



 **University of Massachusetts Dartmouth**

285 Old Westport Road
North Dartmouth, MA 02747

2009 Practicum Guide for Candidates

Education Department

Mission

The Education Department is committed to the preparation of educators who have sensitivity toward multicultural issues, an awareness of the particular concerns of urban education, knowledge of the unique needs and styles of individual learners, and a conscious knowledge of the roles of schools in promoting social justice in the 21st Century.

Our mission is to deliver clearly defined teacher preparation programs at the undergraduate, post baccalaureate and graduate levels. In addition to rigorous preparation in subject-matter fields, teacher candidates develop their ability to apply pedagogical theory to practice and reflect on the complexities inherent in their craft.

Introduction

The intensive, semester-long participation in the day-to-day education of children, in which you are now embarking, will be your final step to initial licensure here at UMASS Dartmouth. We appreciate the dedication and determination you have shown throughout your educational experience and feel confident that you are fully prepared to enter into this truly rewarding profession. May you find your experience in the classroom setting enlightening and meaningful.



An intensive, semester-long participation in the day-to-day education of young people serves as the capstone of your teacher-preparation studies at the University of Massachusetts Dartmouth. This intense affiliation with an elementary, middle, or secondary school mainly in our geographical region is truly a professional apprenticeship in which the theories and applications of prior course work can be tested in a real classroom environment.

This guide is designed to assist you in the successful completion of your practicum or practicum equivalent. Its purpose is to clarify the roles and responsibilities of those involved in the practicum in order to make the experience as valuable as possible for you. You will find the handbook a useful reference and a tool for communication. Your willingness to share ideas, accept constructive suggestions from both your Supervising Practitioner and Program Supervisor and maintain a positive and cooperative attitude will better prepare you to enter the teaching profession.

As you consider this final step in your undergraduate exposure to the world of teaching, welcome to one of the most satisfying and challenging--and rewarding--professions. May you grow professionally and be a model for your students!

Updated Terminology

You will notice that the State Department of Education has changed terminology used throughout their documents. These revisions are reflected in our Practicum Guide. As you navigate through the various handouts and printed materials you may find the following helpful!

WAS: 	NOW REFERRED TO AS: 
Student Teacher	Student Teacher
Cooperating Teacher	Supervising Practitioner
University Supervisor	Program Supervisor
Student Teaching	Practicum
Internship	Practicum Equivalent
Certificate	License

Practicum Placements

The pre-practica experience allowed you to observe varied classes and grade levels. As in all work environments, the "fit" between student and teacher and the school is crucial. You have been assigned to do your practicum in a Southcoast area partnering school. The field placement must be in the level and subject of the license you are seeking. **A mandatory orientation will be scheduled before each semester.**

During your placement, you will have the opportunity to practice your teaching skills by contributing to the environment in ways that stimulate child/student-initiated activity and by planning and implementing teacher directed activities in various areas of the curriculum: literacy learning, language arts, science, social studies, health and safety or in specific areas such as English, mathematics or history. You will need to be actively involved in setting goals for yourself and in determining how you will meet the professional standards required by the University of Massachusetts Dartmouth and the Commonwealth of Massachusetts Department of Education. The practicum consists of a fully supervised 490-hour fulltime learning experience and is the culmination of the teacher-licensing program. Students are placed in local schools for a full semester of intensive student teaching supervised and evaluated by a university faculty member and classroom teacher. Students **must** register for both the practicum/practicum equivalent course (EDU 514 Elementary OR EDU 515

middle/secondary). A suggested schedule for assuming the role of a classroom teacher may be found in this guide and may help you plan your practicum semester. However, you should discuss your progression into the full time teaching load with your Program Supervisor and Supervising Practitioner.

Preparation Suggestions

- Get to know your school. Call your Supervising Practitioner to arrange a visit to the school. Visit the school's web site to gather information about the mission of the school and its population.

