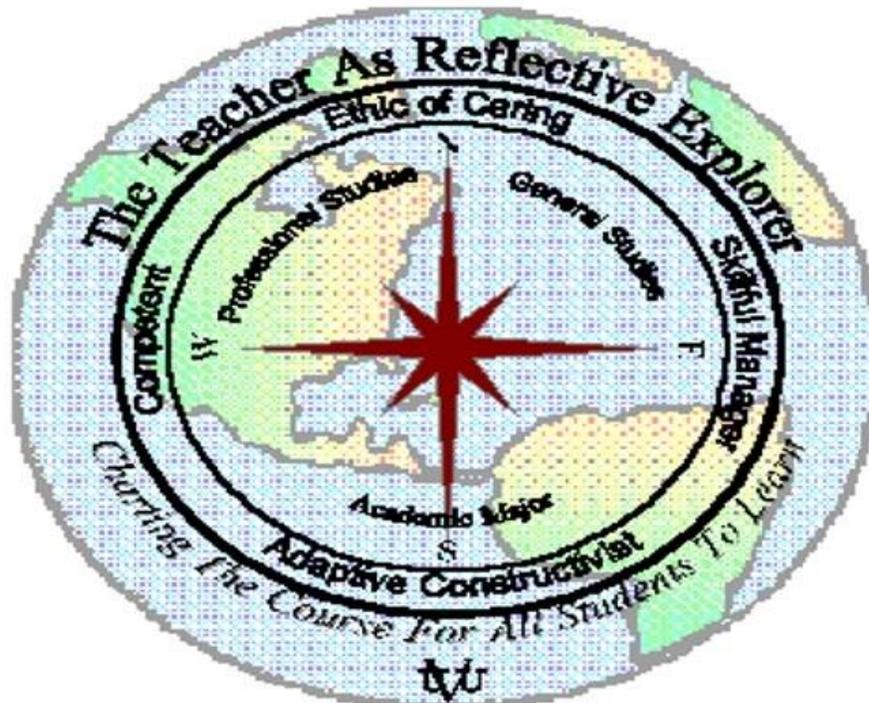


DEPARTMENT OF TEACHER EDUCATION



PRACTICUM HANDBOOK

2012-2013

◆ Name of Student: _____



Table of Contents

Introduction	3
PART I: THE DEPARTMENT OF TEACHER EDUCATION AT VIRGINIA UNION UNIVERSITY	4
Mission	5
Program Overview	5
Program Goals and Conceptual Framework	5
Definitions	9
Wholistic Developmental Model	11
Virginia Department of Education Assessment Requirements For Teacher Licensure	12
Criteria for Entering and Completing the Teacher Education Program	13
PART II: PRACTICUM EXPERIENCE	16
What is a Practicum?	17
Activities for Practicum Candidates	18
Practicum Requirements	18
Practicum Contract	
Practicum Journal	
Personal Development Paper	
Presentation	
Practicum Procedures and Policies	20
The Practicum Candidates' Role and Responsibilities	20
Professional Conduct Policies	21
Professional Code of Ethics	23
How Do I Apply for My Placement?	24
The Cooperating Teacher	25
Student Request for Practicum Field Placement	27
Time Log Sheet	28
Practicum Journal Guidelines	29
Personal Development Paper Instructions	33
Portfolio Content Requirements	36
PART III: MATERIALS FOR CLINICAL FACULTY	37
Instructions for Clinical Faculty	38
Clinical Faculty Information Sheet	39
Early Alert Report Form	40
Assessment by Clinical Faculty	42
Final Practicum Evaluation Form	43
Faculty/ Staff of the Teacher Education Department	44



Introduction

Dear Practicum Candidates, Clinical Faculty, and University Supervisor:

It is with excitement that the Department of Teacher Education welcomes you to the practicum (or early field-based) experience. We invite each of you to learn and grow through this experience.

For practicum candidates, it is an opportunity to take all the theories you have learned and finally put them into practice in the classroom. You will find the practicum experience to be challenging and rewarding, requiring you to think deeply about the nature of teaching and learning, to accept constructive criticism, and to take risks as you develop your own personal teaching style.

For the clinical faculty, it is an opportunity to share your wealth of knowledge and experience as you Cooperating Teacher a new generation of teachers. We recognize that your role is **critical** to the success of the practicum experience and thank you for being willing to serve as clinical faculty given the great commitment of time and energy it requires. Your dedication to the candidate's learning and success is greatly and sincerely appreciated.

It will be vital that each of the **triad members** (candidate, practicum teacher, and university supervisor) actively works on building trust, developing open communication, and solving problems collaboratively.

The purpose of this handbook is to serve as a guide for candidates enrolled in the practicum as well as for all participating Clinical Faculty and University Practicum Supervisor. It provides information on the Department of Teacher Education's model for clinical instruction and supervision and describes expectations, policies, and procedures regarding the practicum. There are several forms to be completed in relation to the practicum, including the assessment and final evaluation, which are included herein. Supplemental handbooks are provided for EDU 422 and 423 which clarifies assignments and task related to those specific courses.

This is an exciting time to be an educator. We are faced with the challenge of meeting the needs of an increasingly diverse student population. We are partners in this process. The mission of the Department of Teacher Education (as described in our Conceptual Framework) is to develop "caring, reflective, constructivist, and competent teachers who also are skillful managers"—and this should be at the heart of all our efforts.

May all learn, grow, teach and transform the world one student at a time!

If any questions should arise, feel free to contact your instructor or our Clinical Placement Coordinator.

Sincerely,

Marsha T. Horton

Dr. Marsha T. Horton, Dean
Evelyn R. Syphax School of Education, Psychology and Interdisciplinary Studies



PART I:

**The Department of Teacher Education
Virginia Union University**



Introduction to the Department of Teacher Education

Mission Statement

Virginia Union University is nourished by its African American and Christian heritage and energized by a commitment to excellence and diversity.

Its mission is to:

1. Provide a nurturing intellectually challenging and spiritually enriching environment for learning;
2. Empower students to develop strong moral values for success; and
3. Develop scholars, leaders, and lifelong learners of a global society.

To accomplish this mission, Virginia Union University offers a broad range of educational opportunities that advance liberal arts education, teaching, research, science, technology, continuing education, civic engagement, and international experiences.

The Mission of the Department of Teacher Education is to prepare candidates to become competent, highly qualified and successful teachers.

Program Overview

Students who desire a license to teach must declare an Academic major and an Associate major. For students who seek an endorsement in PK-6 Elementary Education or PK-12 Exceptional Education, their major would be Interdisciplinary Studies. For students who seek an endorsement in 6-12 Secondary Education, their major would be in their primary content area. Academic majors for high school endorsement are available in Biology, Business, English, Mathematics, History/Political Science, and Chemistry.

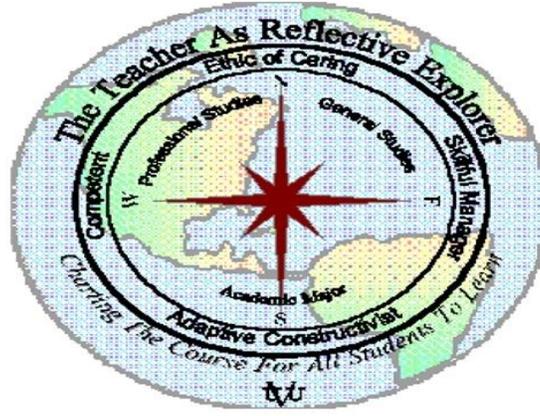
All students must complete a combined program of studies which includes general education courses, requisite courses in the major program, and professional education courses. Students also receive experiences in the real world of teaching by engaging in field-based instruction. A computer laboratory is available to assist students in refining the development of learning skills.

