



Early Childhood Education Practicum Handbook

2015

ECE 3187: Practicum for the Primary Grades

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I. Clinical Practice Guiding Principles

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

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

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

- Field experiences should support pre-service teachers in preparing for leadership roles in the future and thinking about teaching and learning in broader social and political contexts, including the community, society, and world.

II. Program Description

Temple University's Practicum courses provide students with an opportunity to practice the craft of teaching. Practicum for the Primary Grades (ECE 3187) offers an authentic, in-depth classroom experience. This course provides practicum students with the opportunity to explore, implement, and reflect on the research, theory, and strategies introduced in the methods courses. The practicum presents a unique opportunity in the life of a developing teacher in that it provides a safe space for trial and error in the development of one's practice. Throughout the semester, the practicum student has the on-going feedback and support of his peers, mentor teachers, and school leaders at the practicum site, and an experienced master teacher who serves as the university coach.

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

Three stages of field experience are incorporated into this practicum. Observation (Stage 1) occurs throughout the semester as students experience the culture of a primary grade setting and the everyday life of classrooms, teachers, and children. Exploration (Stage 2) takes place as pre-service teachers conduct individual tutorials and work with small groups of students. Activities include assignments from methods courses such as conducting assessments and trying new math methods. Pre-student Teaching (Stage 3) occurs as students design pedagogical materials and implement instructional plans with small groups of children and the whole class. We encourage students to incorporate the pedagogical strategies and learning principles addressed in the co-requisite methods courses and to do so in ways that take seriously the obligation of all teachers to help each child master challenging content and meet high academic standards.

ECE 3187: Practicum for the Primary Grades includes four co-requisite courses that must be taken during the same semester as the corresponding practicum (ECE 3187):

- ECE 3106 Literacy Foundations for the Primary Grades
- ECE 3107 Learning Mathematics in Early Childhood and Elementary School
- ECE 3108 Social Studies for the Early Years
- ECE 3109 Science for the Early Years

This practicum integrates content from the four courses (ECE 3106, 3107, 3108, 3109) through practical application and implementation of assignments in **first through fourth grade classrooms**. Pre-service teachers spend 5 hours per week (every Wednesday) at the practicum site. The majority of time is spent in the classroom as well as in related professional development activities.

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

III. Temple Education Program Standards for Skillful Teaching

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

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

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

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

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

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

Standard 6: Teacher's Reflective Thinking. Teachers systematically analyze the effects of their teaching in order to adjust and improve it. They are able to describe and explain teaching principles, research, and theory,

and determine how and why such knowledge works to enhance students' performance. Diagnostic and formative assessments of teachers' effectiveness lie at the heart of their practice. Teachers collect a variety of data, including student work, testing data, self-assessments, and assessments of coaches and use that data to influence future practice. When working with scripted curriculum, they assess its effectiveness and make appropriate adjustments to meet the needs of their students. By modeling reflection, teachers encourage learners to reflect as well and help them develop strategies for improving their performance. Learners provide feedback and participate in classroom evaluations. Teachers develop self-awareness and awareness of the political and social contexts that influence schooling, placing them on a path toward teacher leadership.

IV. General Rules and Responsibilities for Practicum Experiences

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

Student Responsibilities

During Practicum:

Professional Dress and Conduct

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

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

Preparation and Classroom Involvement

- 1) Attend every scheduled session and arrive at the school prior to the established time set by the coach. Students must be in the schools for 5 hours per week. After your coach determines your mentor teacher's schedule, you will be assigned to a time period in which you must attend practicum: 9:00-2:00; 9:30-2:30; or 10:00-3:00. You should not be there for breakfast. Furthermore, your schedule may be different from others at the school due to

differences in MTs' schedules. For instance, some students at the same school may attend from 9:30-2:30 while others may be there from 10-3.

- 2) Arrive on time for each visit with all preparations complete. This includes preparing any materials BEFORE you arrive at the school. Arrive early if plans need to be further discussed with the mentor teacher.
- 3) Complete all assignments on time including observation reports, reflections, and lesson plans. Those who submit exceptional work (meaning more than just what is expected) earn top grades.
- 4) Take an active, helpful role in the classroom to which you are assigned. After the observation period (typically after the first visit), determine the norms and strategies of your mentor teacher and seek out opportunities to support his/her work and work directly with students to practice what you've learned in class.
- 5) Attend specials (PE, library, etc.) and assemblies with assigned classes and staff professional development as appropriate.

