# Practicum Experience Handbook

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I. TEACHER EDUCATION PROGRAM CONCEPTUAL FRAMEWORK

INSTRUCT, INSPIRE, INQUIRE

Grace University is committed to a faith-based philosophy of education. Every facet of the University program is conditioned and directed by a Christ-centered, biblical perspective. The University is deeply committed, as its founding fathers were; to the Bible is a dependable guide in the search for truth. The teacher education program is grounded on this fundamental truth.

From this truth, the Teacher Education program at Grace University has established four major foundational blocks. Candidates who desire to be educators trained at Grace University must have a Bible major. The right knowledge of, and reverence towards God is the foundation of wisdom and knowledge (Proverbs 1:7, 9:10). From this Theo-centric worldview, the University believes that students will be able to understand biblical truth and biblical principles that underlie all subject matter.
The second foundational block consists of the studies in leadership. Grace University believes that the leadership model evident throughout the Bible is one of service. Jesus Christ demonstrated being a servant to others as well as taught others to follow His example. Students at Grace University are being trained to understand that in order for others to follow they must exhibit that servant's attitude. When they are motivated to serve other, others will be motivated to follow them. Students need to understand and practice this concept as they will learn to work with colleagues, parents, administration and to lead their students.

The General Education coursework makes up the third foundational block. It is important for Grace University students to have a proper knowledge base of the Arts and Sciences. The students need to be committed to learning and assimilating knowledge and wisdom from the past, which will enhance their skills as an educator. Students will develop critical thinking skills and problem-solving techniques applying scientific methods to analytically reach solutions.

Finally, the Professional Studies block prepares candidates to bridge the gap between preparation and performance in a specific teaching role. Students in the education program at Grace University are being taught to think creatively, analytically, and adaptively, to evaluate, and to reflect as they learn to make decisions about curriculum and students in their care. They will have an appreciation of the history and philosophy of the public and private school. Because of the changing demographics in classrooms today, all coursework is infused with research-based pedagogy for diverse student populations. Candidates will be expected to demonstrate competency in differentiating instruction for all students. The candidate will demonstrate skills, techniques, and attitudes consistent with the ten Principles of Assessment established by the Interstate New Teacher Assessment and Support Consortium. Grace University students will be trained to use all the resources at their disposal including the latest technology.

The foundational blocks listed above support a platform upon which the Grace graduate stands. This platform consists of four principles. The first principle is that of integration. Students at Grace will be trained, first of all to integrate the Word of God in all subject areas. They will also be able to integrate one subject area with another. It is important for students to realize subjects do not exist in isolation from one another but each is used to complement or complete another. The second principle is the area of practice. In the practica experience our students will be able to work along side their Co-operating Teacher, observing first-hand the educational process in the classroom. It is imperative that students must put theory into practice. The third principle is knowledge. The students will have a general knowledge of a variety of subject matter that they will apply in the classroom. With these four principles, education students trained at Grace University will be fully competent to perform in the public or private school classroom.

INSTRUCT, INSPIRE, INQUIRE
This student, trained at Grace University, will be a student who can instruct and be open to instruction. He/she will have knowledge of their subject matter and a burden to continue to improve in the craft of teaching. This student will be an educator that inspires others to learn but always seeks ways to be inspired. He/she will exhibit a love for children, an understanding of all types of children, and a passion for teaching. This student will work to develop an inquiring mind in their students and maintain an inquiring mind of their own. He/she will be a servant leader with a life-long desire to continue learning. This is the Teacher Education program at Grace University.
II. CREDE: FIVE STANDARDS OF EFFECTIVE PEDAGOGY

Joint Productive Activity-
Teachers and students working together on a common product or goal

Language and Literacy Development-
Developing competence in the language and literacy of instruction and in the academic disciplines throughout all instructional activities

Contextualization-
New academic content is set in contexts familiar to students to connect it to prior knowledge or experience from home, school, or community

Challenging Activities-
Using complex tasks requiring the elaboration or application of content knowledge to achieve an academic goal

Instructional Conversation-
A planned, goal-directed conversation between a teacher and a small group of students

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III. INTRODUCTION

A. University Mission

Grace University exists to develop servant leaders for the home, the church and the world through excellence in biblically-integrated education and through life change in a personal, discipling environment, all for the glory of God.

B. University Goals

Two core values shape the goals and objectives of Grace University—academic excellence and life change. In line with its mission, Grace University’s overall goal is that each student will be a well-balanced, Christ-like person who is an obedient disciple, a critical thinker, a World Christian, a righteous citizen, and a compassionate encourager.

C. University History

In 1943, Grace University was started by a group of ten Mennonite ministers in Omaha, Nebraska, to provide students with a Bible-centered education. It is located at Ninth and William in the "heart of the city."

Grace University is an interdenominational university consisting of Grace College of the Bible, Grace College of Graduate Studies, and Grace College of Continuing Education. During the past 65 years, more than 8,000 students have studied at Grace and begun serving in full-time ministries in world missions, pastoral work, Christian education, music and radio communications, and missionary aviation. The most recent curriculum additions include degree programs in Teacher Education and Nursing.

D. Teacher Education Philosophy

In order to maintain the highest standards of competency for our graduates, the Grace University Teacher Education Program is a competency-based, portfolio-oriented professional teacher education program. Consequently, satisfactorily completing a set of courses will not automatically mean the graduate is qualified for teacher certification. Instead, Grace University requires that each professional educator demonstrate competency within the appropriate endorsement requirements and include evidence of that competency (as defined by the Teacher Education Faculty) for review in the graduate's portfolio. Once the student has successfully met these requirements, the University's Certification Officer will submit the appropriate paperwork to the Nebraska Department of Education (NDE) and the Association of Christian Schools International (ACSI) for certification.
Grace University is committed to preparing teachers to serve effectively in cross-cultural and multi-cultural settings within the United States and around the world. Critical to this preparation for new teachers is an understanding of:

- Human relations in our pluralistic world
- Personal and cultural biases
- How human biases impact a community and its educational processes

As a result, all education majors must complete a course called Pluralism and Cultural Diversity (ED 203). Those students who pursue an English Language Learning (ELL) endorsement, which includes all students earning an elementary or a middle school endorsement, must also complete Cultural Anthropology (SS 214) along with the required ELL content.

**E. Student Goals**

Program objectives and requirements originate from principles established by the Interstate New Teacher Assessment and Support Consortium (INTASC), the Nebraska Department of Education requirements as specified in 92 NAC 20-24, and the Association of Christian Schools International (ACSI) requirements for teacher certification.

As a result, students who complete the Teacher Education Program should be able to demonstrate:

1. An understanding of and an appreciation of the philosophy, history, and operation of the private and public school, especially of the private Christian school
2. Proficiency in the subject areas in which one will be instructing students
3. Familiarity with current curriculum, methods, and materials, essential for a new teacher within the scope of the teacher's endorsement area
4. Necessary teaching strategies and skills, management techniques, and personal dispositions normally expected of a successful new teacher consistent with the INTASC’s Ten Principles of Assessment
5. Understanding of, a concern for, and a desire to teach students

Additionally, they will fulfill the objectives of the following university divisions:

1. Biblical Studies
2. General Education
3. Professional Studies, Leadership Core components:
   a. Leadership Core Courses or
   b. Teacher Education courses that accomplish the objectives
IV. REQUIRED FIELD EXPERIENCE

All students accepted into the Grace University Teacher Education Program are required to complete a minimum of 135-165 clock hours of field experience prior to their student teaching experience.