Program Goals and Conceptual Framework

The rationale and organizing principles that guide the curriculum for professional education at Virginia Union University are identified by the theme, The Teacher As Reflective Explorer. The candidate for teaching endorsement is charged with the task of: “charting the course for all students to learn.” The principle components of the reflective explorer are: 1) having competence, 2) having an “ethic of caring”, 3) using an adaptive approach to constructivist teaching, and 4) being a skillful manager. Reflective inquiry is the central process of each of these components. This process empowers the candidate to model intellectual independence by continually constructing new understands of the world by using the art of probing and questioning. The candidate reviews, critiques, and analyzes the teaching/ learning process to enhance student learning.



The Teacher as Reflective Explorer: Charting the Course for All Students to Learn



Virginia Union's teacher candidates use the process of reflective inquiry to implement the four components of the instructional model.

Goal 1.0 The Teacher As Reflective Explorer is Competent. To be competent in teaching, the candidate must have content literacy, tools of inquiry, content pedagogy and a Liberal Arts background.

Outcomes:

- 1.1 Demonstrates proficiency in communication: reading, writing, speaking, and listening;
- 1.2 Demonstrates proficiency in the use of technology as a learning problem solving tool;
- 1.3 Demonstrates an awareness of the inter-relatedness of knowledge;
- 1.4 Has an understanding of the value of cultural diversity and multi-cultural perspective;
- 1.5 Applies theories of learning;
- 1.6 Plans lessons and adjusts instruction to meet needs of diverse learners;
- 1.7 Uses multiple approaches to deliver content;
- 1.8 Assesses student progress and uses results to make instructional decisions;
- 1.9 Synthesizes and evaluates information (knowledge) across disciplines;
- 1.10 Uses explanations/ representations that link curricular to prior student learning;
- 1.11 Is knowledgeable in the content area;
- 1.12 Applies historical and philosophical perspective to education practice
- 1.13 Integrates concepts of cross-disciplinary themes that can serve as tools for thinking about global issues.

Goal 2.0 The Teacher As Reflective Explorer is an Adaptive Constructivist. To be an adaptive constructivist, the candidate must be capable of creating learning environments that implement developmental and sequential instruction and that encourages all students to actively construct meaningful learning experiences.

Outcomes:

- 2.1 Plans lesson strategies for creating instructional opportunities for diverse student populations.
- 2.2 Develops critical thinking and problem solving skills among learners;
- 2.3 Uses motivational strategies;
- 2.4 Engages students in individual and cooperative learning activities;
- 2.5 Uses traditional and authentic assessment to measure the continuous academic development of the students;
- 2.6 Communicates effectively with the larger community in support of the student;
- 2.7 Guides students in the use of technology for local and global interaction
- 2.8 Plans lessons that infuse student's beliefs and life experiences.

Goal 3.0 The Teacher As Reflective Explorer has an Ethic of Caring. To have an ethic of caring, the candidate is bound to provide a caring climate for the socio-emotional and intellectual development of students while engaged in self-care.

Outcomes:

- 3.1 Provides socio-emotional standards that demonstrate caring;
- 3.2 Provides positive ways for students to assert their needs, resolve conflicts and make friends;
- 3.3 Engages in intellectual development as a means of caring;
- 3.4 Models self-care
- 3.5 Makes ethical decisions in delivering instruction.

Goal 4.0 The Teacher As Reflective Explorer is a Skillful Manager. To be a skillful manager, the candidate must understand that quality education occurs within a structure that involves judgment, imagination, creativity, and flexibility.

Outcomes:

- 4.1 Practices effective classroom management upkeep;
- 4.2 Prepares and adjusts lessons according to the student's stages of development, learning, strengths and needs;
- 4.3 Uses correct procedures appropriate to behaviors;
- 4.4 Develops strategies to encourage self-regulated student management;
- 4.5 Maintains efficient records;
- 4.6 Maintains an appropriate sense of humor;
- 4.7 Uses "artistic" problem-solving strategies;
- 4.8 Makes efficient use of time, space, and resources;

- 4.9 Develops strategies to encourage students to extend their thinking;
- 4.10 Develops strategies to encourage students to be critical thinkers;
- 4.11 Is reflective.

ADDITIONAL COMPETENCIES

There are two additional competencies identified by the Department of Teacher Education as being importance concepts, skills and knowledge for student teachers to possess. They are: **The Teacher Demonstrates The Appropriate Use Of Assessments And The Teacher Demonstrates Appropriate Professional Dispositions.** These competencies are directly linked to the InTASC (Interstate Teacher Assessment and Support Consortium) standards and are also aligned with the VUU Department of Teacher Education Conceptual Framework.

The Teacher Demonstrates the Appropriate Use of Assessments.

To demonstrate the appropriate use of assessments, the teacher must demonstrate knowledge of selecting and using multiple types of assessments to support instructional decisions.

The Teacher

- Uses multiple types of assessment processes to support, verify, and document learning.
- Assesses student progress and uses results to make instructional decisions.
- Takes responsibility for aligning instruction and assessment with learning goals.
- Is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
- Is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

The Teacher Demonstrates Appropriate Professional Dispositions.

To demonstrate appropriate professional dispositions, the teacher must demonstrate dispositions expected of beginning teachers as specified in the Model Standards for Beginning Teachers developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) and in the Virginia Union University Department of Education Conceptual Framework.

The Teacher

- Respects learners' differing strengths and needs and is committed to using this information to further each learner's development. Strengths are used as a basis for growth and learner misconceptions are used as opportunities for learning.
- Takes responsibility for promoting learners' growth and development.
- Values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.
- Believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

<ul style="list-style-type: none">• respects learners as individuals with differing personal and family backgrounds and various skills, languages and dialects, abilities, perspectives, talents, and interests and seeks to integrate this diversity into his/her instructional practice to engage students in learning.
<ul style="list-style-type: none">• Makes learners feel valued and helps them learn to value each other.
<ul style="list-style-type: none">• Values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
<ul style="list-style-type: none">• Is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
<ul style="list-style-type: none">• Is a thoughtful and responsive listener and observer.
<ul style="list-style-type: none">• Recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
<ul style="list-style-type: none">• Values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
<ul style="list-style-type: none">• Respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
<ul style="list-style-type: none">• Is committed to exploring how the use of new and emerging technologies can support and promote student learning.
<ul style="list-style-type: none">• Takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
<ul style="list-style-type: none">• Sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
<ul style="list-style-type: none">• Understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.
<ul style="list-style-type: none">• Takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
<ul style="list-style-type: none">• Embraces the challenge of continuous improvement and change.

Definitions

Reflective Inquiry:

The concept of “teacher as reflective explorers” of our Conceptual Framework implies the use of reflective inquiry as a systematic process. Candidates are empowered to model intellectual independence by continuously constructing new understandings of the world and by using the art of probing and questioning. Candidates review, critique, and analyze the teaching/ learning process to enhance student learning.

