



Teacher Education Practicum Handbook

Early Childhood, Elementary, & Secondary Practicum (B-3, K-6, 5-12, K-12)

**College of Education
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<https://concordia.csp.edu/teachered/>**

Mission of the Department of Teacher Education

The Department of Teacher Education, at the initial/undergraduate level, prepares professional, academically capable, and personally responsible entry-level educators who are professional decision makers to serve in diverse and global educational communities.

Effective teachers will:

- Demonstrate the intellectual breadth of a liberally educated person.
 - Convey the central concepts, tools of inquiry, content, and structures within the field of education.
 - Apply developmental theories and a philosophy of education in designing instruction.
 - Demonstrate knowledge of and sensitivity to diverse ways of learning including learning styles related to culture, gender, and ability.
- Communicate clearly verbally and in writing.
 - Engage students through a variety of instructional strategies (including instructional technology).
 - Apply classroom management strategies successfully according to individual student needs.
 - Involve students in curricular, management, and instructional decisions when appropriate.
- Assess, evaluate, and communicate student learning effectively.
 - Maintain a positive self-image, respect and concern for students and co-workers, enthusiasm, and resourcefulness, and physical and emotional well-being.
 - Demonstrate awareness of professional, ethical, and legal responsibilities and rights of teachers, knowledge of school organization structure, and the relationship with the social and philosophical foundations of education.
- Initiate responsibility for continuous self-learning.

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Accreditation

Concordia University, Saint Paul, is accredited by [The Higher Learning Commission \(HLC\)](#). The University has been accredited since 1959, with a reaffirmation of accreditation in 2018. The next reaffirmation of accreditation is in 2028. Concordia University has held national accreditation for its teacher education programs since 1969 through the National Council for Accreditation of Teacher Education (NCATE). The College of Education & Science is currently fully accredited through 2022 by NCATE's successor, the [Council for the Accreditation of Educator Preparation \(CAEP\)](#). The accreditation includes all initial licensure programs. Additionally, the Association for Advancing Quality in Educator Preparation (AAQEP) has accredited us moving forward. Approval was given to all teacher education programs by the Minnesota State Board of Teaching (now PELSB) in 2015. Candidates who successfully complete a certification program are recommended to the Minnesota Professional Educators Standards and Licensing Board for licensure.

B-3, K-6, & Secondary Practicum Experience

“I never teach my pupils, I only attempt to provide the conditions in which they can learn.”

— Albert Einstein



Practicum Experience

Purpose

Teacher candidates in the Birth-Grade 3, K-6, and secondary licensure programs complete their practicum experience typically the semester before student teaching.

Students are placed in school sites for a specific amount of hours during the semester they complete their methods courses. There are several expected outcomes of the practicum experience:

1. Give meaning to theory learned in the academic program;
2. Help the candidates to develop professional ability to reflect, to judge, to reason, to react, and to make decisions as they meet with particular educational situations;
3. Provide an opportunity for the candidate to gain ideas and experiences and further develop theory which will become a storehouse of information for the beginning teacher;
4. Help the candidate to gain the confidence and poise necessary for the successful beginning of a professional career in education
5. Analyze personal commitment to and potential for the teaching profession;
6. Use techniques and ideas learned during the practicum block methods courses;
7. Develop a list of personal goals for the Student Teaching experience;
8. Collect anecdotes and experiences to discuss in methods courses.

University Supervisor & Cooperating Teacher Responsibilities

Practicum students are assigned a classroom, cooperating teacher, and university supervisor.

We do not place practicum students in a school site where a family member is employed.

The University Supervisor will also schedule three triadic meetings over the course of the semester. The University Supervisor visits the practicum teacher to observe and give feedback on teaching at the minimum, two times during the experience. This feedback is actionable, formative, and intended to be used by the practicum student as a foundation for continued improvement. All feedback and observation reports will be uploaded to LiveText. University supervisors will also check the students' LiveText pages weekly to be sure requirements are being met in a timely manner.

The cooperating teacher mentors the practicum student in classroom management, lesson planning, and small and large group teaching. The cooperating teacher provides the practicum teacher with at least two formative evaluations based on small or large group teaching. There will also be at least three triadic meetings. All observations and notes will be uploaded to Livetext.

In addition to the formative feedback provided by the university supervisor and the cooperating teacher, each will complete the final practicum evaluation in Livetext.

University Supervisors and Cooperating Teachers will also complete the training for Coaching Adult Learners at the beginning of this experience.

The practicum experience is the precursor to the student teaching clinical.

Calendar

Practicum participants adhere to the Concordia University calendar. The Practicum Student will share that calendar with their cooperating teachers to share any possible breaks that occur during the practicum placement.