A. Purpose

Field experiences help prospective teachers bridge the gap between preparation and performance in a specific teaching role. These “hands-on” experiences have the advantage of putting theoretical knowledge into practical experiences and further expand teaching skills. Under the guidance of experienced professionals and in an actual teaching environment, prospective teachers can systematically develop the skills necessary for becoming effective teaching professionals.

Field experiences can help prospective teachers assess their strengths and weaknesses and plan future courses and experiences. In addition, the collected data from these experiences can help college personnel counsel students in their programs and placements.

B. Responsibilities

The field experiences throughout the course of the Teacher Education Program provide a step-by-step introduction to the full range of responsibilities of the classroom teacher. The experiences should include opportunities for:

- Classroom observation
- Small group interaction
- Routine classroom tasks
- Assisting the teacher in class presentations
- Helping with planning or other activities the Co-operating Teacher considers appropriate

In addition, the Teacher Education faculty recommended that the field experience take place in a variety of grade levels, school types, and districts in order to allow the student a richer experience for learning about schools and the teaching profession.
C. Insurance Requirement

Before participating in any field practicum experience, pre-service teachers must have purchased insurance from one of the following professional organization:

- Student Education Association of Nebraska (SEAN) - https://ims.nea.org/HowToJoin/stateStudent.do?mbrType=STUDENT&sea=ne
- Christian Educators Association International (CEAI) - http://www.ceai.org/
- Print and turn-in a copy of your receipt to the Teacher Education Administrator for your files.

**NOTE:** This insurance must be purchased *each* year the student will participate in a practicum experience.

D. Nebraska Felony and Misdemeanor Policy

Pursuant to 92 NAC 23, all Nebraska teacher education institutions shall require the prospective student teacher to affirm under oath that he or she has no felony convictions of any kind nor any misdemeanor convictions involving abuse, neglect, or sexual misconduct.

A person with a conviction as indicated in the rule shall not be allowed to participate in any of the following activities without approval by the Commissioner or the Board:

- Pre-student teaching field, laboratory, and classroom experiences
- Student teaching

The affirmation under oath that the student has no felony convictions or any misdemeanors involving abuse, neglect, or sexual misconduct must be established in the student file *prior to* participation in any pre-student teaching field, laboratory, and classroom experiences, or student teaching.
In compliance with this rule, the following Grace University policies are in effect:

1. NO STUDENT WILL BE ALLOWED TO PARTICIPATE IN PRE-STUDENT TEACHING FIELD, LABORATORY, AND CLASSROOM EXPERIENCES OR TO STUDENT TEACH UNTIL A NOTARIZED OATH AS DESCRIBED IN THE TEACHER EDUCATION POLICIES AND PROCEDURES HANDBOOK HAS BEEN PRESENTED TO THE PROGRAM DIRECTOR.

2. NO STUDENT WILL BE ADMITTED INTO THE TEACHER EDUCATION PROGRAM UNTIL ALL FIVE OF THE CRITERIA FOR PROGRAM ADMISSION ARE FULFILLED.

Once the Teacher Education Committee has considered the applicant’s admission materials, it will approve or disapprove the student for admission to the Teacher Education Program:

- Approved applicants and their advisors will receive a letter from the Teacher Education Committee.
- Non-approved applicants and their advisors will be notified of the reasons for disapproval.
- Applicants may appeal the decision of the committee before the University's Dean Council.

The Felony & Misdemeanor Conviction Disclosure Form is available on your Chalk & Wire Teacher Education portfolio under Program Requirements (External)
E. Policies on Professional Appearance

Because we care about the impression you make on your potential future employers and others, this department has dress/appearance requirements, in addition to the general Grace University requirements.

When a Teacher Education student goes to the schools in either a practicum or student teaching situation he or she will:

- Dress in slacks and a polo or dress shirt—males or females; females may also wear skirts or dresses of conservative length
- Not wear casual “flip-flops” or shoes in a state of disrepair
- Remove any piercing which can be seen other than in ears
- Cover any tattoos
- Have a natural-looking hair color (even if it is not the student’s natural color)
- Not draw undue attention to oneself through appearance (The goal is that any attention will be drawn toward Christ in us.)

MODESTY ALERT: Please be sure your manner of dress and appearance is modest and professional.

F. Requirements to Pass Practicum

In order to pass a practicum experience, the student MUST have met the following four requirements:

1. Completed the appropriate hours served out in the classroom and the weekly learning activity reports.
2. Completed weekly learning activity reports.
3. Obtain a positive evaluation from the cooperating teacher
4. Submit the Practicum Point Plan with at least 100 points recorded

NOTE: Update your PRACTICUM FOLDER every week—to add learning activity reports and to update weekly hours and point plan.

Important:

*If a student fails practicum, the student MUST meet with the Teacher Education Department before registering for further practicum courses.

**The student will be placed in “Practicum Follow-up Status” after a failed practicum to help ensure that the student successfully completes future practica.
## V. FIELD EXPERIENCE AND METHODS PRACTICA

### Elementary / Middle School Education

<table>
<thead>
<tr>
<th>PRACTICUM COURSE (YOU WILL TAKE...)</th>
<th>METHODS COURSE (WHEN YOU ARE TAKING...)</th>
<th>REQUIRED HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum experience is embedded into the orientation course.</td>
<td>ED 200 Orientation &amp; Field Experience</td>
<td>25 hours</td>
</tr>
<tr>
<td>ED 321 Practicum in Literacy and Social Studies</td>
<td>ED 313 Teaching Social Studies in Elementary &amp; Middle School</td>
<td>30 hours</td>
</tr>
<tr>
<td></td>
<td>ED 311 Teaching Literacy in Elementary &amp; Middle School</td>
<td></td>
</tr>
<tr>
<td>ED 322 Practicum in Math and Science</td>
<td>ED 312 Teaching Science in Elementary &amp; Middle School</td>
<td>30 hours</td>
</tr>
<tr>
<td></td>
<td>ED 314 Teaching Math in Elementary &amp; Middle School</td>
<td></td>
</tr>
<tr>
<td>ED 421 Practicum in Diagnostic Reading</td>
<td>ED 413 Diagnostic and Remedial Reading Skills</td>
<td>30 hours</td>
</tr>
<tr>
<td></td>
<td>ED 415 Lit for Children and Adolescents</td>
<td></td>
</tr>
<tr>
<td>ED 423 Practicum In Special Education</td>
<td>ED 302 Introduction to Special Education</td>
<td>15 hours</td>
</tr>
<tr>
<td>ED 483 ELL Practicum</td>
<td>ED 481 English Language Learner Methods</td>
<td>45 hours</td>
</tr>
</tbody>
</table>

### Secondary Education

<table>
<thead>
<tr>
<th>PRACTICUM COURSE (YOU WILL TAKE...)</th>
<th>METHODS COURSE (WHEN YOU ARE TAKING...)</th>
<th>REQUIRED HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 300 Practicum in Education 1</td>
<td>ED 315* Principles and Methods of Secondary Education</td>
<td>30 hours each (120 hours total)</td>
</tr>
<tr>
<td>ED 350 Practicum in Education 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 400 Practicum in Education 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 450 Practicum in Education 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 423 Practicum In Special Education</td>
<td>ED 302 Introduction to Special Education</td>
<td>15 hours</td>
</tr>
</tbody>
</table>

*This course is taken only once.*
Music Education

<table>
<thead>
<tr>
<th>PRACTICUM COURSE (WHEN YOU ARE TAKING...)</th>
<th>METHODS COURSE (YOU WILL TAKE...)</th>
<th>REQUIRED HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ MU 214L Practicum in Elementary Music</td>
<td>▪ MU 214 Elementary Methods</td>
<td>30 hours</td>
</tr>
<tr>
<td>▪ MU 330L Practicum in Instrumental Music</td>
<td>▪ MU 300 Band Methods</td>
<td>30 hours</td>
</tr>
<tr>
<td>▪ MU 230L Practicum in Vocal Music</td>
<td>▪ MU 230 Choral Methods</td>
<td>30 hours</td>
</tr>
<tr>
<td>▪ MU 400L Practicum in Music Education</td>
<td>▪ No specific, associated methods course</td>
<td>30 hours</td>
</tr>
<tr>
<td>▪ ED 423 Practicum in Special Education</td>
<td>▪ ED 302 Introduction to Special Education</td>
<td>15 hours</td>
</tr>
</tbody>
</table>

A. Practica Synopsis

Grace University’s Teacher Education Program is an experience-oriented teacher education program that enables the students to integrate theory and practice.