Classroom Responsibilities

- 1) Each TU student will complete the following requirements:
 - a) **Observe: Students are responsible for observing during the first two weeks of the practicum (they can assist beginning with the second week).**
 - i) During the first week, you should observe the teacher's instructional delivery, classroom management, classroom organization, and the planning process, as well as student behavior.
 - ii) During the next week or two, depending on the content area (see calendar), you should spend time observing AND assisting. Refer to the timeline for specific dates.
 - b) **Teach individuals and small groups (One possible activity: teach the same lesson to two small groups)**
 - i) Your MT may ask you to work with individuals or small groups of students. If not, take the initiative to tell your MT that you are willing to work with students at her request.
 - ii) **One possibility:** After the first few weeks, ask your mentor teacher if you can teach a 20-30 minute small group lesson (any subject area). The small group lesson should occur at the same time that your partner is teaching a different small group lesson to another group of students. Ideally, the teacher will split the class into two or three groups and each of you will teach a different lesson simultaneously. Then, after 20-30 minutes, you and your partner will teach your lesson (the same one you just taught) to a different group of students. In other words, your students will work with your partner while you work with your partner's group. You will teach the same lesson twice so that you can learn something about time management, active engagement, classroom management, and lesson delivery.
 - iii) This activity does not count as one of your formal observations.
 - c) **Teach two formal lessons (ONE SCIENCE (whole class or small group with peer review) AND ONE MATH (whole class)) and reflect on them**
 - i) After the initial observation period, you should continue to observe, but also spend time assisting the teacher and teaching individuals and small groups of students. During the months of February, March and April, you should spend time assisting, teaching small groups, teaching the whole class (usually just one lesson), and, if possible, observing other teachers in the building. Please discuss this protocol with your mentor teacher: 1st-observe; 2nd-observe, assist, and teach small groups; 3rd- assist, teach small groups, and teach whole class. Refer to the timeline for specific dates
 - ii) The formal lessons in which you will be observed by a coach are for math and science. The science lesson should come first and can be taught to the whole class or a small group. The science lesson will also be a peer review in which you and your partner will be responsible for observing and providing

feedback on each other's lesson. The math lesson, which should follow the science lesson, should be taught to the whole class.

- d) **Other opportunities to teach:** Though you only have to be formally observed teaching two lessons that you have created for your methods course, you may have other opportunities to teach. Lesson plans for other lessons beyond the formal math and science lessons should be reviewed by the coach and mentor teacher. These lesson plans will not be graded but will factor into your final scores on your TORs and into the 'other instructional performance' part of the rubric.

Communication and Other Responsibilities

- 1) On your first visit, provide the mentor teacher with current contact information and your letter of introduction.
- 2) Also on the first visit, discuss specific responsibilities as indicated on the contract with your mentor teacher. Make two copies of the contract. Ask the teacher to sign both and leave one with him/her. Keep the second copy.
- 3) By the end of the second visit, please coordinate with the coach the schedule for the remainder of the semester including potential teaching dates (CHECK THE CALENDAR IN THIS HANDBOOK AS THERE ARE SEVERAL HALF DAYS AND TESTING DAYS). Once teaching dates are discussed, please confirm with the Mentor Teacher. Please ask teacher about any school closings, field trips, or special events that are scheduled.
- 4) The METHODS COURSE INSTRUCTORS will grade the lesson plans that you create for math and science. However, you must submit these lesson plans to the Temple coach and mentor teacher for review *at least 5 days in advance*. The coach will review the plans to prepare for the observations. Whenever possible, the mentor teacher will also review plans.
- 5) Participate in post-teaching conferences. Ask for specific feedback on your work/teaching. Submit self-reflection.
- 6) Participate in group discussions regarding best practices.
- 7) Observe other teachers in the building whenever possible.
- 8) The student will inform **the mentor teacher, the school, and the coach** by phone **AND** email if she/he will not be present for a practicum session **prior to their practicum session**. The student will need to **make up any missed days**, and the mentor teacher must agree to the make-up days. Inform your coach of the make-up date.
- 9) Ask the mentor teacher to explain the school's rules and policies and the safety/security protocols
- 10) Ask the mentor teacher to discuss characteristics of individual students.
- 11) Ask the mentor teacher to describe and explain the following: classroom management, curriculum, instruction, materials, assessment, and expert tips on teaching.
- 12) Communicate problems as they arise. Speak with your mentor teacher and coach first.

Mentor Teacher Responsibilities

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

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

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

Communication

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

Learning Environment

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

- 5) By the end of the second visit, please coordinate with students the schedule for the remainder of the semester including potential teaching dates. Please notify students of any school closings, field trips, or special events that are scheduled.
- 6) The TU methods course instructors will grade the lesson plans that students create for math and science. Other lesson plans will be reviewed by the coach. Practicum students *must* submit lesson plans to the Temple coach and mentor teacher *at least 5 days in advance*. Whenever possible, please review plans and make suggestions for revisions.
- 7) Share information about the curriculum and available instructional materials to provide practicum students with sufficient information and time to appropriately plan lesson content and approach. Provide suggestions and/or guidelines for the topic and general content of the lessons the practicum students will develop.
- 8) Whenever possible, provide feedback regarding students' performance. At the end of the semester, mentor teachers are asked to complete a final evaluation for each practicum student (forms will be provided).