Practicum Experience

Attendance

Practicum students will adhere to the schedule agreed upon with their cooperating teacher and university supervisor. Students must send a copy of their schedule to their university supervisor and to Dr. Conrad.

Examples of required attendance:

1. Before school hours
2. After school hours
3. Staff meetings
4. Parent/Teacher Conferences
5. IEP/504 Meetings (if allowed)

In addition:

- Arriving late and/or leaving early is not acceptable.
- In case of illness or emergency, notify both the Cooperating Teacher **and** the University Supervisor using the method agreed upon with those personnel (email or text).

In addition to your practicum experience in a school, this course also has regular meetings.

Your attendance at all Practicum meetings is required, whether face-to-face or online.

Live Text Usage

During this semester and Student Teaching, you will use your LiveText account fully. Your placement will be submitted to LiveText and you will receive an email to log into LiveText to see your placement details. To get to the shared space that you and your University Supervisor and Cooperating Teacher will share materials, log into LiveText. Once there, click on the tab at the top left of the page called "Field Experiences". Once you do that you will see your placement information. To get into the shared space, click on "Placement Details".

Within this shared space you will enter information about your classroom demographics, log your teaching hours, and upload all your required lesson plans (24 hours prior to teaching them), the [cooperating teacher application/interview](#), and other assignments. Your Cooperating Teacher and University Supervisor will upload their classroom observation feedback documents, as well. Additionally, you will need 2-3 artifacts with rationales per SEP by the end of your student teaching semester. You will receive more training about this at your practicum meeting.

Practicum Binder

Purchase a 1 or 2" 3-ring binder with dividers before beginning your practicum work. This binder will hold all your classroom observations, notes from your observation of your classroom teacher and the students, your lesson plans, the day's schedule, and any other school related items. Divide your binder by subject areas or class periods you will teach and store all your lesson plans in those sections. Your university supervisor will page through your binder to review the reflections you write on each lesson you teach. The "catalog" of past lesson plans will give your university supervisor a context for each observation. Additionally, your binder will give your university supervisor information about the classroom and your ideas for practice.

You will use this binder again during your student teaching clinical.

*This binder may also be kept in an electronic format.

Practicum Student

The position of Practicum Student in the classroom is that of a cooperative co-worker who expects duties to increase from day to day as the experience progresses. The Practicum Student is expected to:

1. Meet all requirements for admission to the specific experience;
2. Provide the Cooperating Teacher and the University Supervisor with pertinent background information;
3. Place Practicum responsibilities before personal wishes and accept all duties professionally;
4. Exemplify the dispositions and actions of an ethical and moral teacher;
5. Exercise good judgment about dress, speech, and personal habits of living in a manner becoming of a professional;
6. Make travel arrangements to and from the Partnering School;
7. Become acquainted with:
 - a. The school – its philosophy, policies and protocols, operational procedures, Principal, faculty, and staff;
 - b. The Cooperating Teacher and his/her expectations of a Practicum Participant;
 - c. The classroom – curriculum, textbooks, instructional resources, equipment, schedules, routines, the handling of problems;
 - d. The parents – at conferences and in non-school settings.
8. Recognize that a successful experience is dependent upon:
 - a. A desire to learn, a willingness to cooperate, and an appreciative disposition toward suggestions and feedback;
 - b. Purposeful observation and professional perspective gained through class instruction, directed reading, and guided observations;
 - c. Thorough advanced planning of lessons;
 - d. Reporting for all school appointments and duties on schedule;
 - e. Conferences with the Cooperating Teacher for short- and long-range planning, assessment of lessons taught, and discussion of special problems;
 - f. Keeping the University Supervisor informed about the teaching schedule;

- g. Safeguarding all personal and confidential information concerning the students and professional personnel;
 - h. Participating in “extra” activities, such as playground supervision, lunchroom duties, and meetings teachers are expected to attend;
 - i. **Taking initiative** in assuming more responsibility as the Practicum progresses;
 - j. Completion of all Practicum competencies.
9. All requirements above are expected to be completed no matter the format of your experience (in person, hybrid, online, distance learning, etc.)

Competencies and Expectations for K-6 and Secondary Practicum Students

Practicum students are typically assigned to diverse, urban schools for the Practicum experience. Prior and concurrent enrollment in methods courses emphasizes the relationship of theory to practice and enables practicum students to more effectively process the classroom experience.

Evaluation and Evaluation Forms

Both the university supervisor and the cooperating teacher complete formative evaluations (at least twice over the course of the experience) on lessons taught throughout practicum. The observations and suggestions are best shared in conference with the practicum student. Both the cooperating teacher and the university supervisor complete a practicum final evaluation form via LiveText at the conclusion of the experience.