1. Students must be formally admitted to the Teacher Education Program before registering for the methods course work and methods practica.

2. They must also complete a minimum of 25 hours of field experience (via the ED 200 Orientation and Field Experience course) before the beginning of the methods practica.

3. The Elementary/Middle School students are also able to complete their 15-hour Special Education practicum before their methods practica, if unable to take it with ED 423.
4. The program faculty will assign students to schools (i.e., make the practicum placements), but the **students are responsible for their own transportation to their assigned schools.**

5. The methods students work with a Co-operating Teacher over the course of the semester for a minimum of 30 hours. (The exception is ED 423 Practicum in Special Education, which is a minimum of 15 hours.)

6. It is suggested that students designate a minimum **1 day a week** for 2 to 3 hours for experimenting with specific methods class assignments.

7. **Elementary/Middle School** student teachers typically complete five practica and one student teaching experience with a Co-operating Teacher:
   - ED 321 Practicum in Language Arts/Social Studies
   - ED 322 Practicum in Science, Math and Technology
   - ED 421 Practicum in Diagnostic Reading
   - ED 423 Practicum in Special Education
   - ED 483 ELL Practicum

8. **Secondary Education** teachers typically complete five practica and one student teaching experience with a Co-operating Teacher:
   - ED 300 Practicum in Education 1
   - ED 350 Practicum in Education 2
   - ED 400 Practicum in Education 3
   - ED 450 Practicum in Education 4
   - ED 423 Practicum in Special Education

9. **Music** student teachers typically complete five practica and one student teaching experience with a Co-operating Teacher:
   - MU 214L Practicum in Elementary Music
   - MU 330L Practicum in Instrumental Music
   - MU 230L Practicum in Vocal Music
   - MU 400L Practicum in Music Education
   - ED 423 Practicum in Special Education

**IMPORTANT:** The methods practica take place concurrently with the appropriate methods courses preceding student teaching as shown in **The Methods Practica section** of this handbook.
B. Specific Practica Experiences

1. ED 200: Orientation and Field Experience (25 hours)

ED 200 Orientation and Field Experience is a two-credit hour course allowing students to observe and participate in the elementary, middle, and secondary school classrooms.

The purpose of this initial experience is to enable the education student to observe student behavior, teacher responsibility, and the execution of activities and methods in elementary, middle, or secondary schools. This course also orients the education student to the Teacher Education Program, introduces state and ACSI (Association of Christian Schools International) teacher certification requirements, and allows students to complete all program admissions and documents.

2. Servant Leadership Tutoring Experience

All teacher education students volunteer for a weekly Servant Leadership Training experience. The Teacher Education Faculty strongly urges education students to select experiences that allow them to spend time with the age group they plan to teach. Opportunities include tutoring, mentoring, coaching, teaching, youth group sponsors, and church ministry opportunities with children and youth.

3. ED 423: Special Education Practicum (15 hours)

All teacher education students take ED 423 Practicum in Special Education concurrently with ED 302 Introduction to Special Education. Students are assigned to a special education classroom or to a regular classroom with special needs students.
4. The Methods Practica – Elementary Education Majors and Middle School Majors (30 hours)

These students will take their methods practica as pass/fail practica, concurrently with the appropriate methods courses as shown below:

<table>
<thead>
<tr>
<th>METHODS COURSE (IF YOU TAKE...)</th>
<th>PRACTICUM (YOU WILL ALSO TAKE...)</th>
<th>REQUIRED HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ ED 313 Teaching Social Studies in Elementary &amp; Middle School</td>
<td>ED 321 Practicum in Literacy and Social Studies</td>
<td>30 hours</td>
</tr>
<tr>
<td>▪ ED 311 Teaching Literacy in Elementary &amp; Middle School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ ED 312 Teaching Science in Elementary &amp; Middle School</td>
<td>ED 322 Practicum in Math and Science</td>
<td>30 hours</td>
</tr>
<tr>
<td>▪ ED 314 Teaching Math in Elementary &amp; Middle School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ ED 413 Diagnostic and Remedial Reading Skills</td>
<td>ED 421 Practicum in Diagnostic Reading</td>
<td>30 hours</td>
</tr>
<tr>
<td>▪ ED 415 Lit for Children and Adolescents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ ED 481 English Language Learner Methods</td>
<td>ED 483 ELL Practicum</td>
<td>45 hours</td>
</tr>
<tr>
<td>▪ ED 302 Introduction to Special Education</td>
<td>ED 423 Practicum in Special Education</td>
<td>15 hours</td>
</tr>
</tbody>
</table>
5. The Methods Practica – Secondary Education Majors and Music Education Majors

These students will take their Methods Practica in successive semesters as pass/fail practica after being officially admitted to the Teacher Education Program.

<table>
<thead>
<tr>
<th>METHODS COURSE (IF YOU TAKE...)</th>
<th>PRACTICUM (YOU WILL ALSO TAKE...)</th>
<th>REQUIRED HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ ED 315 Principles and Methods of Secondary Education*</td>
<td>Secondary Methods Practica ▪ ED 300 Practicum in Education 1 ▪ ED 350 Practicum in Education 2 ▪ ED 400 Practicum in Education 3 ▪ ED 450 Practicum in Education 4</td>
<td>30 hours each (120 hours total)</td>
</tr>
<tr>
<td>▪ ED 302 Introduction to Special Education</td>
<td>▪ ED 423 Practicum in Special Education</td>
<td>15 hours</td>
</tr>
</tbody>
</table>

6. Music Education Majors

These students will take their Methods Practica in successive semesters as pass/fail practica after being officially admitted to the Teacher Education Program.

<table>
<thead>
<tr>
<th>METHODS COURSE (YOU WILL TAKE...)</th>
<th>PRACTICUM COURSE (WHEN YOU ARE TAKING...)</th>
<th>REQUIRED HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ MU 214 Elem Methods</td>
<td>▪ MU 214L Practicum in Elementary Music</td>
<td>30 hours</td>
</tr>
<tr>
<td>▪ MU 300 Band Methods</td>
<td>▪ MU 330L Practicum in Instrumental Music</td>
<td>30 hours</td>
</tr>
<tr>
<td>▪ MU 230 Choral Methods</td>
<td>▪ MU 230L Practicum in Vocal Music</td>
<td>30 hours</td>
</tr>
<tr>
<td>No specific, associated methods course</td>
<td>▪ MU 400L Practicum in Music Education</td>
<td>30 hours</td>
</tr>
<tr>
<td>▪ ED 302 Introduction to Special Education</td>
<td>▪ ED 423 Practicum in Special Education</td>
<td>15 hours</td>
</tr>
</tbody>
</table>
C. Required Documentation

1. Practicum Clock Hours Form (Keep a weekly updated copy in your folder at all times) 
   (Form may be found on your Chalk & Wire Teacher Education portfolio under ‘Additional Resources>Practicum Forms and Evaluations.’)
   a. Update clock hours each week. It must remain in practicum folder for assessment.
   b. Half of total hours must be completed by “Mid-term.”
   c. All hours must be completed by the Friday before “Finals Week.”
   d. Clock must be typed for all mid-term and final assessments. (All other weeks may have handwritten updates if necessary.)