TU Student Responsibilities

Each TU student will complete the following requirements:

- 1) **Observe teaching and learning: Students are responsible for observing during the first two or more (for math) weeks of the practicum (they can assist beginning with the second week).**
 - a) During the first week, students should observe the teacher's instructional delivery, classroom management, classroom organization, and the planning process, as well as student behavior.
 - b) During the next few weeks, students should spend time observing and assisting.
- 2) **Teach individuals and small groups (One possible activity: teach the same lesson to two small groups)**
 - a) After the first few weeks, ask your mentor teacher if you can teach a 20-30 minute small group lesson (any subject area). The small group lesson should occur at the same time that your partner is teaching a different small group lesson to another group of students. Ideally, the teacher will split the class into two groups and each of you will teach a different lesson simultaneously. Then, after 20-30 minutes, you and your partner will teach your lesson (the same one you just taught) to a different group of students. In other words, your students will work with your partner while you work with your partner's group. You will teach the same lesson twice so that you can learn something about time management, active engagement, classroom management, and lesson delivery.
 - b) This activity does not count as one of your formal observations.
- 3) **Teach two formal lessons (ONE SCIENCE (whole class or small group-peer review) AND ONE MATH (whole class)) and reflect on them**
 - a) During the months of October through December, you should spend time assisting, teaching small groups, teaching the whole class (usually just one lesson). Please discuss this protocol with your mentor teacher: 1st-observe; 2nd-observe, assist, and teach small groups; 3rd- assist, teach small groups, and teach whole class. Refer to the timeline for specific dates
 - b) The formal lessons in which you will be observed by a coach are for math and science. **The science lesson should come first and can be taught to the whole class or a small group. The science lesson will also be a peer review in which you and your partner will be responsible for observing and providing feedback on each other's lesson. The math lesson, which should follow the science lesson, should be taught to the whole class.**
 - c) **Other opportunities to teach:** Though you only have to be formally observed teaching two lessons that you have created for your methods course, you may have other opportunities to teach. Lesson plans for other lessons beyond the formal math and science lessons should be reviewed by the coach and mentor teacher.

Coach Responsibilities

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

Prior to the practicum start date:

- 1) Meet with principal to discuss the following:
 - a. Responsibilities of Temple students, Temple coaches, and Mentor Teachers
 - b. Placements: students must be placed in grades 1 through 4—**no PreK or Kg placements**
 - c. MTs' potential schedules (though this info will have to be confirmed by MT)
- 2) Meet with the Mentor Teacher to discuss the following:
 - a. MT's schedule to determine practicum student schedule (9-2; 9:30-2:30; or 10-3; Students must be in the schools for 5 hours per week. After you determine each mentor teacher's schedule, assign students to a time period in which they must attend practicum: 9:00-2:00; 9:30-2:30; or 10:00-3:00. They should not be there for breakfast. Furthermore, students at the same school can have staggered schedules. Based on the MTs' schedules, some students may attend from 9:30-2:30 while others may be there from 10-3.)
 - b. The objectives and requirements of the practicum for TU students (see specific information below):
 - i. **Observe: Students are responsible for observing during the first two (more for math) weeks of the practicum (they can assist beginning with the second week).**
 - ii. **Teach individuals and small groups**
 - iii. **Teach the same lesson to two small groups (if possible)**
 - iv. **Teach two formal lessons (ONE MATH AND ONE SCIENCE)**
 - c. The process used to evaluate practicum students

During the practicum:

Communicate

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

Coach/Mentor

- 1) Meet with students:
 - a) At Temple on 9/3/14 to provide overview information—to discuss requirements (handbook), responsibilities, evaluation, and to begin a discussion on the qualities of effective teachers.
 - b) OPTIONAL: At the school on 9/10/14—check with principal
 - c) At the school during the first three-four weeks of practicum to discuss best practices, reflect upon their observations, identify successful strategies, and identify strategies that are not successful and discuss

possible changes. Coaches should work with the principal to identify available meeting space and encourage participation of the school principal and staff as appropriate and possible. **IMPORTANT: These meetings should not take place during instructional time. They should take place during lunch or during teachers' planning time. This may mean that coaches would meet with different groups of students at different times during the day. These meetings should cease to exist after the first month due to the number of observations and individual conferences that must take place.**

