Sets appropriate learning goals. Is usually open-minded and positive when receiving feedback. Acts upon suggestions and feedback.</p>
<p>Life-long learning</p> <p>Candidates recognize the need for and are committed to actively seeking new knowledge, skills and experiences.</p> <p>☒ Cannot tell</p>	<p>Does not demonstrate intellectual engagement with material or others (e.g., peers, instructors, students). He or she is not familiar with the required material. Has no interest in taking advantage of learning opportunities.</p>	<p>Verbal and written contributions demonstrate basic knowledge of the material and displays an interest in the peers, instructors, or students who are working on the task. Argues point of view in terms of personal experience or hearsay rather than understanding of theory, research, or databased evidence.</p>	<p>Verbal and written contributions demonstrate familiarity with required material and intellectual engagement with material and others (e.g., peers, instructors, students). Has taken advantage of learning opportunities to stay professionally current and acquire new knowledge. Positions represent theory, research, and/or databased evidence rather than personal experience or perspectives.</p>

Appendices





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Sample Parent Letter

Dear Parents/Guardians:

I would like to take this opportunity to introduce myself. My name is [insert name] and I am an Elementary Education student at [insert school]. I will be graduating in [insert month/year] and am so excited to soon have a classroom of my own. I am very eager to begin my first semester of clinical practice in [insert mentor teacher's name] classroom at [insert school name]!

From [begin date] through [end date], I will be in the classroom Monday through Friday from 7:30 am-3:15 pm. I will be observing and/or teaching lessons, conducting small group activities, working with the students, and learning all that I can from [insert mentor teacher's name]. In order to meet your child's needs, I may also be conducting assessments to inform my instruction. If you have any questions or concerns, please contact me!

I am greatly looking forward to working with the students of [insert mentor teacher's name] class and to all of the wonderful things we will learn this semester. Thank you for allowing me this opportunity!

Sincerely,

Name

Contact phone (school or cell, your choice)

Email



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Domain 2, 4c and 4d Reflection Questions and Activities

Weeks 1-4: Observations, reflections and activities should focus on the following concepts:

Domain 2: Classroom Environment

2a. Creating an environment of respect and rapport

Activity: Reflect on the following questions: What does the teacher do to build relationships with students? How do the students talk to and work with one another? Why is relationship building one of the most important components of your job?

2b. Establishing a culture for learning

Activity: Use the school profile sheet you completed earlier and reflect on how population and demographics might change a school culture. How does the teacher use what she/he knows about students to create a safe space where learning comes first?

2c. Managing classroom procedures

Activity: Use the following checklist to watch for and to reflect on critical management pieces:

- ✓ Uses a signal for getting whole class attention
- ✓ Gives directions when students are all quiet and all eyes are on him/her
- ✓ Redirects students when they are off-track/off-task
- ✓ Sets up, signals, and takes limited time for transitions
- ✓ Modulates voice to get students' attention and focus
- ✓ Has a routine for revving students up when their energy is waning
- ✓ Greets students in the morning/top of the period and gives a task right away so they enter the classroom with purpose
- ✓ Has routines and procedures for any task and activity requiring them; students KNOW what to do because it has been taught, practiced and reinforced (ex. using the bathroom, sharpening pencil, asking questions, lining up, etc.)

2d. Managing student behavior

Activity: Use the following checklist to watch for and reflect on critical management pieces:

- ✓ Explicitly teaches each expected behavior and avoids assuming students know how: Teacher teaches and models the behavior; students practice the behavior, and teacher provides feedback.
- ✓ Teaches replacement behaviors for most common non-teacher pleasing behaviors
- ✓ Analyzes behavior and can interpret student needs
- ✓ Implements clear steps in place for students who break the rules
- ✓ Utilizes procedures for removing students from instruction without removing them from learning content
- ✓ Practices a routine for de-escalating behaviors before they peak
- ✓ Allows students to recover after misbehavior

- ✓ Expects the same behavior from all members of the class

2e. Organizing physical space

Activity: Draw a picture of the classroom, then reflect on the following questions: Why do you think the teacher arranged the room this way? Where is the teacher's desk and why? How are students organized and why? Is there a flow with traffic within the classroom? Are exits accessible? Why does room arrangement and physical space matter? Ask the teacher why and for how long he/she has organized the space this way? (Use Organizing Physical Space worksheet on pp 29-30 if preferred)

Domain 4: Professional Responsibilities

4c. Communicating with families

Activity: Send out parent letter.

4d. Participating in a professional community

Activity: Tour the school and meet the professionals in the community.

Activity: Attend a PLCT or staff meeting, or GFPS board meeting

Domain 1, 4a and 4f Reflection Questions and Activities

Weeks 5 – 8: Observations, reflections, and activities should focus on the following concepts:

Domain 1: Planning and Preparation

1a. Demonstrating knowledge of content and pedagogy

Activity: Ask the teacher to explain the preparation process he/she undertakes to teach. Which content do you think might be easiest for you? More difficult? What will you do to make sure you understand the content required at your grade level?