Constructivism:

The concept of “Constructivism” of our Conceptual Framework purports that knowledge is the result of the individual's view of reality, that is, learning occurs through the continual creation of rules or

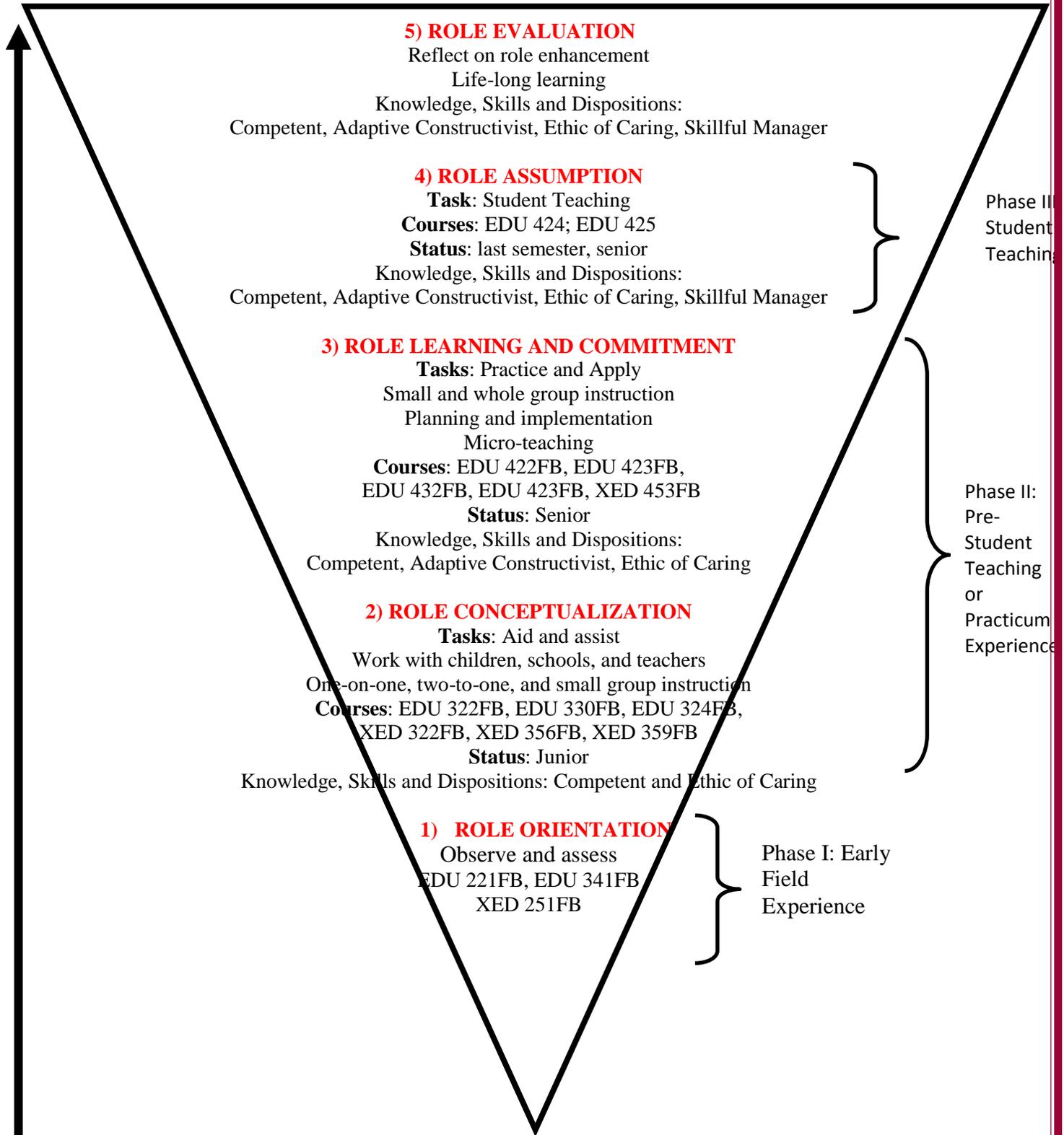


hypotheses, which allows the individual to explain what has been observed. The constructivist learning model refers to that process of constructing or creating a new idea which can serve as a guideline for learning and teaching. The Constructivist Model has four basic components:

1. The learner creates knowledge; 2. Knowledge is “constructed” or made meaningful when the learner relates new information to prior knowledge or schemata; 3. Knowledge as it is constructed is shaped by experiences and social interactions; 4. Knowledge is established cooperatively by the members of a culture. The Department of Teacher Education at Virginia Union University is committed to educating constructivist teachers who are able to:

- a. Seek out and use student questions and ideas to guide lessons and instructional units;
- b. Encourage students to initiate ideas;
- c. Promote student leadership, collaboration, seeking of information and taking action as a result of the learning process;
- d. Use the thinking, the experiences, and the interests of students to drive the lesson;
- e. Encourage the use of alternative sources of information;
- f. Encourage students to test their own ideas, even predicting and speculating on outcomes;
- g. Use cooperative learning strategies that emphasize collaboration, respect of individuals, and encourage the division of labor.

Wholistic Developmental Model for Clinical and Field-based Experiences in Relation to the Sequential Stages of the Conceptual Framework



Virginia Department of Education (VDOE) Assessment Requirements for Teacher Licensure

Elementary Education PK-6 Grades

- 1) Praxis I (for admission to the School of Education)
- 2) Virginia Communication and Literacy Test (VCLA/passing score: 470)
- 3) Reading for Virginia Educators (RVE/passing score 157)
- 4) Praxis II Elementary Education Content Knowledge (passing score: 143)

Special Education: General Curriculum K-12

- 1) Praxis I (for admission to the School of Education)
- 2) Virginia Communication and Literacy Test (VCLA/ passing score: 470)
- 3) Reading for Virginia Educators (RVE/passing score 157)

Secondary education 6-12 grades

- 1) Praxis I (for admission to the School of Education)
- 2) Virginia Communication and Literacy Test (VCLA/passing score: 470)
- 3) Praxis II Content Knowledge (see below)

PRAXIS I requirements:

Content Area	Code	Passing Score
Elementary Education Content Knowledge	0014	143
English Content Knowledge	0041	172
Mathematics Content Knowledge	0061	147
Music Content Knowledge	0113	160
Biology Content Knowledge	0235	155
Chemistry Content Knowledge	0245	153
Business Education	0100	590

Evelyn Syphax School of Education, Psychology and Interdisciplinary Studies

**CRITERIA FOR ENTERING AND COMPLETING
THE TEACHER EDUCATION PROGRAM**

The School of Education, Psychology and Interdisciplinary Studies requires candidates to meet all criteria at the appropriate time and decision points noted below to progress successfully through the Teacher Education Program.

MATRICULATION YEAR	DECISION POINT	REQUIREMENTS
Freshman	1 – Pre-Admission Requirements	<ul style="list-style-type: none"> • Participation in the Assessment/Praxis Support Program (Being enrolled in IDS 190) • Earn a “C” or better in all English, Mathematics, History and Science courses • Acceptable scores on the Criterion Test • Completion of “Introduction to Teaching”(IDS 119) with a “C” or above
Sophomore	2 –Admission Requirements	<ul style="list-style-type: none"> • Application for Admission to the Teacher Preparation Program • Two (or more) references • Professional Dispositions Agreement • Character Reference Evaluation • Conditional Admission for selected students fall semester of sophomore year only <ul style="list-style-type: none"> ○ 2.0 minimum GPA ○ Continued participation in the Assessment/Praxis Support Program (IDS 191, 192, etc.) • Full Admission Sophomore Year <ul style="list-style-type: none"> ○ Passing score on the Virginia Communication and Literary Assessment (VCLA) (Composite Score 470) and Praxis I Mathematics Test OR Passing scores on Praxis I Reading, Writing and Mathematics (Composite Score 532). PLEASE NOTE: If you opt to use passing scores on Praxis I to fulfill admission requirements for the Teacher Preparation Program, you will still be required to pass the VCLA as it is a requirement for licensure. ○ 2.5 or above GPA ○ Acceptable evaluation of Professional Dispositions in courses completed ○ Successful completion of an oral interview by the Admission Committee ○ A well written philosophy of education ○ A 500-word autobiographical statement highlighting expected professional dispositions ○ Mandatory Background Check to be completed prior to enrollment in any field-based course