- **On your first visit:**
 - 1.) Meet school personnel. Learn their names and roles. Keep a journal that you can refer to throughout your practicum.
 - 2.) Learn the physical layout of the school.
 - 3.) Gather information about school policies, curriculum and upcoming school events.
 - 4.) Be professional in appearance, speech, and attitude.
 - 5.) Share expectations with your Supervising Practitioner.
 - 6.) Gather all necessary classroom materials to review before your entrance into the classroom such as textbooks, current lesson plans, Massachusetts's frameworks, and student information.
 - 7.) Refer to the Professional Standards for Teachers and other Preservice Performance Assessment materials. Familiarize yourself with the Portfolio requirements and documentation procedures.
 - 8.) Visit the State Department of Education website www.doe.mass.edu/educators and preview the application process for Initial Licensing. Register on ELAR, Educator Licensure & Recruitment on the DOE website.

Planning

Students must plan for their instruction. How you plan is determined by the expectations of your Supervising Practitioner and the school/district where you are working. Some schools require scope and sequence charts, or notations in lesson plan books, while others require daily lesson plans. You will follow the wishes of the school when it comes to preparation. NO students should be “winging it”. You must prepare for all instruction, in advance, to the best of your ability. When you are observed, full lesson plans are required. **We prefer that these lessons be of your design, other than from a teacher's guide. We want to see you engaged in active, creative, meaningful learning.** Ideally, you will select a Standard which you wish to address, and then design your lesson yourself. We realize that some districts have strict requirements about following scripted programs or curriculum guides. Please speak with your Program Supervisor if that is the case. Lesson plans should be sent to your Program Supervisor in advance of your observation. You will also need formal lessons for your portfolio.

Portfolios

All Students are required to have a portfolio to document their student teaching performance. The portfolio is a way to document your success and performance as a potential teacher. Materials from your portfolio may be used to develop a professional portfolio. Many students have found Professional portfolios useful when applying for a job or as a resource in the future. As such, it should be comprehensive and include as much detail as possible. Copies of tests, assignments, and projects given to students should be included. You may want to consider taking pictures of bulletin boards or videotaping student projects. You must also keep a record of your hours using the log sheet.

Lesson Plans

Elementary student teachers are required to submit two full lesson plans for each of the following subject areas; math, English language arts, science and social studies, for a total of eight lesson plans. Secondary teachers are required to submit eight lesson plans in their discipline.

The Supervising Practitioner and Program Supervisor should review lesson plans in advance. The suggested lesson plan follows. In some instances, students may be called upon to implement a teacher's lesson plan or to assume responsibility for a lesson without notice. In these cases, formal lesson plans are not required. Practicum equivalent students would do the lesson plans required by their district.

Units

All students are required to implement a unit of interdisciplinary nature. This may be a unit they have previously developed or one that they develop during their student teaching. The unit will be comprised of eight lesson plans also.

Their Program Supervisor and their Supervising Practitioner should review the unit in advance. Please refer to UMD's suggested format for a quality unit.

Suggested lesson plan format

1. Performance objectives:

What will your students know and be able to do as a result of this lesson?

2. Materials and resources:

Include any software

3. Frameworks

What standard and strand does this lesson address?

4. Instructional Procedures

Describe the teacher's instructional actions and any accommodations for students including higher-level questions.

5. Student assessment activities

How will you determine what students know and are able to do during and as a result of this lesson?

Suggested unit format

Unit Theme: _____

Grade Level: _____

Alignment with Massachusetts Curriculum Framework:

- Did you draw on content standards of the relevant curriculum frameworks to plan sequential units of student, individual lessons, and learning activities cumulative and advance students' level of content knowledge?

Unit Rationale:

- Why would students want to study this unit?

Unit Objectives:

- Are your objectives clear and relevant?
- Are they measurable?

Teaching Strategies/Student Activities:

- Did you draw on the results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught?
- Did you identify appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom?