1b. Demonstrating knowledge of students

Activity: Choose a student to watch. View with curiosity. What do you notice about the student? How does the student respond to the teacher's lessons? How does the teacher respond to the student? How does the student interact with other students? What is the quality of the student's work? Name something positive about the student. How might you work with the student to make sure his/her needs are met? (Use Individual Student Observation worksheet on p. 31 if preferred.)

1c. Setting instructional outcomes

Activity: How does the teacher communicate student outcomes to the students? What content and outcomes did you observe?

1d. Demonstrating knowledge of resources

Activity: Ask your Cooperating Teacher to let you look through some of the resources for the grade level. Reflect on layout and content from a new teacher's perspective.

1e. Designing coherent instruction

Activity: Record a general outline of how the teacher unfolds a lesson. Is this process the same across content and at different times of the day? What do transitions look like between activities and between lessons? How does the teacher make the lesson and the class day flow?

1f. Designing student assessments

Activity: Look for examples of both formative and summative assessments. Record your observations about the purpose for each. Watch or ask to see how the teacher uses the results.

Domain 4: Professional Responsibilities

4a. Reflecting on teaching and 4f. Showing Professionalism— See Professionalism Rubric. Score yourself and have your Cooperating teacher score. Discuss results.

Domain 3, 4b and 4e Reflection Questions and Activities

Weeks 9-12: Observations, reflections and activities should focus on the following concepts:

Domain 3: Instruction

Activity: Use the **Observing My Cooperating Teacher worksheet** pp. 32-34 to watch multiple lessons in entirety in multiple content areas. Record your reflections. All concepts below will be addressed within the observation form:

- 3a. Communicating with students
- 3b. Using questioning and discussion techniques
- 3c. Engaging students in learning
- 3d. Using assessment in instruction
- 3e. Demonstrating flexibility and responsiveness

Domain 4: Professional responsibilities

4b. Maintaining accurate records

Activity: Ask the teacher how he/she keeps track of all records. How do you see yourself managing this task?

4e. Growing and developing professionally

Activity: Self-assess where your strengths are so far as a future educator and discuss what goals you have after this first practicum experience.

Reflect on learning by drafting your Educational Philosophy.

1. Why do you think the teacher's desk is placed where it is?

2. How are student desks organized? Can all students see the teacher? Do they need to? Are the desks always set up this way? Does the room organization ever vary? Why?

3. Take a colored marker and draw the main traffic flow in the room. Is it smooth? Access to exits? Are there any obstacles?

4. To gain insight, ask your Cooperating Teacher why and for how long she/he has organized the space this way.



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Individual Student Observations

Candidate: _____ Cooperating Teacher: _____

Date: _____ Grade/Subject: _____

1. What do you notice about this student (*physical appearance, cultural background, language, social interaction, skills and abilities, motivation, attitude, self-concept, etc.*)?
2. How is the student responding to the teacher's lesson?
3. How is the teacher responding to the student?
4. Is the student interacting with any other students? Describe.
5. What is the quality of the student's work?
6. Name an effective learner disposition observed in the student during the lesson.
7. What other things did you observe?



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Observing My Cooperating Teacher

Candidate: _____ Cooperating Teacher: _____

Grade Level/Subject: _____ Time: _____

- 1. Classroom management/routines.** How is the classroom organized? Do any special features of classroom management/teacher routines stand out for you (*distributing papers, taking attendance, etc.*)? What special materials are in the classroom (*computers, student areas, mailboxes, posters, etc.*)?
- 2. Class start.** How does the class begin (*housekeeping activities, calendar, warm-up activities, etc.*)? How long does this take (*time*)?
- 3. Lesson purpose/objective.** Exactly how does the lesson begin? What transition is used between starting rituals and the content of the lesson? How are directions and overall objectives/goals of the lesson shared with students?

4. **Procedure for lesson.** What is the sequence of activities in the lesson (*List each type of activity/task here with time taken to complete each one*)?

<i>Type of Activity (direct instruction, group work, etc.)</i>	<i>Time Spent</i>

Use a separate sheet if you need more room.

5. **Teaching for understanding.** How does the teacher know if the students understand what she/he is teaching? Does the teacher use any assessment instruments to evaluate student progress (*list them*)? Do students perform any self-evaluation?
6. **Effectiveness of lesson for diverse learners.** How was the lesson modified for learning differences? What was the most effective part of the lesson in your opinion? Were any special materials used? Were any technological, audiovisual, or other props used? How did these assist diverse learners?
7. **Behavior management.** How did the teacher handle any disruptive students? Students who were not listening? How were the students directed and addressed?