2. Methods Practicum Learning Activity Report
   (Form may be found on your Chalk & Wire Teacher Education portfolio under ‘Additional Resources>Practicum Forms and Evaluations.’)

   Practicum students must complete the Methods Practicum Learning Activity Report according to specified due date given by Field Experience Coordinator.

   a. Item #1: In this section, the Practicum Student will describe significant KEY EXPERIENCES (Observations and Tasks) and what you LEARNED from those experiences.
   b. Item #2: In this section, the students will include the comments/feedback they received from the Co-operating Teacher. The practicum student is responsible for asking their cooperating teacher for feedback if it is not readily provided.

   **IMPORTANT:** This report is due in the Education Department or to the Field Experience Coordinator by 5:00 p.m. each Friday or no later than 9:00 a.m. on Monday.

3. Checklists
   a. The Practicum Handbook Appendix contains Possible Practicum Activities. You will check the activities that you were able to complete.
   b. Mid-term and Final Self-Assessment checklists.

4. My Practicum Point Plan Spreadsheet
   (The Practicum Point Plan Spreadsheet can be found in you Chalk & Wire Teacher Education portfolio under ‘Additional Resources>Practicum Forms/Evaluations.’)

   a. You have some flexibility (165 points or more in opportunities), but you MUST accumulate the 100 points AND complete the other requirements listed above in order to pass your practicum. You must have at least 50 points accumulated by mid-term.
   b. PLAN EARLY – do NOT wait: devise your plan early in the semester and stick to it! You may want to plan to have some surplus points, if needed.

      1) Complete 50 points by “Mid-term” Week.
      2) All points must be completed by the Friday before “Finals Week.”
5. **Methods Practicum Evaluation Form**

   (The Methods Practicum Evaluation Form can be found in your Chalk & Wire Teacher Education professional portfolio under ‘Additional Resources>Practicum Forms/Evaluations.’)

   a. Practicum students should provide their Co-operating Teacher with a copy of the *Methods Practicum Evaluation Form*.

   b. At the end of the practicum, the Co-operating Teacher will complete the electronic Cooperating Teacher form and return it to the Field Experience Coordinator.

   c. The Field Experience Coordinator will assign a grade of pass or fail after reviewing the evaluation and receiving the student’s other practicum documentation (such as the Practicum Point Plan, Learning Activity Reports, and the Practicum Clock Hours form.)

**D. Field Experience**

During some semesters, the Teacher Education Department may offer other teaching-related events (such as, microteaching clinics, participation experiences, skills clinics, curriculum development clinics) to enhance the educational experience of our pre-service teachers.

Students are strongly urged to participate in these out-of-class experiences as the events are announced. (Do not assume that you will receive practicum credit for these experiences unless previously notified by the Field Experience Coordinator.)

*If students learn of an opportunity that might qualify as experience, they must contact the Field Experience Coordinator for pre-approval.

**VI. ROLES AND RESPONSIBILITIES**

**A. Practicum Pre-Service Teacher**

The Practicum Student will:

1. Schedule an ‘initial set-up’ meeting, *within one week of placement*, with the cooperating teacher.
   a. Provide co-operating teacher with Teacher Education letter, possible practicum activities list, and the required evaluation form. In addition, you will provide a copy of the Cooperating Teacher’s ‘Roles and Responsibilities.’
   b. Type a Learning Activity Report for first meeting. (*No practicum points.*)
2. Assist and interact with the Co-operating Teacher. Be eager and ready to complete any classroom task you are assigned. **(NOTE: Present Possible Practicum Activities to the Co-operating Teacher.)**

3. Be prepared! Always attend the assigned classroom at the scheduled time. Practicum Students may NOT skip their assigned time slot, doing so leaves the Co-operating Teacher without the expected help and is unprofessional.

4. **If an emergency comes up or if ill and Practicum Students cannot make it to the school, they must:**
   
   a. Call to inform the Field Experience Coordinator of the situation and plans.
   
   b. Call the assigned school and leave a message for the Co-operating Teacher, as soon as possible (for planning purposes).

5. Participate in Practicum Meetings on specified Friday mornings.
   
   a. The Teacher Education ‘Important Dates’ is located on your Chalk & Wire Teacher Education professional portfolio. (Please check the calendar frequently to ensure you do not miss practicum meetings.)
   
   b. The student who fails to attend a **MANDATORY** Practicum Meeting must schedule an appointment with the Field Experience Coordinator. A make-up task will be assigned during or shortly after the meeting with the coordinator.

   **IMPORTANT:** Students in ‘Practicum Follow-up Status’ must attend all practicum meetings. In addition, students will meet with the Field Experience Coordinator following each meeting to review practicum content.

6. Complete all practicum assignments as per the Practicum Point Plan. If an assigned activity cannot be completed in the classroom:
   
   a. The Practicum Student should meet with the Co-operating Teacher and design an alternative assignment to complete the required 100 points.
   
   b. The Field Experience Coordinator must approve all request modifications.
   
   c. Points may be reduced or lost if a missed MANDATORY meeting was not preauthorized by the Field Experience Coordinator.

7. Complete the Methods Practicum Learning Activity Report **by scheduled due date** and place in your practicum folder by **assigned Friday.** If visiting a classroom on Friday; then, update practicum folder by 9:00 a.m. Monday.

8. Make schedule arrangements with your Field Experience Coordinator early, if you would like to be observed teaching a lesson. Also, type an OM4A Lesson Plan of the lesson you will be teaching. Print a copy of the lesson plan and the Practicum Faculty Evaluation Observation form and place it where your College Supervisor will sit on the observation day.
9. Complete at least half of required practicum hours by “Mid-term.”

10. All practicum hours must be completed by the Friday before “Finals Week.”

11. Provide Co-operating Teacher with the link to the Methods Practicum Evaluation Form. (Link is available on your Chalk & Wire Teacher Education professional portfolio.) *If the teacher prefers, provide a hard copy of the evaluation form.

(See the Appendix for forms and a list of possible Practicum activities.)

B. Co-operating Teacher/Mentor Teacher

As a mentor, the Co-operating Teacher will:

1. Allow the student to observe day-to-day operations in the classroom and to assist with activities listed in the Possible Practicum Activities sheet.

2. Review the students’ list of practicum assignments and decide which activities can be done in the classroom. If an assignment will not work in the classroom schedule or you are concerned about the assignment:
   a. Please call or email the Field Experience Coordinator
   b. Initial the assignment(s) for the Field Experience Coordinator and add a brief note of explanation.
   c. If possible, give the students an alternative activity.

3. Give constructive and honest feedback so the student will know what is going well and what areas need improvement. Doing so gives the student time to improve before a mid-term or final evaluation. (NOTE: Refer to the Practicum Co-Operating Teacher Evaluation for expectations.)

4. Communicate any problems (via e-mail or phone) you may have, concerning the Practicum Student, to the Field Experience Coordinator as soon as possible. The Coordinator will work with the student to improve or correct the behavior.