- d) Individually after each formal observation to provide feedback.
 - i) Conferences should comprise three parts: (1) students' self-evaluation, (2) review of student's performance including areas of effectiveness and areas for improvement, and (3) specific recommendations regarding how to improve.
 - ii) Conferences should close with two things: (1) a summary of findings, conclusions, and decisions; (2) a specific course of action and identification of an instructional focus. A good conference closing leaves the student with the confidence that the discussion and resulting decisions will ensure the growth and development of his/her ability.
- 2) **Review** math and science lesson plans: Practicum students *must* submit lesson plans to the Temple coach and mentor teacher *at least 5 days in advance*. **The METHODS COURSE INSTRUCTORS will grade the lesson plan.** The coach will review plans to prepare for the observations. Whenever possible, the mentor teacher will also review plans.
- 3) Implement practicum objectives and requirements:
 - a) **Observe: Students are responsible for observing during the first two or more (math) weeks of the practicum (they can assist beginning with the second week).** There are assignments provided by methods course instructors that students must complete following observation of students and teacher. In addition, students must complete an observation report for practicum coaches.
 - b) **Teach individuals and small groups: Prior to students teaching formal solo lessons,** talk to mentor teacher about providing students with opportunities to teach individuals and small groups of students using lessons plans assigned by the mentor teacher as well as activities they have created for their courses. These opportunities should take place after students have had sufficient time to observe.
 - c) **Teach the same lesson to two small groups (if possible): For one of the first times teaching small groups,** students should teach a small group of students (using their course activities or lesson plans from mentor teacher) while their practicum peers are teaching another small group simultaneously. Then they should switch groups and reteach the same lesson immediately after the first lesson to another small group of students. This will help them to learn about pacing, adjusting instruction and developing conceptual understanding.
 - d) **Teach two formal lessons (ONE MATH AND ONE SCIENCE) and reflect on them:** The math lesson should be taught near the end of the semester and should be taught to the whole class. The science lesson should be taught prior to the math lesson and can be taught to the whole class or a small group. The science lesson will also be a peer review in which students will be responsible for observing and reviewing their practicum partner's lesson. During the peer review, the peer and the coach will observe and provide feedback.

After the Practicum

Evaluate

- 1) **Determine a final grade** for each practicum student's work, taking into consideration the mentor teacher's feedback, the rubric score, and students' efforts at reflection, self-assessment, and improving their planning and teaching. See rubric at the end of this document. The final grade comprises the following:
 - a. Summary Teaching Observation Report (TOR) (55%)
 - b. Additional Assignments (reports, reflections) (35% total)
 - c. Professionalism & Participation (10%)

V. Practicum Student Responsibilities Contract

The Practicum Student Responsibilities Contract describes the monthly and weekly activities and assignments across all courses (literacy, math, social studies, and science). All ECE students are expected to present the Mentor Teacher (MT) with a contract that should be **signed and returned** to your literacy instructor (ECE 3106) after your first practicum session. The contract, which is located on **PAGE 33** of this document, should be printed and/or copied three times. Keep one copy for yourself, give one to your mentor teacher, and give one to your practicum coach. During your first visit to the school, discuss this contract with your teacher so that he/she can get an idea for the kinds of activities and assignments you must complete. In addition, this contract provides the MT with a timeline for lesson plan delivery.

VI. TU Lesson Plan Template

All ECE students are required to use one of the approved Lesson Plan Templates—Inquiry (for math, science, social studies, and integrated literacy lessons), Teacher Directed with Facilitation (for some literacy and some math). All are available online and from your methods course instructors.

Students are required to be observed teaching at least two formal lessons—one in math and one in science. Though only two lesson plans will be taught, students are required to create several lesson plans for each methods course. Lesson plans created beyond the two students are required to deliver should be used, when possible, for teaching in the classroom. In other words, if you have more than two opportunities to teach, use one of the lesson plans you created for your methods courses.

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

1. Course instructors will provide information during class regarding how many and what type of lesson plans students will need to complete. ***If this information is not provided by instructors by the end of the first week of classes, students should consult instructors to determine how many and what type of lessons they will need to complete.***
2. For the two formal lessons (math and science), consult your mentor teacher regarding the topic(s) and objectives you should cover. Then, students should inform coaches and mentor teachers of the requirements for other lesson plans—how many and what type of lessons they will create. For instance, if students find out that they need to create three lesson plans for one of the courses, they should report this information to the coach and mentor teacher as well as the topic of the lesson plans.
3. Mentor teachers should help the students determine the lesson plan topic based on the course requirements. For instance, if students need to create a lesson plan for an interactive read aloud, mentor teachers can suggest an appropriate book and group size. Another example: if students need to create a geometry lesson, mentor teachers can suggest the skill that should be the focus of the lesson.
4. Students, mentor teachers, and coaches should meet to determine dates for teaching lessons.
5. Once lesson plans are complete, students will receive a grade from the methods course instructor. ***Students must then present lesson plans to the mentor teacher and TU coach at least 5 days prior to teaching the lesson.***

