Faculty

Michelle Page (seminar, supervision)
Office: Education Bldg., room 108, Phone: x 6405, e-mail: pagem@morris.umn.edu
Ken Emo (supervision only)
Office: Education Bldg., room 104, Phone: x 6415, e-mail: kremo@morris.umn.edu

Office Hours
As posted on office doors and by appointment.

COURSE DESCRIPTION AND OBJECTIVES

During the fall semester, teaching candidates gain experience by observing, assisting, and teaching in K-12 classrooms with mentor teachers. Candidates work in the schools **Wednesdays and Thursdays (full days)** and complete a full-time placement the last two weeks of the practicum experience (typically weeks 8 and 9 of the K-12 school year). During this two-week full-time experience, candidates are expected to be in the school the entire school day. Candidates teach at least two classes daily (approximately 100-120 minutes) and spend the rest of their time observing, reflecting, planning, and assessing. Over the fall semester, candidates complete more than 175 total hours of classroom time. The practicum experience provides candidates an opportunity to develop teaching skills and translate theory into practice. Secondary education faculty work closely with the candidates and consult with mentor teachers to ensure that program expectations are met. Faculty observe and evaluate candidates during the full-time experience, and they confer with the mentor teacher to determine the candidate’s continuation in the education program and eligibility for student teaching.

By the end of the practicum, the student/candidate will better understand the subsets of the Standards of Effective Practice; will demonstrate competency in planning and teaching lessons; will demonstrate growth in classroom management; and will apply standards for ethical and professional conduct to their work in the schools.

In addition, activities in this course contribute to candidates’ growth in knowledge and skill as related to the following UMM Student Learning Outcomes:

1. **Knowledge of Human Cultures and the Physical and Natural World through:**
   - In-depth study in a particular field: its schools of thought, advanced theories, language, and methods of inquiry

2. **Intellectual and Practical Skills, practiced extensively across students’ college experiences, including:**
   - Inquiry and analysis
   - Critical thinking and problem-solving
   - Creative thinking and artistic expression
   - Collaboration

3. **An Understanding of the Roles of Individuals in Society, through active involvement with diverse communities and challenges, including:**
   - Civic knowledge and engagement—local and global
   - Intercultural knowledge and competence
   - Ethical reasoning and actions

4. **Capacity for Integrative Learning, including:**
   - Application of knowledge, skills, and responsibilities to new settings and progressively more complex problems
PRACTICUM REQUIREMENTS

Participation in the Pre-Student Teaching Practicum is required. Throughout the practicum, candidates are expected to show up on time, stay at the school for the designated time, and complete all scheduled days of the placement. If you will be late in arriving or will be absent for a practicum assignment, you must inform the K-12 cooperating teacher by telephone and contact your university supervisor—it is not adequate to email or to send a message with another student. Absences will need to be made up by adding additional time to the practicum placement. Full attendance is critical to obtaining the hours of experience required by the Minnesota Board of Teaching and also demonstrates a level of professionalism desired in candidates seeking a teaching license. Practicum students are expected to display professional, ethical behavior, communicate effectively with cooperating teachers and other school personnel, and be committed and enthusiastic partners in the classroom. Candidates are expected to display the professional and ethical behaviors outlined in the candidate dispositions summary; failure to meet these expectations may result in removal from the program or in an “N” grade in SeEd 4103. Some of these expectations are clarified below.

PRACTICUM POLICIES:

The field experience and accompanying seminar and assignments are a very large part of your secondary education program and are vital contributors to your development. In these settings you observe others, demonstrate your own knowledge and skill, and reflect on your experiences orally and in writing. Therefore, the policy for attendance and grading reflects the high priority and importance the program places upon this experience. The policy is as follows:

1. The practicum is officially comprised of four components: your work in the area schools, your demonstration of knowledge in the professional portfolio, your participation in the practicum seminar, and general proficiency in professional and ethical behaviors outlined in the dispositions summary/evaluation.
2. You must pass all four components of the practicum to earn a grade of S for the course. Unsatisfactory progress in any one component of the course will result in a grade of N.
3. You are expected to complete your work in the field in a professional manner and are expected to be at the school on Wednesdays and Thursdays for full contract days prior to the full time experience and to complete the entire full time experience. If you miss work in the field due to excused absences (chancellor’s excuse, documented illness, etc.) you may make up this time and earn an S for the practicum. Unexcused absences or a habit of tardiness or other unprofessional behavior will earn a grade of N. In addition, you may earn a grade of N if your work in the classroom does not measure up to professional standards, as determined by the cooperating teacher and/or the university supervisor. If you are dismissed from your practicum placement for any reason, you will earn a grade of N.
4. Portfolio standards will be scored. See more detailed information in the assignments and grading section below and the rubric attached to this syllabus.
5. Attendance and participation in the practicum seminar is a mandatory component of the field experience. Excused absences from seminar can be made up via assignments given by the instructor. Two unexcused absences or two excused absences for which you fail to complete makeup work will result in a grade of N on this component (and thus a grade of N for the course).

Student Support:

Students with Disabilities:
The University of Minnesota Morris is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, sensory, or physical), please contact DRC at 240 Briggs Library or call 320-589-6178 to arrange a confidential discussion regarding equitable access and reasonable accommodations. Additional information is available at the DS web site at www.morris.umn.edu/services/dsoaac/dso.
Mental Health:
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via www.mentalhealth.umn.edu.

Additional Resources:
If you have any special needs or requirements to help you succeed in the class, come and talk to me as soon as possible, or visit the appropriate University service. Some resources include:

- The Academic Assistance Center  www.morris.umn.edu/services/dsoaac/aac/
- Student Counseling  www.morris.umn.edu/services/counseling/
- Disability Services  www.morris.umn.edu/services/dsoaac/dso
- Multi-Ethnic Student Program  www.morris.umn.edu/services/msp/

Expectations:

- Be in class on time. It is distracting and it is discourteous to me and to your classmates to enter class late.
- Attend all seminar sessions—arrange makeup work with the instructor if you have an excused absence (chancellor’s excuse or doctor’s note).
- Cooperation is vital to your future success, whatever path you take. I encourage cooperation amongst students wherever possible, but the act of copying or other forms of cheating will not be tolerated. Academic dishonesty in any portion of the academic work for a course is grounds for awarding a grade of F or N for the entire course. Any act of plagiarism that is detected will result in a mark of zero on the entire assignment. If you are in any way unclear about what constitutes academic dishonesty, please come and talk to me if you have any questions. UMM’s Academic Integrity policy and procedures can be found at http://www.morris.umn.edu/committees/scholastic/academicintegrity/.
- Do not submit late work. Unexcused late assignments will only earn a maximum of 80% of the total points you otherwise would have earned. Work with your instructor to obtain deadline extensions in emergency situations.
- You will be working hard this semester and sometimes nerves become frayed. Still, be careful to be professional in your communication. I welcome discussions about grades, questions about assignments, and even complaints about the course or the program—but make sure to approach these conversations with professionalism. Any verbal harassment, bullying, or sexual harassment of me or your classmates will not be tolerated (see below).
- All activities in the University, including this course, are governed by the University of Minnesota Student Conduct Code. Students who engage in behavior that disrupts the learning environment for others may be subject to disciplinary action under the Code. In addition, students responsible for such behavior may be asked to cancel their registration (or have their registration cancelled).
- A word about technology—I welcome the use of technology in the course FOR LEARNING PURPOSES. I am NOT tolerant, however, of students who text during class, surf the internet, IM, or engage in other personal, non-learning-oriented activities. You are welcome to use your laptop or other device to assist you in class but be aware that if you are using your technology in a way that detracts from focusing on the course activities you will receive one request to desist. If the behavior continues you will be asked to leave the class so as to not distract others.

Assignments and Grading

- The practicum is graded on an S/N basis. Faculty and mentor teachers evaluate the teaching performance and professionalism of the preservice teachers to determine whether continuation in the program is appropriate. If a grade of “N” is received in the practicum, the student may not continue in the Secondary Education program to student teaching.
- Participation in Practicum Seminar: Each week, students participate in a practicum seminar. Sessions will include the entire cohort and will deal with topics appropriate to the whole class. The purpose of this seminar is to allow you to raise questions and concerns stemming from your work in the practicum, to share practicum successes with your peers, and to exchange ideas with your peers and supervisor. Consult the calendar included later in the syllabus for more detail about the seminar.

- It is typical that students spend two full days (Wednesdays and Thursdays) in the field in order to assure continuity and coherence of the experience for students and for cooperating teachers. If the cooperating teacher suggests another schedule this MUST have approval from your university supervisor.