5. Allow the students to teach specific lessons as the prospective teachers begin to put theory into practice.
   a. Require the student to provide you an OM4A lesson plan, prior to teaching the lesson, for your review and feedback.
   b. Following the lesson, provide the student with feedback that would improve the students’ teaching techniques.

6. Communicate any problems (via e-mail or phone) you may have, concerning the Practicum Student, to the Field Experience Coordinator as soon as possible. The Coordinator will work with the student to improve or correct the behavior.
7. **Methods Practicum Evaluation:** Complete the form at the end of the semester. The electronic Wufoo version, [http://www.graceuniversity.edu/tedforms/](http://www.graceuniversity.edu/tedforms/), is preferred. It will go directly into the University Supervisor’s school e-mail inbox when form is submitted. **Please select the “Practicum” form versus the “Student Teaching” form.** Review the completed evaluations with the practicum student (strengths and areas of needed improvement). **NOTE:** If you prefer to use the written copy, you may opt to place the Evaluation in a sealed envelope—with your signature across the seal—for the student to hand-carry to Grace.

### C. Teacher Education Faculty

The Field Experience Coordinator and College Supervisors’ overall responsibilities may include:

1. Visiting the Practicum Students’ schools
2. Monitoring the students’ experiences to ensure a well-rounded program of activities
3. Keeping records of each student’s overall activities and progress
4. Assisting school personnel and students in all matters related to the program

**IMPORTANT:** It is the students’ responsibility to set up times for their university supervisor to observe them in the classroom.

During the semester, the Field Experience Coordinator and College Supervisor will . . .

1. Orient students to the responsibilities, roles, and appropriate dress/personal decorum of Grace University Teacher Education Students who are participating in field experiences.
2. Explain the teaching and learning activities expected of students while in the practicum experience.
3. Assign all Practicum Students to classrooms.
4. Meet with students during their practicum experiences to evaluate all work and to help students put classroom theory into practice.
5. Be available to work with Co-operating Teacher to communicate what is expected of the student while under their guidance.
6. Supervise students as they interact with Co-operating Teachers. Assist students in getting all practicum assignments completed.
7. Facilitate Practicum Meetings on specified Fridays each semester. The student can locate all the current meetings, locations, and times on their Chalk&Wire Teacher Education professional portfolio ([chalkandwire.com/graceu](http://chalkandwire.com/graceu)).
VII.  PRACTICUM EXPERIENCE HANDBOOK
APPENDIX
PRACTICUM EXPERIENCE HANDBOOK APPENDIX INDEX

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TEACHING-RELATED EVENT ACTIVITY REPORT.......................................40

NOTE: All forms are available on your Chalk & Wire Teacher Education professional portfolio.
# PROGRAM ADMISSIONS CHECKLIST

<table>
<thead>
<tr>
<th>CHECKLIST</th>
<th>Requirement</th>
<th>Office Use Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>Overall grade point average: at least 2.75 on a 4.0 scale</td>
<td>Hours Attempted: GPA: Date: Initials:</td>
</tr>
<tr>
<td>□</td>
<td>At least 30 semester hours attempted</td>
<td></td>
</tr>
<tr>
<td>□</td>
<td>Minimum acceptable scores on one of the basic skills tests approved by the Nebraska Department of Education.</td>
<td>PPST Scores Reading Score (min 170) Mathematics Score (min 171) Writing Score (min 172)</td>
</tr>
<tr>
<td></td>
<td>The Pre-Professional Skills Test (PPST). Satisfactory scores for the PPST include:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ 170 on Reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ 171 on Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ 172 on Writing</td>
<td></td>
</tr>
<tr>
<td>□</td>
<td>Interview</td>
<td>Interview with Orientation and Field Experience Instructor Date:</td>
</tr>
<tr>
<td>□</td>
<td>Evidence of proficiency in English and Mathematics as indicated by:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Grade of C or above on college level courses or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Scores at or above the 50th percentile on the English or Mathematics sections of the ACT.</td>
<td></td>
</tr>
<tr>
<td>□</td>
<td>Nebraska Felony and Misdemeanor Oath, i.e., list of all criminal convictions, except traffic offenses.</td>
<td>Date turned in:</td>
</tr>
<tr>
<td>□</td>
<td>OneSource background check</td>
<td>Date received:</td>
</tr>
<tr>
<td>□</td>
<td>Teacher Education Director’s Signature</td>
<td>Date received:</td>
</tr>
</tbody>
</table>

# 92 NAC 20 REQUIRES THE FOLLOWING REGULATIONS AND APPEAL PROCESS TO BE IN EFFECT:

**Nebraska Felony and Misdemeanor Policy**

All teacher education institutions shall require the prospective student teacher to affirm under oath that he or she has no felony convictions of any kind or any misdemeanor convictions involving abuse, neglect, or sexual misconduct.

A person with a conviction as indicated in the rule shall not be allowed to participate in pre-student teaching field, laboratory, and classroom experiences or student teaching without approval by the Commissioner or the Board.

The affirmation under oath that the student has no felony convictions or any misdemeanors involving abuse, neglect, or sexual misconduct must be established in the student file prior to participation in any pre-student teaching field, laboratory, and classroom experiences, or student teaching. In compliance with this rule, the following **Grace University policies** are in effect:

**NO STUDENT WILL BE ALLOWED TO PARTICIPATE IN PRE-STUDENT TEACHING FIELD, LABORATORY, AND CLASSROOM EXPERIENCES, OR STUDENT TEACH UNTIL A NOTARIZED OATH AS DESCRIBED IN THE TEACHER EDUCATION HANDBOOK HAS BEEN PRESENTED TO THE PROGRAM DIRECTOR. NO STUDENT WILL BE ADMITTED INTO THE TEACHER EDUCATION PROGRAM UNTIL ALL FIVE OF THE CRITERIA FOR PROGRAM ADMISSION ARE FULFILLED.**
1. ED 200 ORIENTATION AND FIELD EXPERIENCE

Course Description:

Orientation and Field Experience is a practical orientation to the Teacher Education program, state and ACSI teacher certification requirements, and completion of all program admissions documents. The prospective teacher also observes student behavior, teacher responsibility, and the execution of activities and methods in elementary or middle school a minimum of 25 clock hours. The orientation and field experience provide an informed basis on which the student can make decisions about teaching as a career.

Course Objectives:

By completion of the course, the student will be able to:

1. Demonstrate an awareness and understanding of the interaction between the four features of the classroom: the teacher, the student, the curriculum, and the environment. (IST 2-4)

2. Provide 25 clock hours of on-site observation, which allows the student to demonstrate an ability to understand the job description of a teacher as evidenced in the observation journal and teacher/supervisor evaluation. (ISP1, 7; IST 1-6)

3. Demonstrate an understanding of, a concern for, and a desire to teach children through participation in on-site observation and completion of the reflections of teaching essay. (ISP 1, 7; INQ 1,2)

4. Demonstrate an awareness of each step of the application process to the teacher education process. (ISP 3, 9; INQ 5)

5. Demonstrate an understanding of the requirements of the process of teacher preparation as outlined in the teacher education handbook. (ISP 3, 9; INQ 5)

6. Develop the ability to reflect on teaching experiences, to evaluate and analyze the experience, revising and enhancing the situation when necessary. (ISP 1-6; INQ 1-6)

7. Demonstrate an understanding of the tools of good educational research. (INQ 1,2,5; IST 10, 11)

8. Demonstrate an understanding of the essential parts of a lesson plan. (IST 1-6)

9. Demonstrate an understanding of a teaching unit, including the thematic unit. (IST 1-9, 11: ISP4; INQ 1-4)

10. Exhibits a basic knowledge of the use of literature across the curriculum. (IST 11; INQ 1)
2. ED 302 INTRODUCTION TO SPECIAL EDUCATION

Course Description:

This course is designed to provide a survey of the areas of exceptionality in the field of special education. The course will identify significant changes that have occurred in the education and exceptional populations, learn methods of teaching students with handicapping conditions and alternative multi-disciplinary team-approaches, and provide an introduction to the various characteristics and classifications of handicapping conditions as defined by the Nebraska Department of Education. The associated practicum experience (ED 423) is 15 hours.