VII. Teacher Observation Report: TOR

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

VIII. Contact Information

IMPORTANT TELEPHONE NUMBERS AND EMAIL ADDRESSES

Practicum Coordinators:

Dr. Krissy Najera: knajera@temple.edu

Mr. Bernie McGee: mcgee@temple.edu

University coach: _____

School office: _____

Mentor teacher: _____

QUICK REFERENCE LIST

What to do in case of:

1. Illness, family emergency, etc:

CALL AND EMAIL: Mentor teacher, coach, school secretary

2. Schedule change (i.e., assembly, testing, etc.):

CALL AND EMAIL: coach

3. Special SDP school activities such as in-service day, parent conferences, field trips, etc.

EMAIL: coach to discuss schedule and activities

4. Inclement weather:

CHECK EMAIL: And listen to designated radio or TV reports

5. Problems of any kind

CALL AND EMAIL: coach immediately

IX. Safety tips

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

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

X. Clearance Checklist

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

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

Name: _____

Section #: _____

School: _____

Required Clearances	Valid Period	Can be Obtained	Fee/Cost	Completed (Initials)
The Pennsylvania State Police Request for Criminal Records (Act 34)	Good for one calendar year from the date of issue. Must be renewed every year.	Pennsylvania Access to the Criminal History (PATCH) System	\$10.00	
The Child Abuse History Clearance (Act 151)	Good for one calendar year from the date of issue. Must be renewed every year.	Pennsylvania Department of Public Welfare PDF form (online)	\$10.00	
The Federal Criminal History Record (Act 114)	Good for the duration of your program, as long as you are continuously enrolled.	Pennsylvania Department of Education: Instructions for registering.	\$40.00	
*When you have your fingerprints completed for the Federal Criminal History Record (above) electronically, please request that you receive a hard copy of your fingerprints! You will need to pay an additional fee at the time you are fingerprinted.			\$2.50	
P.P.D. Tuberculin Test	Must be current within one year and renewed each year.	Student Health Services : 1810 Liacouras Walk, 4th floor or at your primary care physician.	\$4.00	

XI. Calendar – Spring 2016

Key Dates:

Monday, Jan 11	First day of classes
Wednesday, Jan 13	First day of practicum—orientation on campus/meet your coach
Wednesday, Jan 20	First day for TU students in SDP schools
Wednesday, Feb 24	Half day for conferences; TU STUDENTS MEET WITH COACHES AFTER NOON DISMISSAL
Wednesday, March 2	TU Spring Break
Wednesday, March 23	SDP Spring Break closed/ Practicum held on campus ---location TBD (check your email)
Wednesday, April 20	Last day of practicum

****ALL STUDENTS MUST ATTEND ALL SESSIONS.** If you choose to make up a missed session on a day other than Wednesday, check with the teacher to make sure it will be a full school day. There are several professional days and holidays on MTRF.

XII. Disciplinary Action

Mentor teachers and principals who believe a Temple student behaved in an inappropriate manner should contact the university coach immediately. The coach will assist the mentor teacher and principal in addressing the matter and will coordinate any further action needed.

XIII. Checklists for Students, Mentor Teachers, & Coaches

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

Checklist for Students

Learn daily procedures: Homeroom procedures

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

Learn daily procedures: Classroom forms and records

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

Learn daily procedures: Teacher's supervisory duties

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

Learn about pupils

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

Learn about classroom procedures

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

Learn about curriculum, instruction, materials

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

Maintain a three-ringed binder

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

Checklist for Mentor Teachers

The following checklist provides suggestions for use by mentor teachers.

Before the TU student arrives:

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

During the first week:

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

During the second week and the remainder of the semester:

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

Checklist for Coaches

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

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

Observation and Performance

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

XIV. Resources

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

XV. Evaluation

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

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

Coaches will use a rubric (see last page of handbook) to grade practicum performance.

The three categories assessed are:

- **Summary TOR (55% or 55 points)**
- **Additional Assignments – observation reports, reflections (35% or 35 points)**
- **Attendance/Professionalism & Participation (10% or 10 points)**

XVI. Grading Rubric for Practicum Students

The specifications in this rubric align with PDE Teacher Ed Standards, Themes of Professionalism, Diversity, and Technology as well as with Temple University's Teacher Education program Standards: Standards of Skillful Teaching.

The Practicum student must show clear connections with Temple's six Standards of Skillful Teaching. The practicum student should be consistent in professional conduct and demeanor and demonstrate through each lesson plan and related instructional delivery his/her ability to plan, prepare, recognize and teach to students' individual and cultural differences and level of academic understanding; to employ educational technology effectively and to establish an environment that is managed for successful learning.

