



# **Practicum Guidelines: Traditional Pathways Two Year MCC**

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# Statement of Purpose and Overview of Expectations

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## **Statement of Purpose:**

The methods practica are designed to provide classroom experiences that will enhance understanding of instructional methods and curriculum design. Students will have the opportunity to observe teaching and learning in progress and connect theories discussed in-class with classroom practices. The master teacher will serve as a resource for students, providing a strong professional model, discussing practices with students, and supporting the student as they “try out” lesson planning and classroom teaching.

## **Overview of Expectations:**

Successful completion of the practicum requires the teacher candidate to do following:

- Observe and support instruction in the classroom of the master teacher for 50 hours (traditional pathway) or 75 hours (MCC 2 year).
- All hours must be completed and recorded in the attendance log prior to the final week of the semester.
- Professionalism is a must. Candidates are expected to be dependable, prompt, respectful, dress in a professional manner, and keep private information, confidential, about students and staff members.
- While in the classroom, candidates are expected to confer regularly with the master teacher, work closely with students, ask questions and show interest in observing and practicing assessment and instructional strategies, and assist the master teacher in the classroom as appropriate.

Teach 2-3 lessons or portions of lessons.

- These lessons should be planned with the guidance of the master teacher.
- You are encouraged to videotape and reflect on at least one of these lessons.

***In order to ensure an appropriate placement, candidates should not attempt to arrange for a field experience placement on their own.***

# Master teacher / Teacher Candidate Agreement

Dear Master Teacher:

Thank you for agreeing to mentor a USD teacher candidate this semester. Please review the information in this booklet and discuss your expectations with the USD teacher candidate. If you have any questions or concerns, please contact us directly. Thank you again for supporting our teacher candidates.

Betsey Gibbs, USD Field Experiences Manager  
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1. It is the responsibility of the teacher candidate to manage all forms, keep track of his or her activities, and set up times for practice teaching. Each teacher candidate has also been asked to collect your preferred contact information and to notify you as soon as possible should he or she be unable to attend on a practicum day.
2. Through the course of the semester, please:
  - a. Discuss your teaching and students' learning with the teacher candidate. Any information you are able to share with the candidate about your practices and the theories that guide your practices is much appreciated.
  - b. Provide opportunities for the candidate to participate in teaching 2-3 lessons or portions of lessons. These lessons should be planned by the candidate in response to your input and with your supervision. They should support your larger instructional and content goals. The candidate is encouraged to video tape him or herself teaching one of the lessons. Please observe the candidate while they teach these lessons and provide them with constructive feedback.
  - c. Sign the teacher candidate's **Practicum Attendance Log** *after each visit*. It is the teacher candidate's responsibility to keep the log up-to-date and to present it to you for your initials. Teacher candidates have committed themselves to serving 50 hours in your classroom (traditional) and 75 hours 2 year MCC).
  - d. Complete and sign a final **Teacher Candidate Evaluation Form**. In addition to providing feedback to USD, this form may be used, at your discretion, as a forum for discussing the teacher candidate's progress with him or her. Please return the completed evaluation to supervisor. This evaluation will be considered in the appropriate course grade; the teacher candidate will receive a grade of **Incomplete** if it is not received by the date designated by the course instructor.
  - e. If your teacher candidate is in the traditional program and also enrolled in EDUC 384/584 *Methods for Language and Academic Development in English*, he/she will be on your campus an additional 20 hours. During those 20 hours the candidate is required to tutor an English learner for 12 hours. There will also be additional related assignments to be completed.
3. You are always welcome and encouraged to contact the practicum coordinator or course instructor with questions, observations, or concerns. In addition, if you have serious concerns regarding the teacher candidate's commitment and/or ability to meet the practicum requirements, you may file a statement of concern. Depending on the severity of the concern, the practicum experience may be terminated.

Please sign below to indicate that the Teacher Candidate and Master teacher have reviewed the practicum expectations and set a mutually agreed upon schedule:

Signature, USD Teacher Candidate: \_\_\_\_\_

Signature, Master teacher: \_\_\_\_\_

# PRACTICUM FIELD EXPERIENCE RESPONSIBILITIES

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**TIME:** Candidates are expected to observe and support teaching and learning at their placement site for a minimum of **50 hours PER SEMESTER** for students in the traditional program or **75 hours** for students in the 2 year MCC program. All field placement documentation must be completed and returned by the end of the semester. The hours that a candidate spends at the site should be arranged in advance so that both the candidate and the master teacher can make appropriate accommodations. At the first site meeting, candidates will work with the master teacher to complete the “**Master Teacher / Teacher Candidate Agreement.**” This form must be signed and returned.

**ATTITUDE AND ATTIRE:** Professionalism is a must. Candidates are expected to be dependable, prompt, courteous, and respectful at all times. Candidates should dress in a professional manner. Private information about students and/or staff members should be kept confidential.

