



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/>

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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 has been accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA)* since 1967, with the most recent re-accreditation in 2008. All professional teacher education licensure programs were accredited by the National Council for the Accreditation of Teacher Education (NCATE)** in 2008. Re-approval was given to all teacher education programs by the Minnesota State Board of Teaching in 2015. Thus, candidates who successfully complete a certification program are recommended to the Minnesota State Board of Teaching for licensure.

Federal Title II reporting requirements:

In compliance with public disclosure requirements for institutions of higher education, Title II, sections 207(f)(1) and 207(f)(2), program completers (cohort group 1999-2000) in Teacher Education at Concordia University, St. Paul, were reported by Educational Testing Service (ETS) to have an institutional pass rate of 90 percent. Program completers for 2000-2001 had a pass rate of 93 percent, and program completers for 2006-07 had a pass rate of 96%. This represents the number of completers who successfully completed one or more tests across all categories (Praxis I and II) used by the State of Minnesota for licensure. By way of comparison, the Statewide Pass Rate for all program completers in Minnesota teacher education licensure programs was 92 percent in 2006-07.

*North Central Association of Colleges and Schools Commission on Institutions of Higher Education, 30 North LaSalle Street, Suite 2400 Chicago, IL 60602-2504, (800) 621-7440

**National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue NW, Suite 500 Washington DC 20036-1023, (202) 466-7496, fax: (202) 296-6620, website: www.ncate.org, ncate@ncate.org

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 candidate to develop professional ability to reflect, to judge, to reason, to react, and to make decisions as (s)he meets 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 visits the practicum teacher to observe and give feedback on teaching at the minimum, two times during the experience. This feedback is formative and intended to be used by the practicum student as a foundation for continued improvement.

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.

In addition to the formative feedback provided by the university supervisor and the cooperating teacher, each will complete a final practicum evaluation, the Educator Dispositional Assessment.

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 the Cooperating Teachers to share any possible breaks that occur during the practicum placement.

Practicum Experience

Attendance

On your practicum days, you are required to keep the same before and after school hours as the cooperating teacher. *Secondary practicum students will adhere to the schedule agreed upon with their cooperating teacher and university supervisor.*

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 labs. **Your attendance at all Practicum Labs 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, 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

The Practicum “block” includes CSP lab sessions and an “in placement” component. 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 block 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 Carol Moran cmoran@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 for your University Supervisor to review.
- Teach and record at least four lessons (this is the minimum required to pass this course). Upload four each lesson plan with a shared link to access your recording
- Practice edTPA
 - Context for Learning
 - Task One-Planning (including one learning segment made up of three to five consecutive learning tasks where you have taught one learning task with a formal assessment)
 - Task Two-Instruction (video is required)
 - Task Three-Assessment (collect all student work samples)

- **B-3 Practicum students: 150 hours in the practicum placement & attendance at all practicum lab sessions**
- **Elementary (K-6) Practicum Students: Follow practicum course calendar and attendance at all practicum lab sessions**

- **Secondary Practicum Students: 100 hours in the practicum placement & attendance at all practicum lab sessions.**

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.

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
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.		
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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.		
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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.		
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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.		
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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.		
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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.

Standard 9. REFLECTION AND PROFESSIONAL DEVELOPMENT

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.

I. Use professional literature, colleagues, and other resources to support development as both a student and a teacher.

Standard 10. COLLABORATION, ETHICS, AND RELATIONSHIPS

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.

G. Collaborate with other professionals to improve the overall learning environment for students.

Competencies and Expectations for B-3 Practicum Students

All Birth-Grade 3 Practicum Students must complete the competencies (infant, toddler, and preschool) listed on the following pages.

The Early Childhood Teacher as Professional Decision Maker

Infant Practicum Requirements for

Candidate's Name

These pages are designed to help you keep track of your Infant Practicum requirements. As you complete each of the requirements, make a note of the date and success of the activity or lesson. Share your comments with your cooperating teacher and request his/her signature. Keep the sheets in your logbook so they can be inspected during supervisory 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:
Comments:

Signature of Infant Teacher

Date Verified

- Prepares a letter of introduction for infant families and ensures that it is error free and professional (please show this to your cooperating teacher before distributing to families).
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.
Comments:

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.

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. ☺**

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

Comments:

Signature of Infant Teacher

Date Verified

- Observe and engage in eye-hand coordination activity for infants.
Comments:

Signature of Infant Teacher

Date Verified

- Observe and engage in one active large muscle activity (inside or outside) 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

- Observes and engages in dramatic or pretend play activities for infants.
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 completes the work related to the Standards for Effective Practice assigned (please note that this requires the signature of your university supervisor in addition to your cooperating teacher).

***SEE SEP DOCUMENT**

Comments:

Signature of Infant Teacher

Date Verified

Signature of University Supervisor

Date Verified

Comments about the Candidate:

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

Competencies and Expectations for B-3 Practicum Students

All Birth-Grade 3 Practicum Students must complete the competencies (infant, toddler, and preschool) listed on the following pages.