Final grades will be based upon the following using the Summary TOR and the Practicum Grading Rubric (see below):

1. Summary TOR (55% or 55 points) (see below after P&P)
2. Additional Assignments (35% total or 35 points) (see assignments below)
3. Professionalism & Participation (10% or 10 points)

2. Additional Assignments-35% or 35 points				
	EE-5	ME-4	D-3	B-2
<p>Observation Report #1 (10% or 10 points)</p> <p>Separate points for each number</p> <p>(highest possible total=10)</p>	<p>1. Submit an observation report that specifically addresses and elaborates upon the topics of focus.</p> <p>2. Include a paragraph that specifically describes and elaborates upon what you learned from the observation.</p>	<p>The score of 3 indicates that the report is not as detailed, descriptive, or comprehensive as those deserving a score of 4.</p>	<p>The score of 2 indicates that the report is not detailed, descriptive, or comprehensive.</p>	<p>The score of 1 indicates that the report is minimal.</p>

	EE-5	ME-4	D-3	B-2
<p>Reflections (2 total) following teaching</p>	<p>3. Submit a reflection following conferences with peer and coach that provide clear evidence that the</p>	<p>The score of 3 indicates that the reflection is not as detailed, descriptive, or comprehensive as those deserving a score of 4.</p>	<p>The score of 2 indicates that the reflection is not detailed, descriptive, or comprehensive.</p>	<p>The score of 1 indicates that the reflection is minimal.</p>

<p>(12.5% or 12.5 points each; Total 25% or 25 points)</p>	<p>student understands and can utilize Temple's Teaching Standards</p> <p>4. Include a paragraph that specifically describes and elaborates upon what you learned from planning and teaching your lesson.</p>			
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<p>3. Professionalism and Participation-10% or 10 points</p>				
<p>Participation: Responsibilities: Fulfills all classroom and coach-assigned responsibilities (4=Always; 3=Most of the time or Many; 2=Sometimes or Some; 1=Never or None)</p> <p>Reflection: The assignments and discussions provide evidence that the candidate has drawn on the best evidence to inform his or her practice and that the candidate has the ability and inclination to modify his or her practice on the basis of new knowledge (4=Always; 3=Most of the time or Many; 2=Sometimes or Some; 1=Never or None)</p> <p>Diversity and Inclusion: The assignments and discussions provide evidence that the student has a current and accurate understanding of individual and cultural diversity and knows how to address it (4=Always; 3=Most of the time or Many; 2=Sometimes or Some; 1=Never or None)</p> <p>Technology: The assignments and discussions provide evidence that the candidate has a solid understanding of the range of technological tools that can be employed by teachers and students (4=Always; 3=Most of the time or Many; 2=Sometimes or Some; 1=Never or None)</p> <p>Professionalism (see also practicum handbook regarding professional behavior):</p> <ul style="list-style-type: none"> • Meets expectations of attendance, punctuality, preparedness, appropriate dress, and appropriate demeanor, and demonstrates integrity and ethical behavior (4=Always; 3=Most of the time or Many; 2=Sometimes or Some; 1=Never or None) • Communicates effectively, in both oral and written formats, with students, colleagues, paraprofessionals, related service personnel, and administrators (4=Always; 3=Most of the time or Many; 2=Sometimes or Some; 1=Never or None) • Maintains organized and accurate records and submits requested documents and materials by stated deadlines (4=Always; 3=Most of the time or Many; 2=Sometimes or Some; 1=Never or None) • Cultivates professional relationships with school colleagues (4=Always; 3=Most of the time or Many; 2=Sometimes or Some; 1=Never or None) 				

1. Summary TOR Scoring Sheet

**Pre-Service Teacher Summary Teaching Observation Report
ECE 3187 Practicum**

Pre-Service Teacher: _____ Date: _____
University Coach: _____ # of Observations completed: _____
Mentor Teacher: _____ School: _____
Grade: _____ Subject/Class: _____

Temple Teaching Standards Performance Indicators for a Pre-Service Teacher:

EE = Exceeds Expectations (*The pre-service teacher effectively incorporated this competency into his/ her lesson plans, and he/ she effectively enacted it within his/ her lesson delivery.*)

ME = Meets Expectations (*The pre-service teacher effectively incorporated this competency into his/ her lesson plan, and he/ she enacted this competency within his/ her lesson delivery.*)

D = Developing (*The pre-service teacher did not effectively incorporate this competency into his/ her lesson plans and/ or the pre-service teacher attempted to enact this competency within his/ her lesson delivery.*)

B = Beginning (*The pre-service teacher did not incorporate this competency into his/ her lesson plans; therefore, it was not observed within his/ her lesson delivery.*)

Summative Ratings on P-TOR domains:

Professionalism & Participation	B	D	ME	EE
Additional Assignments	B	D	ME	EE
TTS: Deep Content Understanding (DCU)	B	D	ME	EE
TTS: Coherence & Continuity (CO & CO)	B	D	ME	EE
TTS: Real World Connections (RW)	B	D	ME	EE
TTS: Active Learning (AL)	B	D	ME	EE
TTS: Critical & Creative Thinking (CR & CR)	B	D	ME	EE
TTS: Reflecting Thinking (RT)	B	D	ME	EE

Comments on Evidence of Pre-Service Teacher's Progress

Additional / General Comments

Coaches, please follow the steps below in order to complete the ECE 3187 Summary TOR:

- (1) Provide a rating for each competency included in the domains of Professionalism, Additional Assignments, and the six Temple Teaching Standards while considering the 2 (or more) lessons that you observed and evaluated with the P-TOR tool. Capture in your rating a summary of the pre-service teacher’s overall growth throughout the semester and the most accurate position (Beginning, Developing, Meets Expectations, or Exceeds Expectations) the pre-service teacher has met on that domain or standard.
- (2) Provide final coaching comments for your pre-service teacher in the domains of Professionalism, Additional Assignments, and the six Temple Teaching Standards. Describe his/her growth in that domain or standard over the course of the semester, share the successes that you observed and the opportunities for improvement that you suggest.

Practicum Grading Rubric

Practicum coaches must use the language of this rubric to provide rationale for each practicum student's final grade. NOTE: Coaches may add "+" or "-" to indicate that a practicum student's performance rests slightly above or slightly below a particular letter grade.

A: Practicum students who receive **A** grades stand out in all respects and show clear signs of being strong pre-service teachers. By the end of the semester, the practicum students 'Meet Expectations' of a pre-service teacher on all of the summative ratings of the Temple Teaching Standards included on the Summary Teaching Observation Report (TOR) and possibly 'Exceed Expectations' of a pre-service teacher on one or more standards. These students are willing to take risks, capably analyze their own practice, pinpoint their strengths and weaknesses, and identify what they need to change to improve their practice in the future. They see their lessons in the context of **big ideas or enduring understandings** that guide instruction over time. They have high expectations for their students and for themselves. They demonstrate professionalism by organizing and keeping track of their work effectively, taking initiative, and understanding their role and responsibilities. They complete additional assignments on time and their work demonstrates superior quality. When applicable, they use student work along with research and theory to inform their decision-making and make the best choices they can to ensure high levels of student achievement. They lead instruction in their classrooms and are capable of designing and implementing effective lessons. They collaborate effectively and appropriately with their mentors and respond well to feedback from their mentor teachers and coaches. They end the semester well prepared to refine their future practice as pre-service teachers.

B: Practicum students who receive **B** grades do well in a number of aspects of the practicum. By the end of the semester, the practicum students 'Meet Expectations' of a pre-service teacher on some of the summative ratings of the Temple Teaching Standards included on the Summary Teaching Observation Report (TOR) and are 'Developing' on the others. They are conscientious about meeting their responsibilities, but may not take initiative. They tend to follow the lead of their mentor teachers, but may not take risks or attempt to add anything of their own to the methods of instruction already being employed. They are able to engage students and teach effective lessons; however, they may not yet have a longer term view of instruction, embedding their lessons in learning and skill development that comes before and follows the lesson. They may not consistently see their lessons as part of a larger body of instruction and are not consistently able to identify **big ideas or enduring understandings** that guide them. They demonstrate their professionalism by doing everything that is expected of them, collaborating effectively with their mentor teachers and using feedback from their coaches to influence their instruction. They end the semester prepared for future field experiences, but will possibly need some support in reaching the highest standards.

C: Practicum students receive **C** grades for a few reasons. If students do not understand or meet the expectations for practicum by attending school weekly on the days designated for practicum, participating actively in their classrooms, and collaborating effectively with their mentor teachers and coaches, they will receive **C** grades (or lower). In addition, some practicum students may meet the basic expectations for practicum but fail to progress beyond demonstrating 'Beginning' performance levels of a pre-service teacher on one or more of the Temple Teaching Standards included on the Summary Teaching Observation Report (TOR), to engage students, to manage the classroom, or to plan and execute effective instruction. These practicum students also receive **C** grades. They are not well prepared to take on future field experiences and should consider seeking other opportunities to assist in teaching and gain experience and expertise before teaching on their own.