- The major assignment for the practicum, in addition to your teaching duties, is the portfolio. Each of you will complete a professional portfolio. Each section of the portfolio will be graded on an S/N basis. A minimum score of 9 is required for each standard, but scores of 12 or above are expected to earn S. Essays that don’t meet minimum score must be resubmitted. Instructors may reduce grade for late portfolios. Papers with errors in writing (spelling, usage, typographical) may not be accepted for scoring. The portfolio you complete this fall is essential in helping you prepare for your culminating education program experiences.

The portfolio should have ten sections; one for each of the ten Standards of Effective Practice (located on the web). The website is: https://www.revisor.mn.gov/rules/?id=8710.2000

For each standard you will collect two pieces of evidence related to that standard. In addition, you will draft an essay. This essay should include three parts with subheadings:

- Knowledge and Growth: In the growth section, you should talk about the knowledge and skills that you possess that enable you to meet the standard. Make sure to talk about not only what you know and can do but how you came to know or be able to do it. Include specific ideas and key understandings. Use the standards subsets to guide your discussion.

- Evidence: In the Evidence section, briefly describe each piece of evidence and discuss why it is included, what it shows about you and your ability to meet the standard. Make sure the rationale is clear—what does this evidence demonstrate about your knowledge or skills? How does it connect with the substandards?

- Goals: Finally, in the Goals section, discuss your goals for continued growth in the future. Use the subsets of the standard to guide you. Be very specific in setting and describing your goals. Don’t just say “I will continue to study topic x or y”; rather, talk about specific gaps in your knowledge base and how you will remedy them—name specific books or organizations or describe an activity you will do (such as “I will survey my class to find out their interests and then I will create lessons based on this. I will ask a colleague to evaluate my lesson.”)

The portfolio is due on the dates specified below. Portfolio standards can be turned in by the end of day (4PM) to the practicum supervisor. Submit your portfolio essay and documents in Moodle. If you have items that cannot be submitted electronically, put them in your folder in the Secondary Education crate in the Education Office or bring them to your practicum supervisor’s office. Portfolio due dates are as follows:

Tuesday September 8- Standard 1
Tuesday September 22- Standards 6 and 4
Tuesday October 6- Standard 9
Tuesday October 13- Standard 7
Tuesday November 10- Standards 5 and 2
Tuesday November 17- Standard 8
Several assignments for your classes rely on active participation in the practicum; therefore, although the practicum itself is graded on an S/N basis, performance in the practicum affects performance in the other courses. Assignments to which special attention should be paid in the practicum are:

- **Portfolio (practicum)**—evidence can be yielded by practicum activities
- **Unit Plan (SeEd 4102: Teaching and Learning Strategies or Methods courses)**—ideas and feedback can be obtained; most students will teach their unit plans
- **Analysis of Student Learning (SeEd 4102: Teaching and Learning Strategies)**—data will be collected for this project in the practicum and video reflection
- **Context Paper (SeEd 4104)**—this assignment is relevant to your current practicum students
<table>
<thead>
<tr>
<th>Week of</th>
<th>Topics being studied in Secondary Ed. Courses</th>
<th>Suggested Activities for the Practicum Student/Candidate</th>
<th>Suggested Role for the Cooperating Teacher</th>
<th>Practicum Seminar</th>
</tr>
</thead>
</table>
| August 26-28 (UMM Classes begin Wed. 8/26) | • Friday 9-11:00 AM: Secondary Ed Cohort Kickoff! We will discuss all program courses and components and engage in team-building exercises | • Attend pre-school workshops  
• Learn about total school and community resources  
• Learn location of key resources in school  
• Organize your own space in classroom | • Provide tour of school  
• Explain classroom layout and location of materials  
• Provide study area for practicum student | • Seminar meets on Tuesday afternoon—first meeting is next week |
| August 30-September 5 | • Introduction  
• Understanding by Design  
• Course, unit, lesson planning  
• Literacy overview  
• Introduction to:  
  ▪ Programs  
  ▪ Phonics  
  ▪ Fluency  
  ▪ Vocabulary  
• Comprehension  
• Race  
• Culture  
• Learning Styles and Multiple Intelligences  
• Mainstream vs. Inclusive | • Discuss and clarify classroom rules and district wide policies  
• Agree on your role—attendance, Xeroxing, research, and material prep.  
• Create/review seating charts  
• Determine date of parent conferences  
• Observe beginning of school year  
• Complete handout on first days of school  
• Learn students’ names | • Provide seating charts  
• Discuss role of cooperating teacher and practicum student  
• Explain procedure during first days to create productive classroom community  
• Explain rationale for classroom policies  
• Explain grading system and electronic grading systems  
• Share date of parent conferences so that student can make plans to attend  
• Discuss writing lesson plan objectives  
• Assist student with scheduling | • Meet in Sci 2185  
• Topics: Schedule, Structure, Rides, etc.  
• Expectations  
• Discuss Portfolio |
| September 6-12 | • Racism  
• Prejudice  
• Opportunity gap  
• Meritocracy  
• Stereotypes  
• Racial Identity  
• Discussion of peer-teaching assignment  
• Tenets and principles of inclusive education | • Create lesson objectives for mini lesson to teach next week  
• Begin assisting students based on their individual needs | • Share lesson planning techniques on set –closure  
• Share semester/unit planning calendars  
• Brainstorm unit possibilities/prioritize and share | • Meet in Sci 2185  
• Pass out Student Teaching Applications  
• Portfolio Standard 1 Due (submit in Moodle, oversized evidence to faculty offices or your crate in the Ed Office)  
• Topics: Communication  
• Discussion/brainstorm evidence possibilities for standards 6 & 7 |
<table>
<thead>
<tr>
<th>Week of</th>
<th>Topics being studied in Secondary Ed. Courses</th>
<th>Suggested Activities for the Practicum Student/Candidate</th>
<th>Suggested Role for the Cooperating Teacher</th>
<th>Practicum Seminar</th>
</tr>
</thead>
</table>
| September 13-19 | - Big Ideas of Understanding by Design (UbD)  
- Formative assessment  
- Assessment that forms learning  
- Why content teachers care about reading  
- Knowledge construction  
- Selecting reading materials  
- Text structure  
- Text accessibility  
- Readability  
- Role of textbooks  
- Relationships  
- Poverty and Socioeconomic Status  
- Equity  
- Classroom Management general discussion  
- Big Ideas of Understanding by Design  
- Review Teaching Strategies from Ed 2121  
- Challenges to inclusive education | - Finish lesson plan to teach mini lesson during week  
- Teach lesson  
- Assist students based on their individual needs  
- Brainstorm unit possibilities/prioritize and share | - Decide unit student will create/teach for your class  
- Help student prepare/teach mini presentation model lesson | - Meet in Sci 2185  
- Code of Ethics Guest Speaker: Tammy Barnes |
| September 20-26 | - UbD  
- Test item development  
- Educational Debt  
- Culturally Relevant Pedagogy  
- Focusing the reader  
- Prior knowledge  
- Purpose for reading  
- Pre-reading  
- History—legislation and litigation of inclusive schooling | - Determine unit to teach  
- Teach mini presentation lesson  
- Assist students based on their individual needs | - Determine daily lesson student will teach this week  
- Advise practicum student on objectives, methods, materials, and time allotment for unit  