- Did you identify prerequisite skills, concepts, and vocabulary needed for the learning activities?
- Did you draw on resources from colleagues, families, and the community to enhance learning?
- Did you incorporate appropriate technology and media?
- Did you use information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms?
- Does this unit build on students' prior knowledge and experience?
- Does this unit employ a variety of content-based and context-oriented teaching techniques, from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others)?
- Does this unit demonstrate adequate knowledge of and approach to the academic content of lessons?
- Does this unit employ a variety of reading and writing strategies for addressing the learning objectives?
- Does this unit employ appropriate sheltered English or subject matter strategies for English language learners?

- Does this unit employ appropriate questioning techniques to stimulate thinking and encourage all students to respond?

Differentiated Instruction Strategies:

Which aspects of Differentiated Instruction Strategies are included in this unit?

Please check all that apply.

Multiple intelligences

Tiered lessons

4MAT

Jigsaw

Tiered centers

Questioning

Strategies

Taped material

Tiered products

Interest Centers

Anchor Activities

Learning Contracts

Interest Groups

Varying Organizers

Small-group Instruction

Varied Homework

Varied Tests

Group Investigation

Compacting

Supplementary Materials

Orbitals

Journal Prompts

Literature

Circles

Independent

Study Complex

Instruction

Curriculum Mapping

Other Differentiated Strategies: _____

Materials Needed:

- What types of books, articles, supplies, and handouts are needed to deliver this unit?

Assessment:

- What type of independent practice will you use to enhance student learning?
- How will you provide regular and frequent feedback to students on their progress in this unit?
- List the types of varied opportunities that students will have to achieve competence.
- How will you communicate standards and expectations of assessing this unit?
- How does this unit accurately measure student's achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments?
- Does the assessment translate the evaluation of student work into records that accurately convey the level of student achievement to parents and school personnel?

Practicum Assessment

Evaluation of your progress is both formal and informal, reflecting your preparation for teaching and your performance in the classroom. The formal element of your evaluation includes a minimum of four visits by the Program Supervisor, collaboration by the Supervising Practitioner and the Program Supervisor completing the PPAF and the assignment of a letter grade for the practicum experience. The Massachusetts Department of Education has regulations, 603 CMR, 7.08 for Educator Licensure that include "The Professional Standards for Teachers." Student Teachers shall demonstrate that they meet the Professional standards by passing a Performance Assessment of Initial License in the practicum/practicum equivalent phase of preparation for the Initial License. The **Evaluation Questions** (yellow set) and the **License Specific Evaluation Questions**. are to be used with Preservice Performance Assessment Form (PPAF).

The PPAF is a working document that is to be used from the very beginning of the practicum/practicum equivalent and throughout the whole semester. As evidence is added to the PPAF, the Supervising Practitioner and the Program Supervisor must initial when they document the evidence.

What kind of feedback should I get?

Evaluation of your progress is both formal and informal, reflecting your preparation for teaching and your performance in the classroom and the school community. Again, we encourage you to use a notebook to record informal commentary and suggestions for professional development and improvement.

During the practicum you will receive ongoing responses from your Supervising Practitioner concerning your day-to-day progress. In addition, a formal evaluation process is part of the practicum. Your Program Supervisor will visit your classroom a minimum of four times if you are a practicum candidate and a minimum of three times if you are a practicum equivalent candidate. You can request additional visits/meetings. He/she will share his/her observations with you and your Supervising Practitioner. Please give the Program Supervisor a copy of your lesson/unit plans and other appropriate materials, i.e., texts, worksheets and handouts.

Generally each visit encompasses a pre-conference with the Student Teacher to review the lesson plan content of the forthcoming class, classroom observation, and the follow-up conference. A three-way post-observation conference should be held following each formal observation. Your Program Supervisor will confer with you as well as your Supervising Practitioner.

Ultimately, your Program Supervisor, in consultation with your Supervising Practitioner, will assign a letter grade to the practicum experience.

UMD DEPARTMENT POLICIES

Attendance

If you must be absent, notify your Supervising Practitioner. If you are not able to reach him/her call the administration office and offer an explanation for your absence and time of your expected return. Absences in excess of five days must be made up at the end of the practicum.