Specific Responsibilities and Expectations of the Practicum Student-*upload all documents to LiveText and Blackboard*

The intention of the design of the practicum experience is that many of the lesson plans you write in your methods courses can be applied, by teaching them, in your practicum placement.

Practicum expectations include the following minimum requirements: To learn the most you can, we want you to **seek more teaching opportunities than listed below**:

- Cooperating Teacher Application/Interview (and email to Tarah Hauger hauger@csp.edu)
- Observe Classroom Management Strategies – Observe and record the classroom management strategies you see your cooperating teacher use. Make note of the situations in which the strategies were used. Record in your notes the effectiveness of the strategies. Write this report and upload to LiveText and Blackboard for your University Supervisor to review.
- Teach and record at least four lessons (this is the minimum required to pass this course). Upload each lesson plan with a shared link to access your recording
- edTPA-Knowledge and practice activities in Practicum Lab.

- **B-3 Practicum students: 150 hours in the practicum placement & attendance at all practicum meetings.**
- **Elementary (K-6) Practicum Students:**
 - **Fall - follow the practicum block schedule**
 - **Spring - 100 hours in the practicum placement & attendance at all practicum meetings**
- **Secondary Practicum Students: 100 hours in the practicum placement & attendance at all practicum meetings.**

The learning task template is found on the teacher education website at the link for Practicum students (<https://concordia.csp.edu/teachered/>) as well as in our Blackboard course.

Concordia University requires Practicum Teachers submit their lesson plans to their Cooperating Teacher at least 24 hours before the time you are scheduled to teach them. This allows time for adjustment and revision prior to the class period. (24 hours in advance of a lesson taught at 8:00 A.M. means submission by 8:00 A.M. the day before.) Those approved lesson plans must be uploaded to LiveText. Additionally, as mentioned above, the paper copies in your student teaching binder will aid your university supervisor at visits.

Co-Curricular Activities

A Practicum Teacher may participate in co-curricular activities at Concordia University during the Practicum providing such participation does not interfere with the Practicum assignment. If you are participating in a team sport during practicum, please meet with the Coordinator of Field Experiences/Clinical Practices PRIOR to beginning your practicum. Adjustments may need to be made in your schedule, as the Practicum Student's first commitment will be to the Practicum.

Competencies for K-6 and Secondary Practicum Experience

Candidates for teacher licensure in Minnesota must show verification of completing the following standards in a teacher preparation program. These 10 standards and more than 120 specific competencies associated with these standards reflect the national INTASC standards, and are the permanent rules of PELSB. Students in the Teacher Education Program at Concordia University are required to demonstrate their skill related to each of the standards below. The complete standards and competencies are available at:

<http://www.revisor.leg.state.mn.us/arule/8710/2000.html>

During your practicum experience, record the classroom activities you complete that indicate connection to the standards listed below. Discuss these with your cooperating teacher and together decide if you have accomplished an activity that demonstrates the competency. Your Cooperating Teacher will initial the document. Keep the document in your teaching binder for your University Supervisor to review and upload to your LiveText Field Experience page.

Respectfulness

Students are expected to practice the highest standards of ethics, honesty, and integrity. Unless otherwise indicated, it is expected that a student's work reflects the independent, original work of the individual student and not a group effort or the copied opinions of an outside author.

Professionalism

1. To write, email, act, dress, talk and work as a professional in all interactions with cohort members and university faculty and staff
2. To be present for the clinical practice and seminars and make them a priority
3. To meet required deadlines
4. To be prepared for clinical practice and seminars
5. To eliminate outside distractions (e.g. cell phones, FB, etc.)
6. etc.

Honesty

1. To abide by university policies regarding academic integrity
2. To work honestly on assignments
3. To properly cite sources of any material quoted, paraphrased or modified in the work one submits
4. To maintain confidentiality
5. To respect the confidential sharing that occurs within the group during seminar
6. etc.

Respect

1. To learn about and value differences
2. To contribute ideas
3. To listen carefully
4. To ask for clarification as needed
5. etc.

Collegiality

1. To support and encourage others
2. To celebrate achievements
3. To share concerns with candor and to work through conflict appropriately
4. etc.

Standard 1. SUBJECT MATTER

A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students.

Competency	Activity	CT Initials/Date
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G. Evaluate teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness for presenting particular ideas and concepts.		
Standard 2, STUDENT LEARNING A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development.		
H. Demonstrate knowledge and understanding of concepts related to technology and student learning.		
Standard 3, DIVERSE LEARNERS A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.		
L. Use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes.		
Standard 4. INSTRUCTIONAL STRATEGIES A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.		
E. Demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.		
Standard 5. LEARNING ENVIRONMENT A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self- motivation.		
H. Use effective communication strategies in conveying ideas and information and in asking questions.		
Standard 7. PLANNING INSTRUCTION A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.		
E. Design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress.		
Standard 8. ASSESSMENT A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.		

I. Implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning.		
<p style="text-align: center;">Standard 9. REFLECTION AND PROFESSIONAL DEVELOPMENT</p> <p>A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.</p>		
I. Use professional literature, colleagues, and other resources to support development as both a student and a teacher.		
<p style="text-align: center;">Standard 10. COLLABORATION, ETHICS, AND RELATIONSHIPS</p> <p>A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being.</p>		
G. Collaborate with other professionals to improve the overall learning environment for students.		

Birth – Grade 3 Practicum Journal & Reflections Requirements

During your practicum experience, you will be asked to keep a journal in which you will record information gleaned from your observations and interactions. This journal of your experience must include reflections on the aspects noted below for each level (infants, toddlers, and preschoolers) however feel free to use it to record additional things as well. Please note that some of the areas may seem a bit challenging to link to the infant level however talk to the teachers about the topics and make a note of the information they pass on. Every day that you are in the classroom you should be writing some type of reflection. By the end of your experience, every strategy noted below must be included at all three levels. The cooperating teachers will be reviewing your notebook on occasion throughout your experience and I will also be looking through it when I visit you at each level. This will be a valuable resource to use during student teaching and beyond!

Behavior Guidance and Challenging Behaviors: What guidance techniques do you hear and see teachers using? How do teachers deal with challenging behaviors? How effective are the techniques? Share specific examples of the following: guidance techniques, times when you saw teachers step in to defuse a situation before it escalated, classroom community expectations and guidelines, words used during guidance talks or interchanges, ways teachers may individualize supports for specific students in regard to guidance, and any other guidance insights.

Transitions: How do teachers proactively prepare for transitions? What techniques are used to move children from one activity to the next or one area to another? How do teachers coax any stragglers or support children who find it difficult to transition? Share specific examples of songs, finger plays, and other transition strategies that are used. These will be extremely helpful as you move into student teaching!

Environment: How does the environment support the development, play, and learning of the children? What learning areas do you see? What are some of the typical materials present and how do they connect to developmentally appropriate practices (DAP)? What role does the layout of the room play? Are there any environmental challenges you note?

Routines: What are some of the typical routines of the day? How do these routines support development, play, and learning? Are the routines consistent? Why does consistency matter? Do you note an element of flexibility? What is the significance of routines?

Individualizing and Differentiation: How do teachers meet individual needs of children? How do teachers differentiate instruction and/or expectations for and with children? Please share specific examples.

Teaching Strategies/Techniques: What teaching strategies/techniques are used at large group? Small group? Choice time? Outside time? Which appear to be the most effective? Why?

Curriculum Development & Implementation: How is curriculum developed? How do the teachers organize it? What mechanisms do teachers use to take ideas and insights from their

thought processes to paper and then to the reality of the classroom? Why do they plan and do what they do? What connections to DAP do you note within curriculum?

Group Time (not applicable for infants): How do teachers maintain the flow of a group time? How do they actively involve the children? How do they regroup to rally children's attention if it wanders? When do they decide to abandon group time and shift gears moving on to something else? Please share specific examples.

Families: What do you notice about the conversations and interactions between teachers and families? What evidence do you see of partnering with families? Share specific examples.

Play: What is the significance of play within the classroom? How do teachers engage in play? What stages of play do you see within the group? What challenges occur within the context of play? How are these challenges dealt with and how are children supported as players?

The Early Childhood Teacher as Professional Decision Maker

Infant Practicum Requirements for

Candidate's Name

This competency checklist has been designed to help you keep track of your Infant Practicum requirements. As you complete each of the requirements, make note of the date and success of the activity or lesson. Share your comments with your cooperating teacher and request his/her signature. Keep these sheets in your practicum binder so they can be reviewed when your supervisor visits. At the end of this experience, you should submit these pages to your supervisor. Remember that this is a list of the minimum requirements, not a comprehensive list of all the duties of a competent teacher.

Personal Qualities that Foster Learning

1. Enjoys care giving by demonstrating positive feelings when interacting with young children.

Regularly plays on the floor and is interactive with the infants.

Comments:

Signature of Infant Teacher

Date Verified

Is actively involved with the diapering routines of the infant room (if possible).

Comments:

Signature of Infant Teacher

Date Verified

Is actively involved with the feeding routines of the infant room.

Comments:

Signature of Infant Teacher

Date Verified

Demonstrates a professional, responsive attitude and demeanor while working with infants.