Evelyn Syphax School of Education, Psychology and Interdisciplinary Studies

		<ul style="list-style-type: none"> ○ Completion of “Foundations of Education” (EDU 220/221 FB) with a “C” or above. ○ Ten (10) hours of field-based experience to be completed through enrollment in EDU 220/221FB. <p>The Admission Committee will make the decision about whether the candidate has satisfactorily completed the requirements. Candidates will be notified in writing by the Chair of the Department of Teacher Education and Interdisciplinary Studies. Students who are not admitted should continue participating in the Assessment Support Program and reapply after one semester.</p>
Junior	3 – Pre-Student Teaching Requirements	<ul style="list-style-type: none"> ● Passing score on Praxis II (not applicable to IDS: Special Education) ● Passing score on the Reading for Virginia Educators [(RVE– formerly VRA). This applies to Elementary and Special Education majors only] ● Acceptable evaluation of professional dispositions in field-based experiences ● Successful completion of an oral interview with an advisor ● Successful completion with a grade of “C” or better in all required academic major and EDU methodology courses ● Completion of field experience hours as follows: 100 hours for Secondary Education, 110 hours for Elementary Education, and 120 hours for Special Education ● 2.5 (or above GPA) ● Submission of complete application packet for student teaching <p>The Admission Committee will determine whether each candidate has met the requirements for student teaching and will notify them in writing of their status.</p>
Senior Year	4 – Student Teaching	<ul style="list-style-type: none"> ● Evaluation Summary – Successful completion of student teaching as assessed by the Supervising Teacher and the University Faculty Supervisor. ● Completion of all required courses ● Complete Senior Audit with advisor (to be submitted along with graduation application to the registrar) ● Complete Virginia Licensure application (to be submitted to the Dean for processing)
Program Completer	5 – Graduation And Graduate Follow-Up	<ul style="list-style-type: none"> ● Graduate Survey ● Employer/Professional Survey ● Post-Graduation Assessment and Follow-Up



Evelyn Syphax School of Education, Psychology and Interdisciplinary Studies

--	--	--

I have read and had the admission criteria discussed with me by my advisor.

Signature of Candidate _____

Date _____



PART II:

Practicum Experience



The Wholistic Developmental Model for Clinical and Field-based experiences is composed of four sequential levels of transition as candidates progress along the field-based continuum. At each level of the continuum, candidates are required to take certain education courses with field-based components, perform assignments as part of the course work and pass various university and state assessments to transition from level to level. The Conceptual Framework is incorporated at each sequential stage of the field-based model and is the university's vision for preparing highly qualified teachers.

Our field-based model was developed in collaboration with our partnering school systems. We are grateful for the support, guidance, and care our clinical faculty members from our partnering schools extend to our teacher candidates.

What is a Practicum?

Students enrolled in the Teacher Education Department are required to complete a practicum experience in most courses. The practicum experience provides much needed structure and accountability to the nurturing process of a newly hired teacher and it allows time to assess each candidate's ability to apply what they are learning in the classroom portion of the program. It provides students opportunities to 1) practice and demonstrate their professional skills; 2) gain practical knowledge from their experiences in the school system as a career and technical teacher; and 3) receive support and assistance from experienced educators.

Purpose Statement

The practicum is designed to provide students with supervised work in the field of the student's major so that they may better evaluate and comprehend the specific career choice they are considering.

Objectives

- A. The student successfully completing the practicum will, in the area of knowledge:
 - apply the knowledge obtained in major courses directly to the field placement and
 - gain a clear understanding of job opportunities available with a degree in his/her field of study.

- B. The student successfully completing the practicum will, in the area of attitudes:
 - adopt an attitude of lifelong learning in the area of their chosen work;
 - display and support high ethical standards in the profession;
 - demonstrate a sensitivity to and respect for human diversity.

- C. The student successfully completing the practicum will, in the area of skills:
 - enhance his/her individual and group communication skills;
 - develop his/her personal style of leadership for work in the field of his/her major;
 - demonstrate the skills necessary to be successful in the particular field placement.

Overview

Practicum students come with a variety of backgrounds, experiences, and comfort levels working with children. For this reason, every practicum student takes on classroom responsibilities at a different rate. Students seem to follow a similar pattern, although there will be individual variation. Initially the Cooperating Teacher and the practicum student become acquainted and talk about expectations. The practicum student learns classroom routines and assists the Cooperating Teacher by working with individual students and with small groups.

Activities for Practicum Candidates

Field-based instruction provides a realistic setting for teacher candidates to participate in meaningful teaching for learning experiences. Therefore, we expect the candidates to be involved by assisting the facilitating teacher with various classroom activities. Some suggested activities include:

Tutoring individual students
Working with small instructional groups in the academic core area
Supervising recreational reading periods
Designing lesson plans
Constructing bulletin boards
Reviewing textbook
Making instructional manipulatives
Supervising the use of computers by students
Assisting with grade level or departmental duties
Mentoring students

PRACTICUM REQUIREMENTS

All field-based hours are associated with a course. Each course will have specific requirements associated with the expected outcomes of that course. In addition, students will submit the following:

- a Practicum Contract signed by you and your practicum supervisor, submitted to the Clinical Placement Coordinator
- Practicum Journal
- Personal Development Paper
- Presentation

Practicum Contract

1. You must formally submit your Practicum Contract to the Clinical Placement Coordinator within the first 3 weeks of your practicum.
2. Your practicum contract must include the following information:
3. Your name and address and phone number
4. Name, address and telephone number of practicum site



5. Length of practicum: From: _____ To: _____
6. Weekly schedule days per week and hours per day (if you are currently employed)
7. A brief outline of the goals you hope to achieve in the practicum experience and the specific activities you plan to engage in as part of your practicum experience
8. The name and address of your practicum supervisor.
9. A description of the documentation you plan to submit to verify your practicum experience. For most students documentation will include the following the Practicum Journal, a child study, annotated bibliography and the required Self-Evaluation. Any additional documentation that a student plans to submit should be stated in the practicum contract. The documentation will be submitted to the clinical faculty placement coordinator at the end of each semester of practicum accompanied by a practicum verification sheet.
10. You are responsible for emailing, a draft of your contract to your course instructor for approval. Once your contract has been agreed upon by the course instructor, it should be submitted electronically as a Word Document to your instructor, who will then sign it and keep it on file. The **contract must be finalized within one week of being notified of your placement.** Any subsequent alterations of the contract must be submitted to the course instructor in writing. The course instructor may request a new contract when necessary.

Practicum Journal

The practicum student will keep a Journal throughout the practicum experience. This journal should be created in Microsoft Word and available to the Faculty Practicum Supervisor as requested. **For each day observed**, the journal should include dates and times worked, as well as a brief description of the activities performed on the particular date and any resulting thoughts and/or feelings. It can also be used as a forum for reflection on the frustrations, joys, discoveries, etc. during a particular day. Additional guidelines regarding the Journal are provided in the Appendix.