Course Objectives:

By the completion of this course, the student will be able to:

1. Explain the roles of legislation and litigation in the education of students with exceptionalities. INQ 5

2. Identify the impact of special education and general education reforms on students with exceptionalities. INQ 5

3. Discuss classifications of students with exceptionalities and the nature and impact of exceptional conditions on the individual. IST 5,6, INQ 5

4. Describe social, cognitive, loco-motor, physical, adjustability, emotional, communicative, and intellectual behavior of children with exceptionalities. IST 5, 6

5. Describe the characteristics, etiology and prevalence of specific exceptionalities. INQ 5

6. Discuss the relationship of home and community environment conditions to the behavior and outlook of the exceptional learner. IST 2, ISP 6

7. Identify alternative ways of providing the least restrictive environment (LRE) for handicapped children. INQ 5

8. Demonstrate the necessary teaching strategies and skills, management techniques, and personal attitudes that lend themselves to accommodating students with varying abilities. IST 1, 2, 3, 4, 5, 7

9. Demonstrate knowledge of modifications for the various exceptionalities in relation to physical setting and conditions to facilitate optimum learning. IST 1, 2, 3, 4, 5, 7

10. Demonstrate knowledge of pre-referral alternatives, referral systems, multidisciplinary team responsibilities, the IEP plan process and the placement process. IST 8, 9, ISP 6, 9, INQ 1
11. Develop the skills necessary to collaborate with other professionals and parents to provide the best possible learning environment. IST 8, 9, ISP 9

12. Discuss the unique role of the Christian school in addressing the needs of the exceptional child. IST 12

3. METHODS PRACTICA:
   - ELEMENTARY/MIDDLE SCHOOL: ED 321, ED 322, ED 421
   - SECONDARY EDUCATION: ED 300, ED 350, ED 400, ED 450
   - MUSIC EDUCATION: MU214L, MU230L, MU230L, MUXXX

Course Description:

The practica are taken concurrently with the corresponding elementary/middle school methods courses or each semester with the accompanying endorsement subject coursework in the secondary and music education majors. They provide field experience in elementary, middle, or secondary schools related to the teaching of the specific subject areas. Each practicum requires the minimum of 30 clock hours to integrate theory and practice with elementary, middle or secondary school experience.

Course Objectives:

By the completion of the practicum, the student will be able to:

1. Be familiar with the culture of the elementary, middle school, and/or secondary school.

2. Interact with faculty and staff and observe school-wide policies to facilitate an understanding of the school philosophy.

3. Observe the classroom atmosphere established by the primary, intermediate, middle grade or secondary teacher to identify classroom management techniques, teaching style, and assessment procedures.

4. Integrate theory and practice by completing assignments that include activities and strategies learned in the methods courses. (INQ 1-5; ISP 1-11; IST 1-12)
4. **ED 481 ENGLISH AS A SECOND LANGUAGE METHODS**

**Course Description**

A course focused on exploring instructional methods and materials to teach English as a Second Language (ESL). Methods and materials will be evaluated for age appropriateness and cultural sensitivity.

**Course Objectives:**

By the completion of this course, the student will be able to:

1. Identify content teaching methodology and prepare lessons that meet the needs of second language learners. IST 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, ISP 1, 4, INQ 2, 3, 4

2. Identify human learning processes and styles and create learning sequences that show an awareness of these processes and styles in their classrooms. IST 1, 2, 3, 4, 5 ISP 6, INQ 2, 4

3. Create a learner-centered, culturally sensitive classroom. IST 4, 5, ISP 1, 6, INQ 4

4. Show evidence of knowledge of techniques in the four skill areas (reading, writing, speaking and listening) and the ability to integrate these skills while teaching. IST 1, 2, 3, 4, 5, ISP 1, INQ 2, 3, 4

5. Discuss second language acquisition theories and write a reflective paper identifying the theories that influence their classroom and identify specific aspects of the classroom that will meet acquisition needs based on the theory. IST 6, INQ 4

6. Show a basic understanding of contemporary linguistics, including socio- and psycho-linguistics. INQ 5

7. Apply second language teaching knowledge to the classroom and to individual students. INQ 5

8. Construct a personal rationale – a set of principles- which serve as a guide to teaching. IST 1, 2, 6, ISP 1, 6, 8, INQ 2, 3, 4

9. Create a thematic unit that integrates content learning objectives with language learning objectives. IST 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, ISP 1, 4, INQ 2, 3, 4
LESSON PLAN TEMPLATE: O-M-4A PLAN

Lesson Title: Level:
Teacher: Date:

O I. Objectives

M II. Materials

Beginning the Lesson...

A III. Anticipatory Set: Gain attention, focus on objective, and relate to students’ prior experiences.

Middle of Lesson...

A IV. Activity: Describe in detail your lesson sequence and teaching strategies. Number each step. Include how you will check for understanding.

- Instruction Strategy
- Model
- Dependent Practice
- Classroom Management

End of Lesson...

A V. Assessment:

- Independent Practice
- Closure
- Formative Assessment
- Summative Assessment

A VI. Amplify: Extension Activities and Back-up Plan

- Re-teach Activity
- Enrichment
POSSIBLE PRACTICUM ACTIVITIES CHECKLIST

The following list will provide some ideas and examples of how you can assist in your practicum classroom and maximize this wonderful learning opportunity for both you and your Co-operating Teacher. Please feel free to share this list with your teacher as a means of increasing the value you can bring to the classroom.

Keep in mind that, whenever possible, our goal for our students is to teach. We realize that our students are placed in a variety of circumstances and are at different stages of development, so we trust the classroom teacher to determine when and if that should happen.