Comments:

Signature of Infant Teacher

Date Verified

2. Establishes a positive relationship with families by greeting them warmly and providing information about development and daily routines.

When possible, regularly greets infants and their family members upon arrival and pick up.
Comments:

Signature of Infant Teacher

Date Verified

3. Asks Cooperating Teacher, University Supervisor, and peers for suggestions and feedback to acquire new skills.

Engages in ongoing conversations with the Cooperating Teacher(s) while in the infant room to discuss infant care and education.
Comments:

Signature of Infant Teacher

Date Verified

Personal Qualities—Professionalism

1. Works as a member of a team by communicating /cooperating with Cooperating Teacher(s), and/or other staff to develop mutual support in providing for all areas of the children’s development.

The Practicum Participant has met with the Cooperating Teacher(s) to create a schedule for the Infant Practicum during the first week of the experience, or prior to beginning **(this includes a plan for completing the competency requirements so they are spread out across the experience to support you in meeting with success)**:
Comments:

Signature of Infant Teacher

Date Verified

Prepares a letter of introduction for the child care families and ensures that it is error free and professional (please show this to Lacey before distributing to families—you will write **one** letter across the entire experience).
Comments:

Signature of Infant Teacher

Date Verified

Talks with the Cooperating Teacher(s) about the procedures and forms for infant parent conferences.
Comments:

Signature of Infant Teacher

Date Verified

Learns the daily record keeping system in the infant room (attendance, feeding chart, diapering, daily sheets).

Comments:

Signature of Infant Teacher

Date Verified

2. Is ethical in all dealings with children, families and staff by being honest, reliable, and dependable. Acts conscientiously in performing routines and by following all regulations concerning health and safety standards, group size and ratios and other rules of the center.

Arrives on time each day in the infant room and maintains a consistent schedule.

Comments:

Signature of Infant Teacher

Date Verified

3. Maintains high professional standards by showing respect for children and families, communicates successfully with all families. Attends meetings or conferences scheduled by Cooperating Teacher(s) and seeks input from Cooperating Teacher(s) about children’s individual needs to plan for care/education.

Seeks input from Cooperating Teacher(s) about individual needs to plan for infant care/education.

Signature of Infant Teacher

Date Verified

Promotes Children’s Development and Learning

1. Uses routines as opportunities for growth and learning such as responding to infants’ sounds and gestures, talking with infants, singing, playing word games while feeding, changing and dressing children. Offers toys to children to stimulate play during routines and explains what is being done during a routine, and asks questions.

Models language with infants while feeding, playing, and diapering.

Comments:

Signature of Infant Teacher

Date Verified

Engages in singing during play and routine times.

Comments:

Signature of Infant Teacher

Date Verified

2. Is able to ensure the safety of children in the program.

During the first week of the experience, or prior to beginning, has discussed the health and safety procedures (special health or food issues, evacuation plans, fire drills, allergies, weather emergencies) with the Cooperating Teacher(s) in the infant room.

Comments:

Signature of Infant Teacher

Date Verified

Teaching Strategies

1. Curriculum Planning: Provides activities to promote children’s growth and development that are individually, developmentally and culturally appropriate for the individual child and his/her family.

Makes one homemade toy for the infant room, tries it with the children, and reflects on the effectiveness (please talk to the teachers prior to deciding upon a toy to make).

Comments:

Signature of Infant Teacher

Date Verified

Regularly reads with the infants both one to one and in small groups that may naturally form.

Comments:

Signature of Infant Teacher

Date Verified

Introduces at least one finger play or action rhyme to the infants during play or routine times.

Comments:

Signature of Infant Teacher

Date Verified

2. Plans daily activities for children to include a wide variety of developmental experiences:

***Please note, there are a couple of activities below that you will be required to plan and implement however feel free to plan more experiences. J**

Discusses the importance of room environment with Cooperating Teacher(s).

Comments:

Signature of Infant Teacher

Date Verified

Observe and engage in at least one eye-hand coordination activity for infants.

Comments:

Signature of Infant Teacher

Date Verified

Observe and engage in at least one active large muscle activity (inside or outside) for infants.
Comments:

Signature of Infant Teacher

Date Verified

Observes and engages in dramatic or pretend play activities for infants.
Comments:

Signature of Infant Teacher

Date Verified

Plans and implements one creative, process-oriented, and safe art media experience for infants.
Comments:

Signature of Infant Teacher

Date Verified

Plans and implements at least one sensory experience for infants.
Comments:

Signature of Infant Teacher

Date Verified

Plans and implements at least one large motor experience for infants (can be for an individual child).
Based on your knowledge of the students' current level of a specific skill related to the physical domain, in collaboration with your cooperating teacher(s), plan and facilitate a learning experience that focuses on the identified physical skill set.