Employment

Student Teaching requires a significant amount of preparation and work should not interfere with an effective and quality practicum. Leaving school early, failing to attend after school meetings, non-attendance at school or university workshops due to work commitments will not be allowed.

Substitute Teaching

When Supervising Practitioners are absent, substitute teaching is permitted only in the classroom in which you were placed and at your discretion. All students should complete a job placement folder at the UMD Career/Placement Office that can assist in your employment search. The Education Department provides a bulletin board with teaching opportunities as an additional resource.

Grading and Endorsements

When your Portfolio grades for EDU 514 and 515 and PPA have been accepted by the Director of Teacher Licensure in UMD's Education Department, then you will be endorsed for licensure electronically. We can not endorse you without all three of the components being complete. You must have registered and paid ELAR for your Initial license in order for your endorsement to be effective.

Professional Conduct

Student Teachers must adhere to the same codes of conduct and ethics expected of practicing full time teachers. Supervising Practitioners and Program Supervisors are encouraged to be fair but firm. Setting the standards and establishing rules, routines, and expectations at the **beginning** of the practicum experience can help prevent problems later. The University of Massachusetts Dartmouth Education Department has established the following rules regarding student teachers' conduct in area schools.

University of Massachusetts Dartmouth

Student Rules of Conduct

- Universities of Massachusetts Dartmouth students are expected to dress in a professional manner. Please review any dress codes or district regulations regarding dress.

- University of Massachusetts Dartmouth students will not use a cell phone during school hours and will not make or receive personal phone calls unless in an emergency.

- University of Massachusetts Dartmouth students will not chew gum, tobacco, or smoke while on school grounds.

- Students will have appropriate CORI's and have received permission from each school district to be placed in a school setting.

- No strong language or inappropriate conversations in schools will be tolerated.

- Privacy issues are critical. No student, parent, teacher, school, and/or district information is to be discussed outside the professional forum.

- No dating or inappropriate contact with students or parents is allowed and all Student Teachers are expected to adhere to the same rules of conduct and ethics enforced by each district. *Infractions should be reported immediately to the UMD Director of Teacher Licensure.*

- Student Teachers should not transport any students during or after school hours.

UMASS Dartmouth reserves the right to remove a student from a school if they are found to be involved in unethical or unprofessional behavior.

If, in our view, you are failing to meet the minimum standards to successfully complete the practicum, we are not required to place you in another practicum.

SAMPLE PRACTICUM TIMELINE

SUGGESTED SCHEDULE FOR FULL TIME PRACTICUM EXPERIENCES

The following *Suggested Schedule for Practicum Experiences* may be used to plan how and when your Student Teacher phases into the full time 'takeover' of instruction. The Student Teacher, Program Supervisor, and Supervising Practitioner will decide on the actual dates and details. If you have any suggestions or concerns please contact the Program Supervisor or call the Director of Teacher Licensure and Field Placement. Your input and professional voice is important to us!

First Two Weeks

Student Teachers will be required to observe for a minimum of one week. During this time introductions and brief meetings with: Principal, Vice Principal, Office Staff, other grade level faculty as well as other building teachers, specialists, and support staff may be arranged.

Weeks 3-6

During this phase, Student Teachers should be able to create a lesson plan that supports the grade level curriculum and student needs. Students should use the suggested lesson and unit plan formats from UMD. These lessons should be added by increments.

Student Teachers should assume teaching responsibilities and planning classroom activities that will help them assume the full time role in the field and level of the licenses they are seeking. Planning and actual instruction should be added by increments.

Weeks 7-10

Total Immersion: The Student Teacher assumes full teaching responsibilities. Daily or periodic conferences should support this phase.

Weeks 11-14

Phase out of total teaching load: Revisit Professional Standards that still need to be assessed. Portfolio entries and organization of Pre-Service Performance Assessment documentation should be addressed. Licensing paperwork and exiting plans need to be finalized.