<table>
<thead>
<tr>
<th>Prepare Classroom Materials</th>
<th>Aid Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Bulletin boards</td>
<td>☐ Administer simple quizzes at the teachers’ request.</td>
</tr>
<tr>
<td>☐ Charts</td>
<td>☐ Assist and work closely with English Language Learners (i.e., ELL students)</td>
</tr>
<tr>
<td>☐ Classroom technology</td>
<td>☐ Assist with programmed instructional materials.</td>
</tr>
<tr>
<td>☐ Enrichment resources</td>
<td>☐ Check assignments.</td>
</tr>
<tr>
<td>☐ Models</td>
<td>☐ Distribute materials.</td>
</tr>
<tr>
<td>☐ Pictures</td>
<td>☐ Escort groups to areas of the building where they are to work.</td>
</tr>
<tr>
<td>☐ PowerPoint presentations</td>
<td>☐ Grade papers, tests, and assignments.</td>
</tr>
<tr>
<td>☐ Remedial reinforcement resources</td>
<td>☐ Help arrange and change interest centers.</td>
</tr>
<tr>
<td>☐ Tapes</td>
<td>☐ Help groups or individuals organize their equipment, supplies, or information.</td>
</tr>
<tr>
<td>☐ Transparencies</td>
<td>☐ Help with field trips or other class activities and assignments.</td>
</tr>
<tr>
<td>☐ Worksheets</td>
<td>☐ Listen to students read, report, or tell stories.</td>
</tr>
<tr>
<td></td>
<td>☐ Monitor groups to ensure they are following instructions.</td>
</tr>
<tr>
<td></td>
<td>☐ Operate mechanical equipment or technology.</td>
</tr>
<tr>
<td></td>
<td>☐ Prepare lessons.</td>
</tr>
<tr>
<td></td>
<td>☐ Provide individualized help.</td>
</tr>
<tr>
<td></td>
<td>☐ Read to the class or small group.</td>
</tr>
<tr>
<td></td>
<td>☐ Record grades.</td>
</tr>
<tr>
<td></td>
<td>☐ Return equipment or supplies.</td>
</tr>
<tr>
<td></td>
<td>☐ Run errands.</td>
</tr>
<tr>
<td></td>
<td>☐ Serve as tutors.</td>
</tr>
<tr>
<td></td>
<td>☐ Supervise areas where students are working independently.</td>
</tr>
<tr>
<td></td>
<td>☐ Supervise clean up.</td>
</tr>
<tr>
<td></td>
<td>☐ Supervise peripheral student groups.</td>
</tr>
<tr>
<td></td>
<td>☐ Take attendance.</td>
</tr>
<tr>
<td></td>
<td>☐ Teach small or large groups.</td>
</tr>
<tr>
<td></td>
<td>☐ Work with specialists (e.g., librarian, nurse, speech therapist, etc.).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Assist with the playground, hall, and lunchroom duty.</td>
</tr>
<tr>
<td>☐ Collect resources for your own files, such as:</td>
</tr>
<tr>
<td>- Assessment techniques and measurements</td>
</tr>
<tr>
<td>- Bulletin boards</td>
</tr>
<tr>
<td>- Games</td>
</tr>
<tr>
<td>- Instructional ideas</td>
</tr>
<tr>
<td>- Pictures</td>
</tr>
<tr>
<td>- Resource / reference materials</td>
</tr>
<tr>
<td>☐ Learn about your teacher’s grade book, plan book.</td>
</tr>
<tr>
<td>☐ Discuss your teacher’s classroom rules and procedures.</td>
</tr>
<tr>
<td>☐ Find out more about how your teacher prepares for the first week or year of school.</td>
</tr>
<tr>
<td>☐ Solicit your teacher’s feedback on your communication skills.</td>
</tr>
</tbody>
</table>
PRACTICUM POINT PLAN REQUIREMENTS

OVERVIEW OF REQUIREMENTS

The practicum courses are graded as Pass/Fail.

To receive a grade of “Pass”, you must meet the following requirements:
1. Complete of the required number of hours in your assigned practicum placement
2. Complete the required learning activity report
3. Ensure a positive evaluation form has been received from your cooperating teacher
4. Submit the Practicum Point Plan with 100 or more points recorded

PRACTICUM FOLDER – DO NOT REMOVE FOLDER /ONLY THE CONTENT

Keep the following forms current and inside your practicum folder at all times:
1. Clock Form, Point Plan, and Learning Activity Reports (when due)
2. See Chalk & Wire for Practicum forms
3. Use the Teaching-Related Event Activity Report to document participation in Additional Practicum Opportunities.

POINT PLAN INFORMATION

1. Points and Documentation: You have 165 points of opportunities to accumulate the 100 points. Complete the specified documentation in order to receive the points.

2. PLAN EARLY – Do NOT wait; devise a strategic plan early and stick to it! You may want to plan for some surplus points, just in case.
   a. Mid-Term: Half of your total hours must be completed.
   b. Finals: All points must be completed the Friday before “Finals Week.”

3. MANDATORY ITEMS: Complete all mandatory items on the point plan.

4. MANDATORY MEETINGS: Coordinate with your supervisors now; work is not automatic excused absence—most supervisors understand college students—be courteous and give ample notification. (See Practicum Meeting Schedule).
   a. If you have an actual emergency notify Field Experience Coordinator as early in advance as possible. E-mail, if emergency happens on the same day as the meeting (i.e. flat, illness).
   b. Arrange for a one-on-one meeting with Field Experience Coordinator. You will receive the “Make-up” assignment and due date (before or during this meeting).
   c. Other Whole-group meetings are strongly encouraged; however, they are optional. (Hopefully you are in your schools when you must miss one.)
   d. You are responsible for asking a classmate for important announcements, changes, and other information that was given during meeting.

5. If mandatory meetings get cancelled, you are allowed to count the points.
If an optional meeting is cancelled, you may not count the points.

WHEN UNSURE ABOUT PRACTICUM ISSUES, E-MAIL, CALL, OR VISIT
MY PRACTICUM POINT PLAN SPREADSHEET

MY PRACTICUM POINTS

<table>
<thead>
<tr>
<th>Practice/Related Activity</th>
<th>Self Observation</th>
<th>Peer/Paralel</th>
<th>Self Time Completed</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>MORNING - Join in morning snack from your cooperating teacher before classroom arrives.</td>
<td>1</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>MORNING - Thank you staff! Join in morning snack from your cooperating teacher before classroom arrives.</td>
<td>1</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>University Observation Evaluation: 1st and 2nd week</td>
<td>1</td>
<td>5</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>University Observation Evaluation: 3rd and 4th week</td>
<td>1</td>
<td>5</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Mandate (Small Group) Practicum - 1st and 2nd week</td>
<td>1</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Mandate Practicum #1 - 1st and 2nd week</td>
<td>1</td>
<td>4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Mandate Practicum #2 - 3rd and 4th week</td>
<td>1</td>
<td>4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Intro to other student teachers</td>
<td>2</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>PRELIMINARY LEARNING Plan - 1st and 2nd week</td>
<td>1</td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>PRELIMINARY LEARNING Plan - 3rd and 4th week</td>
<td>1</td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>CREATIVE BULLETIN BOARD: 1st and 2nd week</td>
<td>1</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>CREATIVE BULLETIN BOARD: 3rd and 4th week</td>
<td>1</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>CURSED OBSERVATION: Art, Music, Health, Social Studies</td>
<td>1</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

**IMPORTANT:** You must accumulate 100 points; however, you have some flexibility with choosing the "Practice/Related Activity." Because you have the possibility of 100 points (or more).

**YOUR FINAL TOTAL:**
# PRACTICUM CLOCK HOURS

## PRACTICUM FOLDER REQUIREMENTS AND CLOCK HOURS

**First and Last Name:** [Redacted]

**Placement(s):**
- School: [Redacted]
- Teacher: [Redacted]

## I. REQUIRED:

1. **Make contact** with assigned co-op teacher the FIRST WEEK after the start of GraceU.

2. **Record** the following:
   - Date of your first contact:
   - **Regular day** you will report for practicum:
   - **Regular time** you will report for practicum:

3. **Place** a completely filled-out “Activity Report” in your folder WEEKLY.

4. **List** the dates you attend practicum and the number of hours and minutes you are in the classroom. Include:
   - **Total** your number of hours. You should have (as a minimum) either 16 hours, 30 hours, or 40 hours, or more.