Comments:

Signature of Infant Teacher

Date Verified

Subject Matter Knowledge

1. The Practicum Participant has the breadth and temper of a liberally educated person and truly understands child development.

Completes the journaling requirement in an ongoing and timely manner and keeps the practicum notebook available to the Cooperating Teacher(s) and University Supervisor to review.
Comments:

Signature of Infant Teacher

Date Verified

2. Successfully plans learning experiences for the infant level in line with the MN ECIPs learning standards.

Signature of Infant Teacher

Date Verified

Comments about the Candidate:

Signature of Cooperating Teacher(s): _____

Date: _____

The Early Childhood Teacher as Professional Decision Maker

Toddler Practicum Requirements for

Candidate's Name

This competency checklist has been designed to help you keep track of your Toddler Practicum requirements. As you complete each of the requirements, make note of the date and success of the activity or lesson. Share your comments with your cooperating teacher and request his/her signature. Keep these sheets in your practicum binder so they can be reviewed when your supervisor visits. At the end of this experience, you should submit these pages to your supervisor. Remember that this is a list of the minimum requirements, not a comprehensive list of all the duties of a competent teacher.

Personal Qualities that Foster Learning and Relationships

1. Enjoys care giving by demonstrating positive feelings when interacting with young children.

Regularly plays on the floor, at the tables, and on the playground with the toddlers.

Comments:

Signature of Toddler Teacher

Date Verified

Is actively involved with the diapering and toileting routines of the toddler room.

Comments:

Signature of Toddler Teacher

Date Verified

Is actively involved with the snack and lunch routines of the toddler room.

Comments:

Signature of Toddler Teacher

Date Verified

Demonstrates a professional, responsive attitude and demeanor while working with toddlers.

Comments:

Signature of Toddler Teacher

Date Verified

2. Establishes a positive relationship with families by greeting them warmly and providing information about development and daily routines.

When possible regularly greets toddlers and their family members upon arrival and at pick up.

Comments:

Signature of Toddler Teacher

Date Verified

3. Asks Cooperating Teacher(s), University Supervisor, and practicum peers for suggestions and feedback to acquire new skills.

Engages in ongoing conversations with the Cooperating Teacher(s) while in the toddler room to discuss toddler care and education.

Comments:

Signature of Toddler Teacher

Date Verified

Personal Qualities—Professionalism

1. Works as a member of a team by communicating /cooperating with Cooperating Teacher(s), and/or other staff to develop mutual support in providing for all areas of the children’s development.

The Practicum Participant has met with the Cooperating Teacher(s) to create a schedule for the Toddler Practicum during the first week of the experience, or prior to beginning **(this includes a plan for completing the competency requirements so they are spread out across the experience to support you in meeting with success):**

Comments:

Signature of Toddler Teacher

Date Verified

Prepares a letter of introduction for the child care families and ensures that it is error free and professional (please show this to Lacey before distributing to families—you will write **one** letter across the entire experience).

Comments:

Signature of Toddler Teacher

Date Verified

Talks with the Cooperating Teacher(s) about the procedures and forms for toddler parent conferences.

Comments:

Signature of Toddler Teacher

Date Verified

Learns the daily record keeping system in the toddler room (attendance, lunch chart, diapering, daily sheets).
Comments:

Signature of Toddler Teacher

Date Verified

2. Is ethical in all dealings with children, families and staff by being honest, reliable, and dependable. Acts conscientiously in performing routines and by following all regulations concerning health and safety standards, group size and ratios and other rules of the center.

Arrives on time each day in the toddler room and maintains a consistent schedule.
Comments:

Signature of Toddler Teacher

Date Verified

3. Maintains high professional standards by showing respect for children and families, communicates successfully with all families. Attends meetings or conferences scheduled by Cooperating Teacher(s) and seeks input from Cooperating Teacher(s) about children's individual needs to plan for care/education.

Seeks input from Cooperating Teacher(s) about individual needs to plan for toddler care/education.

Signature of Toddler Teacher

Date Verified

Teaching Strategies to Promote Development and Learning
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1. Uses routines as opportunities for growth and learning such as responding to toddlers' sounds and gestures, talking with toddlers, singing, playing word games while feeding, changing and dressing children. Offers toys to children to stimulate play during routines and explains what is being done during a routine and asks questions, especially with non-verbal children.

Models language with toddlers while feeding, playing, diapering and toilet learning.
Comments:

Signature of Toddler Teacher

Date Verified

Is actively involved with at least one toddler's toilet learning if possible.
Comments:

Signature of Toddler Teacher

Date Verified

Engages in singing during group, play, and routine times.