Personal Development Paper

As noted earlier, the concept of “teacher as reflective explorers” is central to our Conceptual Framework. This implies the use of reflective inquiry as a systematic process. Candidates are empowered to model intellectual independence by continuously constructing new understandings of the world and by using the art of probing and questioning. Candidates review, critique, and analyze the teaching/ learning process to enhance student learning. The practicum experiences allow candidates the opportunity to ask, “What do I see? How does this relate to professional standards of excellence? How does this relate to the key outcomes of the Conceptual Framework? How can I use this to improve my practice?” These questions form the basis for journal entries, which in turn become the resource for the Final Practicum Reflection Paper, which is a detailed self-evaluation of your practicum experience in relation to the goals you established at the beginning of the course. This paper will be 3 – 5 pages and will assess how the practicum experience affected your view of your future professional activities. Additional guidelines regarding the Personal Development Paper are provided in the Appendix.

Please note: Students must submit the Journal and Personal Development Paper to the course instructor for which the practicum is being done for evaluation and storage by the Friday before finals week of the semester during which the practicum will be completed.

Presentation

All practicum students for a given term will present an 8 minute summary of the important lessons learned in their practicum experience. Students are encouraged to provide this using PowerPoint, video, or other visual media. This will be presented in class.

Practicum Procedures and Policies

- A. Students are required to engage in the number of hours of practicum designated by the course in which they are enrolled.
- B. The hours and dates of practicum activity must be recorded in a Practicum Journal.
- C. Students are responsible for their own transportation to and from practicum sites.**
- D. Students are expected to perform the duties of their practicum in a manner that is professionally appropriate and consistent with the behavioral expectations of all Virginia Union University students.
- E. The clinical placement coordinator (as directed by the Department Chair) will identify an appropriate practicum experience. **It is the responsibility of the student to schedule the field hours with the Cooperating Teacher.**

The Practicum Candidate's Role and Responsibilities

- Place school duties before personal concerns and accept responsibilities that are a necessary part of the profession. Be on time each day. Exemplify attitudes and actions of a teacher rather than those of a student.
- Follow the rules of basic courtesy toward teachers, staff, students, and community members. Observe the guidelines concerning confidentiality.
- Telephone practicum teacher, supervisor, and professor prior to any absence.
- Learn to operate the school's audiovisual equipment, computers, etc.
- Students will participate in a variety of activities relating to preparation, assisting, teaching, and management within the classroom.
- Students will keep a reflective journal in which they record their experiences, observations, and teaching ideas from the practicum classroom and seminar.

- Students will demonstrate professional decorum. This includes organization, punctuality, professional dress and using written and oral language that is effective and correct.
- Students will be respectful and appropriate in relations with the cooperating teacher, faculty, parents and students.
- Students will practice confidentiality.
- Students will develop a good rapport with their students that contributes to a positive learning environment.
- Students will write a detailed summary and reflection on their experience at the end of the practicum.

Professional Conduct Policies

Please remember that you are a guest in the schools, so professionalism and courtesy should always be the hallmark of VUU student behavior.

1) Punctuality and Attendance

The University determines the beginning and ending dates of the candidates' practicum experience. The candidate is required to attend every day of the assigned schedule and follow the cooperating teacher's schedule as stipulated. Punctuality is vital. Be early. A good rule of thumb is, "being exactly on time is late." **Arriving late or leaving early is unacceptable. Not showing at all is unprofessional and inconsiderate.**

Occasionally, something interferes with a practicum student's ability to be in the classroom at the scheduled time. If practicum students miss a classroom session, they must:

- Notify the cooperating teacher well before the time they are expected.
- Notify the VUU supervisor as soon as possible.
- Make up the time missed to the satisfaction of the cooperating teacher and University supervisor.

Please note that absences are expected only in cases of emergency or serious illness. **Not having transportation arranged is not an acceptable excuse.** This also applies to your courses. Field placement responsibilities and opportunities should not be cause for missing regular VUU courses. **If an emergency occurs and you are unable to be at your site at a scheduled time, immediately contact your course instructor and your Cooperating Teacher.**

2) Transportation

It is the teacher candidate's responsibility to secure transportation to and from the school site assigned to them for their practicum. Neither the University nor the school is responsible or liable in regard to transportation to and from the field site. If you anticipate there being specific issues regarding transportation, indicate this on the placement request form. If any accommodations can be made, that will occur prior to arranging the placement. **Once a placement is made, it should be considered final.**

3) Confidentiality

Confidentiality is a serious issue. The practicum candidate must respect the confidentiality of the students, parents, and school personnel with whom he/she interacts. In the case of course assignments and requirements associated with the student's portfolio, the candidate should mask identifying information and use pseudonyms appropriately. Waivers must be obtained (in writing) when necessary.

3) Dress and Demeanor

The teacher candidate must remember that he/she is not a university student during the time that he/she is in the school; **The candidate is a teacher when at school and should maintain a professional demeanor in attire, actions, and language. Professional dispositions are systematically evaluated.** The teacher candidate must adhere by the professional Code of Ethics. He/she must remember that he/she is a guest in the classroom and school and, as such, represents Virginia Union University. The candidate must also be mindful that he/she is a role model for children.

1. Head gear is not permitted.
2. Gentlemen should wear a shirt and tie with dress pants daily.
3. Ladies should wear dresses, suits, or pantsuits daily. Do not wear short dresses or skirts. Casual business attire is acceptable at most sites.
4. Do not wear tennis shoes and ladies should not wear high heeled shoes
5. Avoid the use of too much or flashy jewelry.
6. Conceal tattoos and brandings.
7. Avoid wearing too much cologne or perfume.
8. Hair should be neat and clean. Hair color should be black, brown, blond or gray (no neon colors or exotic styles).
9. Nails should be trimmed and nicely manicured. Ladies are to wear subtle polish
10. All clothing should be worn professionally. Students should not wear revealing attire.

Your University Instructor can provide additional guidance, if needed. **Cell phones are NOT allowed in the public school setting.**



Professional Code Of Ethics

Every student is expected to represent him or herself honestly and respectfully in all situations, whether orally or in written statements. Students are also expected to behave respectfully to all administrators, faculty, staff, students, and visitors in the placement site and to behave respectfully when representing the University or placement site at any event.

Students are expected to maintain the highest standards of academic integrity. Work that is not of the student's own creation will receive no credit. If a student is uncertain of what these standards are, he or she may consult his or her instructor for appropriate counsel, but a student's ignorance is no legitimate defense for academic dishonesty. Academic dishonesty includes lying, cheating, stealing, and using unauthorized materials on any assignment, quiz or exam.

Student Teachers are expected to adhere to the rules and regulations set by the placement site and the University. Please refer the VUU Student Handbook for additional guidance.

How Do I Apply for My Placement?

Students will apply for their placement using the Student Request for Field Placement Form. Your instructor and the Clinical Placement Coordinator will have copies of this form. It will also be available online. In order to have your request processed in a timely manner, **the completed form must be submitted to Mrs. Bynetta Wiggins by September 7 for a fall placement and by January 25 for a spring placement. Contact information for Ms. Wiggins is on the request form.**

The Role of the Clinical Placement Coordinator

The Clinical Placement Coordinator plays a critical role before, during, and at the completion of the professional semester. She works with prospective practicum candidates to obtain placements for their practicum experience and serves as an important liaison and resource during that experience.

The Clinical Placement Coordinator:

- Advises students as they prepare for student teaching and reviews applications with the school divisions.
- Coordinates placements in the school divisions.
- Determines the school site locations for the university supervisors.
- Serves as the contact person for university supervisors.
- Serves as the contact person at the university for school division personnel in regard to any issue related to student teaching.
- Serves as the contact person for practicum candidates, student teachers and Education faculty in regard to any issue related to field placements and student teaching.
- Assists the practicum candidates, student teachers, cooperating teachers, and university supervisors at any time during the practicum or student teaching experience.
- Visits schools and observes student teachers in response to requests from students, school personnel, or university supervisors.
- Assists student teachers in setting up placement files with the Career Development Center.