   **NOTE:** This folder will be checked from week-to-week to ensure you are fulfilling your classroom commitment and completing Activity Reports properly and **with quality.**

## II. CLOCK:

<table>
<thead>
<tr>
<th>DATE</th>
<th>HOUR</th>
<th>MINUT</th>
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*Hours Minutes*
METHODS PRACTICUM
LEARNING ACTIVITY REPORT

Student's Name:                Date(s) of Visit:

School Name:                   Grade Level:

School Address:                School Phone Number:

City:                         State:                    Zip Code:

Number of Practicum Hours for this Week:       hours and minutes (Do not use decimals)

1. Type a description of “Key” Experiences that describe what you have OBSERVED, what you have DONE, and what you have LEARNED from your observations and experiences.

2. Type feedback received from the Co-operating Teacher this week. (Ask for feedback if none is given.):

________________________________                      __________________________________
Student's Signature                                       Cooperating Teacher's Signature
(Required when lesson is taught)

PAGE 35    GRACE UNIVERSITY, Teacher Education Department, teachered@graceu.edu
1311 South 9th Street, Omaha, NE 68108
SAMPLE METHODS PRACTICUM ACTIVITY REPORT

METHODS PRACTICUM ACTIVITY REPORT

Student's Name: Mrs. Justine L. Campbell    Date(s) of Visit: Jan 22 and 25, 2013
School Name: Where you are placed          Grade Level: You worked with
School Address: Full name of school         Phone Number: Main Office
City: Omaha                               State: NE) Zip Code: 68108

Number of Practicum Hours for this Week: 2 hrs/15 min. Record hours and minutes – do not use decimals. (FYI: Forms are available in Chalk & Wire). You may print out blank ones to take with you to practicum to complete (by hand) when you are observing. Later use the template to "TYPE" and "PRINT" your final copy.

1. Type specific Key Experiences that describe what you have OBSERVED, what you have DONE, and what you have LEARNED from each observation and activity:
   DESCRIBE Three things. (1) What you OBSERVED, (2) ACTIVITIES you did, and (3) what you *LEARNED* from your observations and activities.
   A. FYI: See the "POSSIBLE PRACTICUM ACTIVITIES" in your Practicum Handbook for ideas.
   B. Record positive and negative EXPERIENCES. If "negative", still explain what you learned from it and describe how you might make a correction(do it differently)
   C. REMEMBER: The primarily purpose is to demonstrating that "LEARNING" is taking place.

2. Type feedback received from Co-operating Teacher this week. (Ask for feedback if not given). Type your Co-op’s dictated comments/feedback on EACH REPORT. If you do not automatically receive feedback/comments from co-op, definitely ASK FOR IT. He/She is more apt to give "verbal" feedback, if you explain that you will type the comments. After you type comments, allow co-op will verify comments and sign form (ONLY WHEN YOU TEACH A LESSON). Co-op can make "pen and ink" corrections to the comments, if needed.

SIGN THIS REPORT. CO-OP WILL SIGN IF YOU TEACH A SMALL GROUP OR WHOLE GROUP LESSON.

______________________________  ________________________________
Student’s Signature                  Cooperating Teacher’s Signature
# PRACTICUM FACULTY OBSERVATION EVALUATION

Provide a copy of this form to the faculty members who observe your practicum experiences. They will then comment on the following areas, as appropriate, during their visits. Place the completed copy in your Practicum folder behind your Point Plan.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>RELATED COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher-Student Interaction</strong></td>
<td></td>
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<tr>
<td>(e.g., integration of students, motivation, participation, rapport, etc.)</td>
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<tr>
<td><strong>Task &amp; Time Management</strong></td>
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<tr>
<td>(e.g., task/activity quality, “time on task, etc.)</td>
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<tr>
<td><strong>Classroom/Group Management</strong></td>
<td></td>
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<tr>
<td>(e.g., control, discipline, rules, etc.)</td>
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<tr>
<td><strong>Resource Use</strong></td>
<td></td>
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<tr>
<td>(e.g., quality, variety, relevance, etc.)</td>
<td></td>
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<tr>
<td><strong>Evidence of OM4A Preparation</strong></td>
<td></td>
</tr>
<tr>
<td>(e.g., objectives, materials, anticipatory set, activity/activities, assessment, amplification, etc.)</td>
<td></td>
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<tr>
<td><strong>ELL-Friendly Teaching &amp; Differentiation</strong></td>
<td></td>
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<tr>
<td>(e.g., ability to meet the needs of a diverse student population)</td>
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<tr>
<td><strong>Delivery of Material</strong></td>
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<td>(e.g., credibility, comfort, clarity, transitions, etc.)</td>
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<tr>
<td><strong>Application / Assessment</strong></td>
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<tr>
<td>(e.g., quality, relevance, % of time spent, etc.)</td>
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<tr>
<td><strong>Attitude</strong></td>
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<tr>
<td>(e.g., toward students, interaction with cooperating teacher, etc.)</td>
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<tr>
<td><strong>Specific Teaching Methods/Techniques Observed</strong></td>
<td></td>
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<tr>
<td><strong>Strengths</strong></td>
<td></td>
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<tr>
<td><strong>Areas of Improvement</strong></td>
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</tbody>
</table>
PRACTICUM CO-OPERATING TEACHER EVALUATION

Student's Name: [ ]

Co-operating Teacher: [ ]

Grade or Subject: [ ]

School (Name and Address): [ ]

Beginning Date: [ ]

Ending Date: [ ]

Total Practicum Hours: [ ]

Please check the appropriate box that describes the student’s performance for each characteristic AND add comments that explain your rating.

<table>
<thead>
<tr>
<th>Student Evaluation Characteristics</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Comments (Please explain your ratings.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adaptability (e.g., ability to adjust to change/flexibility)</td>
<td>☐</td>
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<td>2. Professional Appearance (e.g., dress, hair, etc.)</td>
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<td>3. Assignment Completion</td>
<td>☐</td>
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<td>4. Emotional Stability (e.g., stress management, age-appropriate behavior)</td>
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</table>

Evaluation continues on next page.
<table>
<thead>
<tr>
<th>Student Evaluation Characteristics</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Comments (Please explain your ratings.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Enthusiasm (e.g., interest, zeal, motivation)</td>
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<td>6. Dependability (e.g., punctuality, responsible, trustworthy)</td>
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<tr>
<td>7. Rapport with Students (e.g., interaction, respect, friendliness)</td>
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<tr>
<td>8. Rapport with Faculty and Staff (e.g., interaction, respect, friendliness)</td>
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<tr>
<td>9. Receptiveness to Feedback</td>
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<tr>
<td>10. Confidence</td>
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**OVERALL SCORE:** Place an “X” on the 1-4 scale below to indicate the student’s performance.

1_________________2_________________3_________________4________________

<table>
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<tr>
<td>This practicum student does not meet expectations and/or does not demonstrate characteristics of a professional teacher.</td>
<td>This practicum student needs some improvement to meet expectations and/or to demonstrate characteristics of a professional teacher.</td>
<td>This practicum student meets expectations and demonstrates characteristics of a professional teacher.</td>
<td>This practicum student exceeds expectations and demonstrates characteristics of a professional teacher.</td>
</tr>
</tbody>
</table>

Co-operating Teacher’s Signature

Pass/Fail Grade

College Supervisor’s Signature

Pass/Fail Grade
TEACHING-RELATED EVENT ACTIVITY REPORT

Upon completing this form, e-mail it to the Field Experience Coordinator. Update the point plan and place a copy of this form behind your point plan.

Student's Name:
E-mail Address

Phone Number:

Event Name:
Event Date:

Number of Hours for this Event:

1. Description of Event/Activity:

2. Observations/Key Experience/Task Completed:

3. Personal “learning” reflections (What did you learn and how will this make you a better teacher?):