The Early Childhood Teacher as Professional Decision Maker

Toddler Practicum Requirements for

Candidate's Name

These pages are designed to help you keep track of your Toddler Practicum requirements. As you complete each of the requirements, make a note of the date and success of the activity or lesson. Share your comments with your cooperating teacher and request his/her signature. Keep the sheets in your logbook so they can be inspected during supervisory 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:

Comments:

Signature of Toddler Teacher

Date Verified

- Prepares a letter of introduction for toddler families and ensures that it is error free and professional (please show this to your cooperating teacher before distributing to families).

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.
Comments:

Signature of Toddler Teacher

Date Verified

Teaching Strategies to Promote Development and Learning

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. Values and respects play by observing the child’s activity, commenting on it verbally, and providing a safe environment. Engages in reciprocal play without taking over. Supports children’s creative development by modeling “imaginative play”.

- Observes one toddler and discusses their stage of play with the Cooperating Teacher(s).
Comments:

Signature of Toddler Teacher

Date Verified

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

- **During the first week of the experience,** 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.
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 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:

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

Signature of Toddler Teacher

Date Verified

- Observe and engage in eye-hand coordination activities for toddlers.
Comments:

Signature of Toddler Teacher

Date Verified

- Observe and engage in one active large muscle activity (inside or outside) 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 implements at least one sensory activity 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

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 completes the work related to the Standards for Effective Practice assigned (please note that this requires the signature of your university supervisor in addition to your cooperating teacher).
*SEE SEP DOCUMENT**

Signature of Toddler Teacher

Date Verified

Signature of University Supervisor

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

These pages are designed to help you keep track of your Preschool Practicum requirements. As you complete each of the requirements, make a note of the date and success of the activity or lesson. Share your comments with your Cooperating Teacher and request his/her signature. Keep the sheets in your log book so they can be inspected during supervisory 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.

As you begin your preschool experience, have a discussion with your cooperating teacher(s) about classroom guidelines and expectations, and the importance of the room environment. Talk about how these aspects relate to these three learning standards and include a summary of your discussion in your Practicum Journal under the Behavior Guidance and Classroom Environment sections. In addition, include your ongoing reflections on these three standards in your Practicum Journal.

Be sure to adopt the guidelines and expectations you discuss with your cooperating teacher(s) as you work with the children to keep things consistent.

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:
Comments:

Signature of Preschool Teacher

Date Verified

- Prepares a letter of introduction for preschool families and ensures that it is error free and professional (please show this to your cooperating teacher before distributing to families).
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, and weather emergencies) with the Cooperating Teacher(s) in the preschool room.
Comments:

Signature of Preschool Teacher

Date Verified

2. Plans and implements lessons in at least four of the following curricular areas (may be either teacher-directed, small group, or individual activities for a learning center.) In collaboration with your cooperating teacher(s), plan a group story time using dialogic reading strategies (ongoing discussion; questions and answers; making meaningful connections). Elicit specific samples of student thinking and experiences drawn from conversation and discussion. Include a reflection on what you learned from the students' thinking/experiences and how you will/would use this information in future lessons and interactions. Be specific!

- MUSIC AND RHYTHMS
Comments:

Signature of Preschool Teacher

Date Verified

- MATHEMATICAL THINKING
Comments:

Signature of Preschool Teacher

Date Verified

- **LARGE MOTOR AND/OR CREATIVE MOVEMENT**
Comments:

Signature of Preschool Teacher

Date Verified

- **SCIENCE AND SENSORY THINKING**
Comments:

Signature of Preschool Teacher

Date Verified

- **LANGUAGE and LITERACY EXPERIENCES**
Comments:

Signature of Preschool Teacher

Date Verified

- **ART AND CREATIVE EXPRESSION**
Comments:

Signature of Preschool Teacher

Date Verified

- **SOCIAL THINKING AND MULTI-CULTURAL THINKING**
Comments:

Signature of Preschool Teacher

Date Verified

- **CIRCLE TIME** - Based on your knowledge of the students' current level of social emotional skills, in collaboration with your cooperating teacher(s), plan and facilitate a morning meeting activity that focuses on social emotional skills (using a story, responsive classroom or PBIS strategies, puppets, role play, and the like). Write a lesson plan for this activity, facilitate the activity, and write up a reflection on how this learning experience met this learning objective.
Comments:

Signature of Preschool Teacher

Date Verified

4. 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.

Comments:

Signature of Preschool Teacher

Date Verified

Subject Matter Knowledge

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

- **Completes the required weekly reflections on Blackboard and journaling 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

2. Successfully completes the work related to the Standards for Effective Practice assigned (please note that this requires the signature of your university supervisor in addition to your cooperating teacher).
*SEE SEP DOCUMENT

Signature of Preschool Teacher

Date Verified

Signature of University Supervisor

Date Verified

Comments about the Candidate:

Signature of Cooperating Teacher(s): _____

Date: _____

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?