The Cooperating Teacher

It is important to acknowledge the role of the Cooperating Teacher. The Cooperating Teacher is an expert teacher who serves as a model of successful teaching for the candidate. The role as Cooperating Teacher is extremely important to the success of the candidate, working closely on a daily basis to guide the candidate's learning in the classroom and school. The Cooperating Teacher opens his/her classroom and practice to the candidate, giving of his/her time and energy, while continuing to meet the needs of his/her own students. The Cooperating Teacher is a teacher educator who shares a commitment to the professional learning of candidates and to the teaching profession. The contribution of the Cooperating Teacher is significant and gratefully appreciated.

The following is a series of general suggestions and guidelines intended to help you make the practicum experience productive and meaningful.

The Cooperating Teacher has day-to-day responsibility for the candidate's field experience. It is the Cooperating Teacher who is aware of specific strengths and needs, and who is able to offer guidance and assistance on an ongoing basis. While assignment of a grade is the responsibility of the university supervisor, the Cooperating Teacher will have input into grading decisions for the practicum activities.

The Cooperating Teacher will:

- Set a weekly schedule with the student that meets your needs and accommodates the student's schedule. The practicum student should be in the classroom at times best suited to active learning. Once set, this schedule should be followed throughout the semester unless you approve a change.
- Gradually involve the practicum student in a more active role. As the preparation for apprentice teaching, practicum students should be actively involved in on-going teaching activities (tutoring, small group instruction and whole class instruction, grading, etc.) and should be encouraged to take increasingly more responsibility and initiative
- Report any problem situations that might affect the successful completion of this practicum to the clinical faculty placement coordinator. He/she will develop a plan of assistance.
- Sign the practicum student's log of practicum hours.
- Submit the "Clinical Faculty/Cooperating Teacher/Practicum University Supervisor Mid-Practicum Meeting Report Form", "Final Practicum Evaluation Form", and "Open-Ended Observation Form"

The Cooperating Teacher will also help the Practicum student:

- Feel welcome in the classroom and school by introducing the practicum student to your students and other personnel as appropriate
- Become acquainted with the school's schedule, policies, rules, and expectations for student and teacher behavior in the district.



Evelyn Syphax School of Education, Psychology and Interdisciplinary Studies

- Become involved with classroom routines.
- Be involved with designing and teaching lessons.
- Build confidence interacting and working with students.
- Receive ongoing feedback and encourage reflection.
- Arrange visits other teachers.
- Complete required assignments.
- Participate in teacher workshops and parent/teacher conferences when appropriate.

Student Request for Practicum Field Placement

(Submit the completed form to your course instructor or Ms. Bynetta Wiggins by the due date)

Course _____ University Professor _____

Semester Fall ___ Spring ___ Year _____

Student _____ Email _____

Cell Phone _____ Home Phone _____

Teaching Endorsement Area – IDS _____

Secondary - Content Area _____ Grades 6-12

Do you have your own transportation? Yes _____ No _____

Write in the hours you will **CONSISTENTLY** be available at the selected school. You are expected to be at the school and ready to participate at the time you indicate and remain for the full time unless otherwise directed by the school or university personnel.

Please attach a copy of your university class schedule to this request.

	Monday	Tuesday	Wednesday	Thursday	Friday
In	_____	_____	_____	_____	_____
Out	_____	_____	_____	_____	_____

I pledge to maintain the hours indicated by me above as well as the guidelines included in the Practicum Handbook.

Signature _____ Date _____

**SUBMIT THE APPLICATION AND ALL REQUIRED DOCUMENTATION ABOVE TO
MS. BYNETTA WIGGINS FOR APPROVAL AND PLACEMENT**

[bwiggins@vuu.edu; 342-3889]

.....
**FOR OFFICIAL OFFICE USE ONLY
PLACEMENT**

School _____ Principal _____

Teacher _____ Grade/Subject _____

Local school official coordinating placement _____



VIRGINIA UNION UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION
EARLY FIELD BASE EXPERIENCE/ SERVICE PROJECT

Time Log Sheet

Code:

Name _____ Course _____

(T) Takes Charge

School _____ Grade _____

(A) Actively Involved

Subject _____ Number of Students _____

(L) Limited Involvement

(O) Observed Only

Semester and Year _____

Date	Begin/End Times	Total time in hours	Activity	Cooperating Teacher's Initials	Code

Total Time: _____

Student Signature

Cooperating Teacher Signature
Phone #
Email:

University Faculty Signature



PRACTICUM JOURNAL GUIDELINES

The practicum student will keep a Student Journal throughout the practicum experience. This journal should be created in Microsoft Word and available to the Faculty Practicum Supervisor as requested. **For each day observed**, the journal should include dates and times worked, as well as a brief description of the activities performed on the particular date and any resulting thoughts and/or feelings. It can also be used as a forum for reflection on the frustrations, joys, discoveries, etc. during a particular day. The journal is the best resource for the Final Practicum Reflection Paper. It is highly recommended that your journal entries be saved electronically in two locations to avoid loss.

These entries should be written at the end of each practicum session and should be kept sequentially throughout the experience. A final copy of the entire Journal in electronic format must be submitted by the **Friday before finals week** of the term in which the practicum was completed.

JOURNAL GUIDELINES:

1. Leave a facing page or large margins for annotations and the reader's comments. This journal will be a dialogue with yourself and your advisor.
2. Date each entry.
3. Set aside a regular time for writing, not necessarily every day, but write with such regularity that it becomes a habit.
4. Feel free to incorporate other materials if you wish, including pictures, quotations, news items, etc.
5. If, after you have written, you decide you do not want to share the thought, tape or staple the page over. Your supervisor will respect your privacy, and will keep material confidential at your request.
6. Experiment with different kinds of journal writing: catharsis, free association, frequent short entries, occasional long, extended-essay type entries, book reviews, poetry, etc...
7. In a special place in your journal keep an annotated list of the books you have read this year and other schools or classrooms you have visited.
8. Although the journal will be read by your supervisor, it is really FOR YOU. Use it in any way that

SAMPLE REFLECTION TOPICS:

The following are some possible topics to reflect on in your journal. Use the Teacher Education's Conceptual Framework as the basis for your reflections.

- 1) What have you learned about yourself? (Your values and goals as a teacher, strengths and weaknesses, interaction style, growth over time in the placement)
- 2) What have you learned about children? (The needs and interests of children at this grade level, the strengths, weaknesses, and reaction patterns of a specific child)
- 3) What have you learned about teaching? (Strategies you can use to create a positive learning community, how the role of teacher differs from your expectations)
- 4) Think about a critical incident at school (e.g., two children used racial slurs during a fight in the classroom). You might want to reflect about:

- What happened? Is there another way to see this event? How would the people involved and the rest of the students explain this event? How you feel about it? What were the assumptions that you were operating with? What did you learn, and what are some alternative ways for handling the situation in the future?
- 5) How does the social context of schools affect learning/teaching?
 - Are diverse students (e.g., from different ethnic/racial backgrounds, students with special needs, language minority students, females) provided with equal opportunities to use computers, to participate in discussion? What are students learning through the hidden curriculum?
- 6) What can be done to be even more welcoming to all parents, and especially to those who are intimidated by the school environment?
- 7) What were your specific responsibilities/ assignments today?
- 8) How did you impact the life of a student today?
- 9) What activity did you see that worked especially well?
- 10) What questions do you have after observing this class?