**ACTIVITIES:** Candidates should observe and support teaching and learning at the site. Activities may include the following:

- ❖ *Classroom observation* – Candidates must spend a significant portion of their time observing the instruction and interactions in classrooms at the site.
- ❖ *Individual or small group interaction* – Candidates must spend significant time working with individuals or with small groups who need a bit of extra time and/or support in their learning. This work should be done under the direction of the classroom teacher and should support on-going teaching and learning in the classroom.
- ❖ *Understanding instructional planning and assessment*– Candidates are encouraged to spend time observing master teachers’ work in planning for and assessing instruction. When possible, candidates should have the opportunity to ask questions about the theory behind instructional practices, differentiation to meet student needs, and measures of student learning. Understanding the thinking behind master teachers’ work will support candidates as they transition into student teaching.
- ❖ *Classroom teaching* –The candidate will teach at 2-3 lessons or portions of lessons as directed in the university class syllabus.
- ❖ *Inappropriate activities* –Candidates should not be expected to take on responsibilities at the site that fall outside of the direct realm of teaching and learning. Although making the occasional photocopy is fine, regularly running to the copy center is not. Examining student work to assess learning can be helpful, but grading stacks of student papers is an inappropriate use of time. Getting to know students while chaperoning in an occasional field trip helps everyone, coaching sports detracts from time that should be spent in class. Candidates and supervisors should use

their best judgment to ensure that the candidate's field experience supports the program learning objectives as well as the students and teachers at the school site. If there are questions or concerns, please contact the Field Experiences Manager.

### **RECORD KEEPING:**

A university supervisor will be assigned to each practicum student. The supervisor will observe and evaluate the candidate. Evaluations should be completed using the “**Practicum Candidate Evaluation**” form and shared with the candidate. A copy must be provided to the candidate and the Field Experiences Manager. Satisfactory evaluations are required in order for the candidate to advance to student teaching.

In addition to the formal evaluation, if staff at the site placement have concerns about the candidate at any time, they should contact the supervisor and/or the Field Experiences Manager.

Finally, candidates need to complete a “**Practicum Experience Site Evaluation**” to provide feedback on the site placement. Detailed feedback and specific suggestions are helpful in ensuring quality field experiences for future candidates. Responses will be kept confidential and may be returned anonymously. Site placement evaluation forms should be submitted to the Field Experiences Manager at the end of the semester.

# FORMS AND EVALUATION MATERIALS

On the following pages you will find materials that will facilitate the field experience. Please be aware that the teacher candidates are responsible for maintaining all necessary records for the field experience. Successful completion of all practicum experiences is one of the requirements for advancement to student teaching.

## Field Experience Observation & Scheduling

### Master teacher:

Thank you for agreeing to host a USD teacher candidate this semester. Please review the information below and discuss your expectations with the USD teacher candidate. If you have any questions or concerns, please contact the supervisor or Field Experience Manager. Thank you again for supporting our teacher candidates.

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### Description of Responsibilities:

1. It is the responsibility of the teacher candidate to manage all forms, keep track of his or her activities, and set up times for site visits. Each teacher candidate has also been asked to collect your preferred contact information and to notify you as soon as possible should he or she be unable to attend on a previously agreed upon day / time.
2. Through the course of the semester, please:  
Provide opportunities for the candidate to participate in the following activities:
  - **Observation of teaching and learning**—Several hours need to be devoted to observation of teaching and learning at your site. This time spent observing (without simultaneously tutoring, working with small groups, etc.) will allow the candidate to learn from the teachers at the site and provide opportunities to make connections between the practices in place at your site and the theory and research discussed in their education coursework.
  - **Interaction with individuals or small groups**— Candidates are required to provide support for the on-going educational activities at your site by working with individual students or small groups of students. Candidates may tutor individual students, offer academic enrichment to small groups of students, and provide additional support as directed by the master teacher.
  - **Interaction with an English Language Learner**— Candidates must have the opportunity to interact with and provide support for at least one student who is an English Language Learner.

Provide a description of the site, its goals, the students and community served, the successes and challenges it faces. Discuss your teaching and students' learning with the teacher candidate. Any information you are able to share with the candidate about your practices and the theories that guide your practices is much appreciated.

- Sign the teacher candidate's **Field Experience Attendance Log** *after each visit*. It is the teacher candidate's responsibility to keep the log up-to-date and to present it to you for your initials. Teacher candidates have committed themselves to serving 50 hours (traditional pathway) or 75 hours (MCC 2 year) at their field experience site during the semester.
  - Complete and sign a final **Practicum Candidate Evaluation**. In addition to providing feedback to USD, this form should be used as a forum for discussing the teacher candidate's progress with him or her. Please return the completed evaluation to the Field Experiences Manager and a copy to the candidate, by the end of the semester.
3. You are always welcome and encouraged to contact the Field Experiences Manager with questions, observations, or concerns. In addition, if you have serious concerns regarding the teacher candidate's commitment and/or ability to meet the field experience requirements, you should contact the supervisor and/or the Field Experiences Manager. A meeting will be scheduled with the teacher candidate as soon as possible to discuss an appropriate course of action. Depending on the severity of the concern, the field experience may be terminated.