8. **Closure of a lesson/class period.** How does the lesson end? Does the class period end when the class ends? If not, what happens between the lesson's ending and the period's ending?

9. **Students' reaction to the lesson.** What did you observe generally? Were all students listening? Learning? What evidence do you have for this impression? If you asked a student what the purpose of this lesson was, what might he or she say?

10. **Modifications of the lesson.** If you were asked to teach this same lesson, what might you imagine doing differently? Would you add or delete any materials or use any alternate materials? Why/why not? How might these changes enhance student learning?

11. **Questions for the Cooperating Teacher.** What would you like to know more about?

BLOCK ONE CRITICAL ASSESSMENT - EDU336A PRACTICUM INSTRUCTOR AND TEACHER CANDIDATE RUBRIC

This rubric will be scored by both the Teacher Candidate and the Course Instructor of Practicum 336A. Grading on this rubric will be done utilizing the following: Guided in-class discussions following practicum hours, handbook completion, Cooperating Teacher professionalism feedback, and the Teacher Candidate’s first draft of Philosophy of Education. These rubrics will be collected to serve as critical assessments for all students in the Education Program.

Indicator	Unsatisfactory (1)	Developing (2)	Proficient (3)	Score
Teacher candidates can define and identify the components of effective reflective practice.	Cannot articulate the components of effective reflective practice and/or does not give any rationale for the purpose of reflection.	Can partially articulate the components of effective reflective practice and gives a general rationale for the purpose of reflection.	Can consistently and accurately articulate the components of effective reflective practice and gives a specific, clear rationale for the purpose of reflection.	
Teacher candidates can define and identify the role of technology in classroom practice.	Cannot define the role of technology in the classroom. Cannot articulate the rationale for the use of technology in the classroom. May list technology applications but does not explain using for instruction/learning.	Can partially define the role of technology in the classroom. Can articulate the rationale for the use of technology in the classroom. Can list several technology applications and tell how they can be utilized to enhance teaching or learning but does not do both.	Can consistently and accurately define the role of technology in the classroom. Can clearly articulate the rationale for the use of technology in the classroom. Can list multiple technology applications and tell how they can be utilized to enhance both teaching and learning.	
Teacher candidates can define and identify the role of data in classroom practice.	Can list data without rationale or variety. Does not explain how data can help improve teaching or learning.	Can list some data types/forms to be used in the classroom. Data listed may be teacher-centered/ student-centered only or formative/summative only. Can give a rationale for the use of the data listed.	Can list multiple and various types (both formative and summative) of classroom data and give a rationale for the use of each in the classroom. Can give examples of how data can be utilized to improve BOTH teaching and learning.	
Teacher candidates can identify the purpose of IEFA .	Cannot define IEFA and/or has misunderstandings of its purpose.	Can define IEFA and give a general-purpose statement.	Can accurately and clearly define IEFA and articulate its purpose.	

Indicator	Unsatisfactory (1)	Developing (2)	Proficient (3)	Score
<p>Teacher candidates can describe and explain how Planning and Preparation affect classroom practice. (Domain 1)</p> <ul style="list-style-type: none"> ○ Content knowledge and pedagogy ○ Knowledge of students ○ Setting instructional outcomes ○ Demonstrating knowledge of resources ○ Designing coherent instruction ○ Designing student assessments 	<i>Can describe/explain 0-3 components</i>	<i>Can describe/explain 3-4 components</i>	<i>Can describe/explain 5-6 components</i>	
<p>Teacher candidates can describe and explain how Classroom Environment affects classroom practice. (Domain 2)</p> <ul style="list-style-type: none"> ○ Environment of respect/rapport ○ Establish a culture for learning ○ Managing classroom procedures ○ Managing student behaviors ○ Organizing physical space 	<i>Can describe/explain 0-1 components</i>	<i>Can describe/explain 2-3 components</i>	<i>Can describe/explain 4-5 components</i>	
<p>Teacher candidates can describe and explain how Instructional Practice affects classroom practice. (Domain 3)</p> <ul style="list-style-type: none"> ○ Communicating with students ○ Using questioning and discussion techniques ○ Engaging students in learning ○ Using assessment in instruction ○ Demonstrating flexibility and responsiveness 	<i>Can describe/explain 0-1 components</i>	<i>Can describe/explain 2-3 components</i>	<i>Can describe/explain 4-5 components</i>	
<p>Teacher candidates can describe and explain how Professional Responsibilities affect classroom practice. (Domain 4)</p> <ul style="list-style-type: none"> ○ Reflecting on teaching ○ Maintaining accurate records ○ Communicating with families ○ Participating in a Professional Learning Community ○ Growing and developing professionally ○ Showing Professionalism 	<i>Can describe/explain 0-3 components</i>	<i>Can describe/explain 3-4 components</i>	<i>Can describe/explain 5-6 components</i>	