Other areas of observation can be related to:

Environment:

Seating arrangement, heat/ light/ cleanliness
Bulletin boards
Age and number of students
Appearance and attire of students/ teacher
Attitude toward subject/ peers/ teacher
Supplemental materials (computers? Books? Library? Learning centers?)
Is the room inviting? Friendly? What is the tone?

Motivation:

Are students involved in the learning process?
Are they interested?
What does the teacher do to make the subject more real-to-life?

Discipline:

What does the teacher do to prevent problems from occurring in class?
How does the teacher handle problems that occur?
How do students respond?
Are consequences posted?
How is the group behavior monitored?

Learning styles:

What does the teacher do for students who finish first? What about students that finish last?
How does the teacher accommodate any physical disabilities?
Are students grouped according to ability levels?
Does the teacher use several methods of instruction?

Technology:

Is the teacher using technology? Are the students using technology?

Assessment:

How does the teacher feel about standardized testing?

How do the students feel about standardized testing?

What kinds of testing methods are employed?

Dispositions:

How does the teacher demonstrate a professional attitude in class? Outside of class? With other teachers?

How much time does the teacher spend outside of class on planning, grading and preparation of materials?

JOURNAL LOGS/REFLECTION:

The reflection portion of the log should demonstrate the use of feedback and reflection to continuously improve and strengthen pedagogical skills. The University Practicum Supervisor will monitor the journal and provide feedback on reflections, along with all other areas of the experience. Below is an example of a written reflection:

Week of 9/6/04

Name: Mika C. Brown

I have a lot to reflect upon this week. I have struggled with balancing time this week as I began my journey into this practicum experience. I feel a little overwhelmed, and as I reflect, I realize the many time constraints and pressures put upon school administrators. Getting started with my practicum experiences has helped develop a sincere appreciation for the jobs my administrators do. Administrators have a lot to deal with on a daily basis, and through it all, they prevail. Although I feel overwhelmed, I am also assured that this is what I want to do.

I met with my mentor regarding my practicum experiences. She expressed a great deal of excitement for me. I believe this is going to be an enlightening and worthwhile experience in which I was asked to coordinate and revise our school's vision and mission statement. I am looking forward to working with her because she has unique leadership styles. One of my practicum assignments is to serve as the Nutrition Advisory Council leader (NAC). I was appointed to this position by the principal. Our school goal is to be an advocate for healthy habits and good nutrition. I met with our food service manager to discuss issues concerning the lunch menu. The manager indicated that there was a significant decrease in the number of children eating school lunches. We decided to set a goal to increase our school lunch participation by 11%. Currently, 254 students eat school lunch; we would like to increase this number to at least 280 students eating school lunch daily. Part of my job as the NAC advisor is to create a teacher advisory committee and student advisory committee. I decided it would be best to have a representative from each grade level. I felt this was necessary because needs and student responses would be different within the different age groups. I met with the NAC and a few teachers individually and the response was not that great. It seemed to them NAC would just be another thing to take up their time. After this response, I decided I would meet with grade level leaders next week to assess their response to NAC.

The "Henrietta Reads" Program is a program geared towards promoting literacy among schools, community, families, and children. The philosophy is "we all succeed when Henrietta reads!" This initiative was created to improve the literacy of Henrietta City students. Sunday, September 5, 2004 was the official "Carnival of Reading" kickoff celebrations for the newly adopted initiative. Student turnout was lower than I expected, however, those present seemed to enjoy themselves. There were carnival games for the children. Scholastic held a huge book fair with discounted books for sale, a storyteller, and various book characters in full costume for the children. Many dignitaries were present, board and community members, and even representatives from the Atlanta Hawks. This event was embraced by everyone. I was happy to be the program coordinator.



PERSONAL DEVELOPMENT PAPER
INSTRUCTIONS

- Must be 6 – 8 pages long and reflect your own personal thoughts
- All answers **MUST** be typed using Times New Roman, Font 12, double-spaced. Number all pages; follow APA format
- Must include a cover page
- Attach your field-based attendance logs and notes (from Practicum Handbook)
- Your Personal Development Paper is due on _____
- In order to complete the Personal Development Paper, you must already have completed **ALL** of your ten hours (or at least 75%) of field-observation

Name:

ID:

Total number of hours completed:

School Site:

Name of Cooperating Teacher:

Grade Level:

- 1) Briefly describe any classroom tasks you were directly involved in (or assisted your cooperating teacher with)
- 2) In order to meet the diverse needs and interests of students, a teacher should use a variety of teaching strategies. Based on your field-based observations, describe and reflect on the advantages of diverse teaching strategies you have observed. Explain which one(s) seemed to be the most effective one(s) and why.
- 3) Describe activities and/ or strategies your cooperating teacher used to ensure that learning was student-centered.
- 4) Complete the following table. For the “What I know” column, reflect on what you knew **BEFORE** starting your field-based observations. For the “What I want to know” column, reflect on what your expectations were **BEFORE** starting your field-based observations. The “What I learned” column, should include a summary of your overall progress.

What I know	What I want to know	What I learned (Classroom management, lesson planning, differentiation of instruction, behavior management, etc...)

- 5) Describe CREATIVE THINKING activities you may have observed during your field-based observations. If none, explain how you would have implemented a *creative thinking activity* from a classroom sample/ situation you observed.

- 6) Based on your field-based observations, describe strategies that you have seen implemented to address the following critical components. Complete at least 8 from the list:
 - a) Gaining and holding student attention
 - b) Telling students what they are expected to learn
 - c) Reminding students of related knowledge and skills
 - d) Presenting new stimuli or information for learning
 - e) Guiding students’ thinking and learning
 - f) Providing feedback about correctness
 - g) Judging or appraising the performance
 - h) Helping to generalize what is learned
 - i) Providing practice for retention
 - j) Effectively grouping students
 - k) Effectively managing classroom tasks
 - l) Getting to know each individual student
 - m) Dealing with principal, parents and/ or other teachers
 - n) Peer- teaching
 - o) Inclusion of technology in instruction

- 7) Your Portfolio: What is the overall assessment of your portfolio? In addition to all required documentation, list any other materials you have included in your portfolio and explain your rationale for doing so. How is your portfolio a reflection of your progress in EDU 220 and EDU 221FB?

- 8) Reflecting on your overall field-based observations, reflect on the negative and the positive by completing the following table:



What I enjoyed the most	What I would change and WHY

- 9) How has the materials learned in class been helpful for the field-based component? How have you linked or related the theory with the practice? Or what plan do you have in mind to better relate theory and practice in the future?
- 10) Comment on at least two aspects by which your field-based observations truly have helped you in your training and preparation as a teacher.
- 11) Based on your overall observations, what area(s) do you think you still need to personally improve in terms of your own growth and preparation as a teacher?

PORTFOLIO CONTENT REQUIREMENTS



The candidate will complete a student portfolio (working portfolio) using LiveText during the professional education courses in the teacher education program. The purpose of this portfolio is to demonstrate growth in the areas represented by the goals of the Conceptual Framework. This portfolio will evolve into the Final Professional Portfolio that will be submitted and presented for the exit interview at the conclusion of student teaching. This is a ‘showcase’ portfolio and thus the candidates should carefully select artifacts from the working portfolio to include in the professional portfolio by asking questions such as:

- a) How does this artifact demonstrate who I am as an educator?
- b) How does this artifact relate to the competencies and standards I have learned as outlined in the Conceptual Framework goals and outcomes?