# Observation Schedule

*Copies should be provided to master teacher, teacher candidate, and course instructor.*

Master teacher: \_\_\_\_\_ Room: \_\_\_\_\_

E-mail: \_\_\_\_\_ Phone: \_\_\_\_\_

## Course Schedule:

Date	Time	Subject

Teacher Candidate: \_\_\_\_\_

E-mail: \_\_\_\_\_ Phone: \_\_\_\_\_

## Planned Observations:

Mondays	Tuesdays	Wednesdays	Thursdays	Fridays

## Anticipated Holidays / Dates of Non-Attendance:

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# Practicum Attendance Log

Teacher Candidate: \_\_\_\_\_ School: \_\_\_\_\_

Master teacher: \_\_\_\_\_ Grade/Class: \_\_\_\_\_

## Classroom Observations:

Date	# of Hours (Today)	# of Hours (Total)	Activities (Briefly describe your activities on this day)	Master teacher Initials

Date	# of Hours (Today)	# of Hours (Total)	Activities (Briefly describe your activities on this day)	Master teacher Initials

Total Hours Completed: \_\_\_\_\_ Completion Date: \_\_\_\_\_

**Candidate Teaching Opportunities:**

Date	Description (Briefly describe your teaching activities)	Master teacher Initials

Teacher Candidate Signature: \_\_\_\_\_

Master teacher Signature: \_\_\_\_\_



**Practicum Teacher Candidate Evaluation Form**

USD Student: \_\_\_\_\_ Practicum School: \_\_\_\_\_  
 Master teacher / Supervisor: \_\_\_\_\_

Rating: 1= Needs improvement 3= Strong  
 2= Satisfactory 4= Outstanding  
 N/O= Not Observed

Student Performance	1	2	3	4	N/O	Comments
1. Dependability (attendance and promptness)	1	2	3	4	N/O	
2. Professionalism	1	2	3	4	N/O	
3. Commitment and willingness to work	1	2	3	4	N/O	
4. Ability to receive feedback and suggestions	1	2	3	4	N/O	
5. Capacity for reflection and inquiry	1	2	3	4	N/O	
6. Enthusiasm and potential for teaching	1	2	3	4	N/O	
7. Flexibility	1	2	3	4	N/O	
8. Clear communication	1	2	3	4	N/O	
9. Relationship/rapport with students	1	2	3	4	N/O	
10. Sensitiveness to issues of diversity including cultural, linguistic, economic and cognitive histories.	1	2	3	4	N/O	
11. Implementation and interpretation of assessments and classroom/ school observations to determine student strengths and needs, and develop an intervention plan.	1	2	3	4	N/O	
12. Working with students individually.	1	2	3	4	N/O	
13. Working with students in groups.	1	2	3	4	N/O	

**Other Comments:** (Please add additional comments on the back of this form or on a separate sheet of paper)

**Master teacher / Supervisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Note: A separate copy of this form must be completed by the Master teacher and the University Supervisor. Copies are to be given to the candidate and supervisor.

## Practicum Experience Site Evaluation

To be completed by the candidate

Field Experience Site: \_\_\_\_\_

Master teacher: \_\_\_\_\_

Rating: 1= Needs improvement

2= Satisfactory

3= Strong

4= Outstanding

Field Experience Survey Response	1 2 3 4
1. Opportunities to observe teaching and learning	1 2 3 4
2. Opportunities to interact with students in educational settings	1 2 3 4
3. Opportunities to interact with teachers / administration	1 2 3 4
4. Accessibility of site (time schedule, location)	1 2 3 4
5. Educational environment of site	1 2 3 4
6. Knowledge, experience, and pedagogy of teachers	1 2 3 4
7. Sensitivity of teachers to issues of diversity including cultural, linguistic, economic, and cognitive histories.	1 2 3 4
8. Support for student learning	1 2 3 4
9. Support for candidate learning.	1 2 3 4
10. Clear communication.	1 2 3 4

### Short Answer Response:

11. Was this experience intellectually stimulating? Did it stretch your thinking?
  
12. What knowledge, skills, and/or dispositions did you gain from this experience?
  
13. What aspects of this field experience contributed most to your learning?
  
14. What aspects of this field experience detracted from your learning?
  
15. Would you recommend continued use of this field placement? What suggestions do you have for improving the experience?
  
16. Other comments:

*If extra space is required, please attach additional pages. Please return completed form to Betsey Gibbs, Field Experiences Manager.*