Comments:

Signature of Toddler Teacher

Date Verified

2. Is able to ensure the safety of children in the program.

During the first week of the experience, or prior to the start, has discussed the health and safety procedures (special health or food issues, evacuation plans, fire drills, allergies, weather emergencies) with the Cooperating Teacher(s) in the toddler room.

Comments:

Signature of Toddler Teacher

Date Verified

Teaching Strategies

1. Curriculum Planning: Provides activities to promote children’s growth and development that are individually, developmentally and culturally appropriate for the individual child and his/her family.

Makes one homemade toy for the toddler room, tries it with the children, and reflects on the effectiveness (please talk to the teachers prior to deciding upon a toy to make).

Comments:

Signature of Toddler Teacher

Date Verified

Regularly reads with the toddlers both one to one and in small groups.

Comments:

Signature of Toddler Teacher

Date Verified

Teaches at least one new finger play or action rhyme to the toddlers during play or at circle.

Comments:

Signature of Toddler Teacher

Date Verified

2. Plans daily activities for children to include a wide variety of developmental experiences:

Observe and engage in at least one eye-hand coordination activities for toddlers.

Comments:

Signature of Toddler Teacher

Date Verified

Observe and engage in at least one active large muscle activity (inside or outside) for toddlers.
Comments:

Signature of Toddler Teacher

Date Verified

Observes and engages in dramatic or pretend play activities for toddlers.
Comments:

Signature of Toddler Teacher

Date Verified

Plans and implements one creative, process-oriented, and safe art media activities for toddlers.
Comments:

Signature of Toddler Teacher

Date Verified

Introduces at least one song to the toddlers during play or at group time.
Comments:

Signature of Toddler Teacher

Date Verified

Plans AND leads at least one transition for toddlers (please talk with your cooperating teachers for options to choose from—before snack, outside time, lunch, etc.)
Comments:

Signature of Toddler Teacher

Date Verified

Plans and implements at least one sensory activity for toddlers.
Comments:

Signature of Toddler Teacher

Date Verified

Plans and implements at least one large motor experience for toddlers (can be for an individual child). Based on your knowledge of the students' current level of a specific skill related to the physical domain, in collaboration with your cooperating teacher(s), plan and facilitate a learning experience that focuses on the identified physical skill set.

Comments:

Signature of Toddler Teacher

Date Verified

3. Leads group times and all transitions during the final week of the field experience (if possible) under the close supervision of the cooperating teachers.

Comments:

Signature of Toddler Teacher

Date Verified

Subject Matter Knowledge

1. The Practicum Participant has the breadth and temper of a liberally educated person and truly understands child development.

Completes the journaling requirement in an ongoing and timely manner and keeps the practicum notebook available to the Cooperating Teacher(s) and University Supervisor to review.

Comments:

Signature of Toddler Teacher

Date Verified

2. Successfully plans learning experiences for the toddler level in line with the MN ECIPs learning standards.

Signature of Toddler Teacher

Date Verified

Comments about the Candidate:

Signature of Cooperating Teacher(s): _____ Date: _____

The Early Childhood Teacher as Professional Decision Maker

Preschool Practicum Requirements for

Candidate's Name

This competency checklist has been designed to help you keep track of your Preschool Practicum requirements. As you complete each of the requirements, make note of the date and success of the activity or lesson. Share your comments with your cooperating teacher and request his/her signature. Keep these sheets in your practicum binder so they can be reviewed when your supervisor visits. At the end of this experience, you should submit these pages to your supervisor. Remember that this is a list of the minimum requirements, not a comprehensive list of all the duties of a competent teacher.

Personal Qualities that Foster Learning and Relationships

1. Enjoys care giving by demonstrating positive feelings and actions when interacting with young children.

Regularly plays on the floor, at the tables, and on the playground with preschool children.

Comments:

Signature of Preschool Teacher

Date Verified

Is actively involved with individual, small group, and large group activities of the preschool room.

Comments:

Signature of Preschool Teacher

Date Verified

Is actively involved with the snack and lunch routines of the preschool room.

Comments:

Signature of Preschool Teacher

Date Verified

Demonstrates a professional, responsive attitude and demeanor while working with preschoolers.

Comments:

Signature of Preschool Teacher

Date Verified

2. Establishes a positive relationship with families by greeting them warmly and providing information about development and daily routines.

When possible, greets preschoolers and their family members at drop off and pick up.
Comments:

Signature of Preschool Teacher

Date Verified

Personal Qualities—Professionalism

1. Asks Cooperating Teacher(s), University Supervisor, and practicum peers for suggestions and feedback to acquire new skills.