The following items must be included in the working portfolio:

- Statement of Teaching Philosophy (1 page, typed-up, 1 ½ spacing, Times New Roman Font 12)
- Autobiography (no longer than 2 pages, typed-up, 1 ½ spacing, Times New Roman Font 12)
- Most recent professional resume
- Two (or more) Letters of Reference that focus on professional growth
- Special Projects in Pedagogical Courses (case studies, lesson plans, unit plan, “invitation to the imagination” project, research papers, essays, position papers, brochures, computer projects, bulletin boards, teacher interviews, teacher made materials, videotapes or critiques of teaching, etc...)
- Three to five samples of journal entries based on reflection areas highlighted in the Practicum Handbook. The samples should indicate growth pertaining to the goals of the Conceptual Framework.
- Personal Development Paper (Guidelines are in the Practicum Handbook)
- Log in/out form
- Assessment forms from Cooperating Teacher
- INTASC Standards/ Artifact Alignment Table

PART III:

Materials For Clinical Faculty



Instructions for Clinical Faculty

The practicum experience provides a realistic setting for teacher candidates to participate in meaningful teaching for learning experiences. Therefore, we expect the candidates to be involved by assisting the facilitating teacher with various classroom activities. Some suggested activities include:

- Tutoring individual students
- Working with small instructional groups in the academic core area
- Supervising recreational reading periods
- Designing lesson plans
- Constructing bulletin boards
- Reviewing textbooks
- Making instructional manipulatives
- Supervising the use of computers by students
- Assisting with grade level or departmental duties
- Attending faculty meetings and parent-teacher conferences
- Mentoring students

Clinical faculty members are encouraged to use every opportunity to help teacher candidates prepare for success.

CLINICAL FACULTY INFORMATION SHEET

Name: _____

Address: _____

School: _____ School email: _____

Licensure area(s): _____ Years of teaching experience: _____

Education and training:

a. list degrees earned and major

b. list special training, mentoring, and/or leadership experiences

Full-time teaching experience:

List school and grades taught, starting with present assignment:

Work with pre-service teachers:

Practicum Students: yes no how many?

Student teachers: yes no how many?

Professional development:

List professional involvement activities in the last five years. Including consulting, staff development workshops, committees, conferences, and presentations (use the back of this form if additional space is needed).

Please return to: Attn: Ms. Bynetta Wiggins
 Martin E. Gray Hall, Virginia Union University
 1500 N. Lombardy Street
 Richmond, VA 23220



EARLY ALERT REPORT FORM

EARLY ALERT REPORT

The purpose of this form is to alert Teacher Education Program candidates of concerns that may impede their successful candidacy. If an incident that raises concern(s) occurs, the cooperating teacher and/ or faculty member should submit this form to the Practicum Supervisor. Please detail situations that raise concerns about the education candidate's abilities to communicate effectively, to interact with others successfully, and to demonstrate their potential for skills requisite in the education profession. The Practicum Supervisor will meet with the candidate, the candidate's advisor, clinical faculty and other faculty member to review and address the concerns. Copies of this Early Alert form as well as a summary of the meeting will be kept in the candidate's advising file.

Date: _____ Faculty Member/ Cooperating Teacher: _____

Name of Teacher Candidate: _____ ID #: _____

Please state the date of the incident and describe the context in which it occurred:

Describe the incident

Please state your concern(s), including recommendations for the candidate:

Area of Concern	Specific Issues	Recommendation
Content Knowledge		
Pedagogical Skills		
Classroom Management		
Response to Diversity		
Interpersonal Relations		
Dependability and Commitment (Attendance)		
Initiative and		



Evelyn Syphax School of Education, Psychology and Interdisciplinary Studies

Enthusiasm		
Interest in the Profession		
Communication Skills (oral, written language, including technology use)		
Organization		
Professional Conduct, including Dress Code		
Trustworthiness and Integrity		
Sensitive, Caring, Empathetic		
Reflective Ability/ Ability to receive Constructive Feedback		
Other		
Faculty/ Cooperating Teacher Signature:		



ASSESSMENT BY CLINICAL FACULTY

This form should be completed and signed by the clinical faculty member (Circle what is most relevant).

	Excellent	Average	Below Average
Appearance	Dress/ suit	Shirt/ slacks/ blouse/ skirt	Campus wear
Attendance	No absences	90% of the time	Less than 90% of the time
Punctuality	Always early	On time	Late
Knowledge of content and pedagogy	Demonstrates competence	Content learning	Limited content learning
Attitude	Demonstrates ethic of caring	Partial student engagement	Non-student engagement
Communication skills	Uses pedagogical terms	Standard vocabulary	Non-professional vocabulary
Response to criticism	Accepts and implements	Accepts	Does not accept

Additional comments:

Signature of Clinical Faculty/Cooperating Teacher

.....
For Office Use Only

Practicum University Supervisor: _____
(Name – Print)

(Signature)

(Date)



FINAL PRACTICUM EVALUATION FORM

Date of Final Evaluation: _____

Name of Practicum Student Name: _____

Practicum Site: _____

In each category below, please circle one rating for each expectation:

1 = Expectation not yet attempted 2 = Below Expectations 3 = Satisfactory 4 = Good 5 = Excellent

Professional Behavior

- | | | | | | |
|---|---|---|---|---|---|
| 1. Overall understanding of the agency's organization and goals. | 1 | 2 | 3 | 4 | 5 |
| 2. Exhibits professional relationship with co-workers. | 1 | 2 | 3 | 4 | 5 |
| 3. Efficiently and responsibly carries out work responsibilities. | 1 | 2 | 3 | 4 | 5 |
| 4. Handles any conflicts that may arise in a professional manner. | 1 | 2 | 3 | 4 | 5 |

Comments:

Attitudes

- | | | | | | |
|---|---|---|---|---|---|
| 1. Demonstrates respect for the career path reflected in this Practicum experience. | 1 | 2 | 3 | 4 | 5 |
| 2. Displays an attitude of life-long learning in the field. | 1 | 2 | 3 | 4 | 5 |
| 3. Displays and supports high ethical standards. | 1 | 2 | 3 | 4 | 5 |

Comments:

Knowledge

- | | | | | | |
|--|---|---|---|---|---|
| 1. Demonstrates fundamental knowledge of the basic information required to succeed in this field.. | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|

Comments:

Skills

- | | | | | | |
|---|---|---|---|---|---|
| 1. Demonstrates fundamental knowledge of the basic skills required to succeed in this field.. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Comments:

Would you recommend that this student continue working toward a career in this field? ___ Yes ___ No
Please explain in detail in the space provided below (use the back of this form for additional space).

Signature of Clinical Faculty/Cooperating Teacher



FACULTY/ STAFF OF THE DEPARTMENT OF TEACHER EDUCATION

Dr. Marshá T. Horton, Dean, Syphax School of Education, Psychology and Interdisciplinary Studies
mthorton@vuu.edu

Dr. David Adewuyi, Associate Professor, Secondary Education
daadewuyi@vuu.edu

Dr. Weena I. Gaulin, Associate Professor, Elementary Education
wigaulin@vuu.edu

Dr. Ben J. Herndon, Department Chairperson, Weekend College, Accelerated Degree Program
bjherndon@vuu.edu

Mrs. Odessa W. Johnson, Administrative Assistant
owjohnson@vuu.edu

Dr. Sunita Sharma, Associate Professor, Exceptional Education
ssharma@vuu.edu

Mrs. Bynetta Wiggins, Assistant Professor, Secondary Education
bwiggins@vuu.edu

Campus Address: Virginia Union University
Evelyn Syphax School of Education, Psychology and Interdisciplinary Studies
Department of Teacher Education
Martin E. Gray Hall
1500 North Lombardy Street
Richmond, Virginia 23220
Office Telephone (804) 257-5742
Fax Number: (804) 257-5739