Practicum Responsibilities Contract Between Mentor Teachers and Temple University Students

Science:

- Jan 20: Observe
- Jan 27-Feb 3: Observe and assist
- Feb 10-Mar 9: *Deliver whole class or small group science lesson one Wed. during this time frame

Math:

- Jan 20-Feb 3: Observe math teaching & learning culture
- Feb 10-Feb 24: Implement assessment strategy to collect data on students' math understanding
- Mar 9-Apr 20: *Deliver whole class math lesson one Wednesday during this time frame

Social Studies:

- Jan 20-Feb 17: Observe teaching and Identify community resources
- Feb 10-Mar 16: Examine curriculum & library materials
Obtain lesson plan from Mentor Teacher to create Interdisciplinary LP
- Mar 30-Apr 20: Observe children during non-instructional time
Submit article reviews and final project

Literacy:

- Jan 20-Feb 24: Observe and assist (may teach a small group)
- Feb 17: Administer writing prompt and collect writing sample
- Mar 9-Mar 16: If time, deliver same small group lesson to two different groups
- Mar 30-Apr 20: If time, deliver Interactive Read Aloud or other literacy lesson

Dates	Science	Math	Social Studies	Literacy	
1/20	Observe	Observe math teaching & learning culture	Observe	Observe	
1/27	Observe & assist		Identify and observe use of school and community resources.	Observe & assist	
2/3				Examine available classroom and library curricular materials in history, geography, civics and economics.	Observe & Assist (may teach a small group)
2/10	*Deliver whole class or small group science lesson one Wednesday between 2/10 and 3/9	Implement assessment strategy to collect data on students' math understanding	Obtain lesson plan from Mentor Teacher		1. Administer wrtg prompt 2. Observe & Assist (may teach a small group)
2/17					
2/24-Half day for SDP; Meet with coach after dismissal					Observe & Assist (may teach a small group)
3/2	TU Spring Break	TU Spring Break	TU Spring Break	TU Spring Break	
3/9	*Deliver whole class or small group science lesson one Wednesday between 2/10 and 3/9	*Deliver whole class math lesson one Wednesday between 3/9 and 4/20	Obtain lesson plan from Mentor Teacher	If time, deliver same small group lesson to two different groups	
3/16	Observe and assist				
3/23	SDP Closed—meet on campus	SDP Closed—meet on campus	SDP Closed—meet on campus	SDP Closed—meet on campus	
3/30	Observe and assist	*Deliver whole class math lesson one Wednesday between 3/9 and 4/20	Obs. & Submit article rev and final project	If time, do Interactive Read Aloud or other literacy lesson	
4/6			If time, teach SS lesson		
4/13	Summative Assessment				
4/20-Last Day-Attendance is mandatory					

*Denotes formal observation by peer (science) and coach (science and math)

Mentor Teacher Signature

TU Student Signature

Timeline

Date	ECE 3187	Due on this date...	What to do in practicum for your 4 methods classes			
			ECE 3106 (Literacy)	ECE 3107 (Math)	ECE 3108 (SS)	ECE 3109 (Sci)
1/13	Orientation HW -read hdbk	Clearances and handbook (bring to school next week)	For specific assignments and due dates, consult practicum contract			
1/20	1 st Day in Class; Observe	Contract to MT; Intro Letter to MT Bring Handbook				
1/27	Observe & assist	Observe for report				
2/3	Observe & assist	Observe for report				
2/10	Deliver science lesson Indiv. & small grp instr in other content areas Obs and Assist	Peer + Coach Observation-science **Reflection due after teaching				
2/17	Deliver science lesson Indiv. & small grp instr in other content areas Obs and Assist	<u>Observation Report DUE</u> Peer + Coach Observation- science **Reflection due after teaching				
2/24 Half day for SDP; meet with coach after dismissal	Deliver science lesson Indiv. & small grp instr in other content areas Obs and Assist	Peer + Coach Observation- science **Reflection due after teaching				

3/2	TU Spring Break	TU Spring Break	
3/9	Deliver science lesson Indiv. & small grp instr in other content areas Obs and Assist	Peer + Coach Observation-science **Reflection due after teaching	
3/16	Deliver whole class math lesson Indiv. & small grp instr in other content areas Obs and Assist	**Reflection due after teaching Formal Obs-math **Reflection due after teaching	
3/23	SDP Closed; Meet coach on campus	SDP Closed; Meet coach on campus	
3/30	Deliver whole class math lesson Indiv. & small grp instr in other content areas Obs and Assist	Formal Obs-math **Reflection due after teaching	

4/6	Deliver whole class math lesson Indiv. & small grp instr in other content areas Obs and Assist	Formal Obs-math **Reflection due after teaching	
4/13	Deliver whole class math lesson Indiv. & small grp instr in other content areas Obs and Assist	Formal Obs-math **Reflection due after teaching	
4/20	Deliver whole class math lesson Indiv. & small grp instr in other content areas Obs and Assist	Formal Obs-math **Reflection due after teaching	

***You are required to deliver AT LEAST two lessons—one science and one math. In addition, you may deliver literacy and social studies lessons.**