Engages in ongoing discussions with the Cooperating Teacher(s) while in the preschool room.
Comments:

Signature of Preschool Teacher

Date Verified

2. Works as a member of a team by communicating / cooperating with cooperating teacher(s), and/or other staff to develop mutual support in providing for all areas of the children's development.

The Practicum Participant has met with the Cooperating Teacher(s) to create a schedule for the Preschool Practicum during the first week of the experience, or prior to beginning (this includes a plan for completing the competency requirements so they are spread out across the experience to support you in meeting with success):
Comments:

Signature of Preschool Teacher

Date Verified

Prepares a letter of introduction for the child care families and ensures that it is error free and professional (please show this to Lacey before distributing to families—you will write one letter across the entire experience).
Comments:

Signature of Preschool Teacher

Date Verified

Talks with the Cooperating Teacher(s) about the procedures and forms for preschool conferences.
Comments:

Signature of Preschool Teacher

Date Verified

Learns about the daily record keeping, assessment, portfolio system in the preschool room.
Comments:

Signature of Preschool Teacher

Date Verified

3. Is ethical in all dealings with children, families and staff by being honest, reliable, and dependable. Acts conscientiously in performing routines and by following all regulations concerning health and safety standards, group size and ratios and other rules of the center.

Arrives on time each day in the preschool room and keeps a consistent schedule.

Comments:

Signature of Preschool Teacher

Date Verified

Teaching Strategies to Promote Development and Learning

1. Demonstrates the knowledge, skills, and dispositions to promote the development and learning of every child.

Has discussed the health and safety procedures (special health or food issues, evacuation plans, fire drills, allergies, weather emergencies) with the Cooperating Teacher(s) in the preschool room.

Comments:

Signature of Preschool Teacher

Date Verified

2. Following the edTPA framework, plans and implements a series of at least three connected lessons using language and literacy as the base, but including intentional links to other content areas, all within the context of multi-modal learning experiences (hands on, concrete, sensory, active, interactive, DAP!). *consider large group, small group, and individual activities for learning centers

Before you begin planning: complete the [Context for Learning](#) template you were given—you may need to ask Rachel to help you with some of the information asked for—do the best you can!

In preparation for planning: I would suggest being proactive and planning ahead for this by finding out early on upcoming themes/topics of study so you are able to plan with this in mind (Rachel will help you map this out). Once you identify the upcoming theme for the week you will lead, you can then complete the mini edTPA requirements. Please include the following and complete during your lead week:

DAY ONE:

Morning Meeting—lead the routines during this time; then, in relation to your identified theme—1) read a story; 2) teach the preschoolers a song/fingerplay; and 3) engage them with a related movement experience—all of these should relate to your identified theme.

Small Group/Center Time—plan and lead a small group/center time learning experience related to your theme that is literacy related.

DAY TWO:

Morning Meeting—lead the routines during this time; then, in relation to your identified theme—1) read a story; 2) teach the preschoolers a new song/fingerplay; and 3) engage them with a related movement experience—all of these should relate to your identified theme.

Small Group/Center Time—plan and lead a small group/center time learning experience related to your theme that is science related.

DAY THREE:

Morning Meeting—lead the routines during this time; then, in relation to your identified theme—1) read a story; 2) teach the preschoolers a song or repeat one from previous days; and 3) engage them with a related movement experience or repeat one from previous days—all of these should relate to your identified theme.

Small Group/Center Time—plan and lead a small group/center time learning experience related to your theme that is **art related**.

Assessment: identify at least three upfront assessment connections related to your learning experiences (please include informal and formal) and remember, authentic measures are in line with DAP!

***NOTE: please see edTPA documents for further information—we will be unpacking these together!**

3. Learns, teaches, and uses at least four transition activities (finger plays, data collecting, songs, relaxing). List 4 successful, frequently used activities:

1.	2.
3.	4.

4. Leads group times and all transitions during the final week of the field experience (if possible) under the close supervision of the cooperating teacher(s).

Comments:

Signature of Preschool Teacher

Date Verified

Subject Matter Knowledge

The student teacher has the breadth and temper of a liberally educated person and truly understands child development, this is evident via lesson plans, learning experiences, conversations and interactions with children, and the like.

Comments:

Signature of Preschool Teacher

Date Verified

Completes all mini edTPA requirements as outlined above.

Comments:

Signature of Preschool Teacher

Date Verified

Completes the journaling requirement in a timely manner and keeps the practicum notebook available to the Cooperating Teacher(s) and University Supervisor to review.

Comments:

Signature of Preschool Teacher

Date Verified

Successfully plans learning experiences for the preschool level in line with the MN ECIPs learning standards.

Comments:

Signature of Preschool Teacher

Date Verified

Comments about the Candidate:

Signature of Cooperating Teacher(s): _____ Date: _____