- Share your insights on the use of discussion and cooperative learning as instructional strategies  
- Begin preparing mid-term feedback/evaluation form | - Meet in Sci 2185  
- Testing registration, Ed 4901 information and other information  
- Portfolio Standards 6 & 4 Due (submit in Moodle, oversized evidence to faculty offices or your crate in the Ed Office)  
- Student Teaching applications due September 26 |
<table>
<thead>
<tr>
<th>Week of</th>
<th>Topics being studied in Secondary Ed. Courses</th>
<th>Suggested Activities for the Practicum Student/Candidate</th>
<th>Suggested Role for the Cooperating Teacher</th>
<th>Practicum Seminar</th>
</tr>
</thead>
</table>
| September 27-October 3 | ▪ UbD  
▪ Performance assessment  
▪ Homework  
▪ Privilege  
▪ Bias  
▪ Gender  
▪ Supporting comprehension  
▪ Pre, during and post reading strategies  
▪ Text features  
▪ Monitoring strategies  
▪ Student talk strategies  
▪ Writing strategies  
▪ Principles of IDEA | ▪ Create/teach longer lessons on daily basis  
▪ Create daily lesson plans for unit  
▪ Share unit template with cooperating teacher | ▪ Informally assess practicum student's teaching  
▪ Discuss student's unit plan template  
▪ SUBMIT MID-TERM EVALUATION TO UMM | ▪ Meet in Sci 2185  
▪ Topics: Working with Parents and Families (read Weinstein Chapter 5) |
| October 4-10   | ▪ Grading practices  
▪ Analysis of Student Learning Plan Review  
▪ Gender  
▪ Sexual Orientation  
▪ Developing academic vocabulary  
▪ Word knowledge  
▪ Concept vocabulary  
▪ Topic-specific vocabulary  
▪ General vocabulary  
▪ Referral process and IEP's | ▪ Finalize unit plan to teach in practicum  
▪ Finalize lesson plans for entire unit  
▪ Create assessment for unit  
▪ Reflect on your management style  
▪ Grade papers/assessments | ▪ Share expertise on test construction  
▪ Share rubrics and other assessment/grading information  
▪ Share insights on classroom management | ▪ MEET FRIDAY OCTOBER 9 AS WELL AS TUESDAY (ROOM TBA)  
▪ Collaboration with other professionals  
▪ Preparing for the full time practicum  
▪ Portfolio Standard 9 Due (submit in Moodle, oversized evidence to faculty offices or your crate in the Ed Office) |
<table>
<thead>
<tr>
<th>Week of</th>
<th>Topics being studied in Secondary Ed. Courses</th>
<th>Suggested Activities for the Practicum Student/Candidate</th>
<th>Suggested Role for the Cooperating Teacher</th>
<th>Practicum Seminar</th>
</tr>
</thead>
</table>
| October 11-17   | ▪ Determining Evidence of Understanding and Developing Assessment Tasks  
▪ Learning for Understanding  
▪ Constructing understanding  
▪ Critical literacy  
▪ Bias  
▪ Social construction of knowledge  
▪ Process strategies  
▪ Authentic outcomes  
▪ Metacognition  
▪ Multiple Perspectives  
▪ English Language Learners  
▪ Language Acquisition  
▪ Immigrant Students  
▪ Cross-Cultural Communication  
▪ Critical literacy and text analysis  
▪ Multiple intelligences and inclusive schooling | ▪ Finalize unit plan to teach in practicum  
▪ Finalize lesson plans for entire unit  
▪ Create assessment for unit  
▪ Reflect on your management style  
▪ Grade papers/assessments | ▪ Review unit plans for full time teaching by student  
▪ Review daily lesson plans for unit  
▪ Share expertise on dealing with parents  
▪ Oversee grading of papers | ▪ Education Minnesota conference 10/15-10/16  
▪ Portfolio Standard 7 Due (submit in Moodle, oversized evidence to faculty offices or your crate in the Ed Office)  
▪ POSSIBLE MEETING TUESDAY ABOUT CHICAGO |
| October 18-24   | ▪ UMM FALL BREAK  
▪ CHICAGO TRIP | ▪ Finalize unit plan to teach in practicum  
▪ Finalize lesson plans for entire unit  
▪ Create assessment for unit  
▪ Reflect on your management style  
▪ Grade papers/assessments | ▪ Some students will be in practicum Wednesday and Thursday; others will be in the Chicago field experience | ▪ NO SEMINAR—FALL BREAK AND CHICAGO |
| October 25-31   | ▪ NO ON CAMPUS CLASSES—IN PRACTICUM FULL TIME | ▪ Teach at least TWO classes full time during this two-week period  
▪ Include assessment in unit teaching  
▪ Reflect on your management style  
▪ Grade papers/assessments  
▪ Attend parent conferences if scheduled | ▪ Observe, coach, and evaluate candidate’s teaching during full time experience  
▪ Formally assess practicum student’s teaching | ▪ NO SEMINAR—FULL TIME PRACTICUM |
| November 1-7    | ▪ NO ON-CAMPUS CLASSES—IN PRACTICUM FULL TIME | ▪ Teach at least TWO classes full time during this two-week period  
▪ Include assessment in unit teaching  
▪ Reflect on your management style  
▪ Grade papers/assessments  
▪ Attend parent conferences if scheduled | ▪ Observe, coach, and evaluate candidate’s teaching during full time experience  
▪ Formally assess practicum student’s teaching | ▪ NO SEMINAR—FULL TIME PRACTICUM |
<table>
<thead>
<tr>
<th>Week of</th>
<th>Topics being studied in Secondary Ed. Courses</th>
<th>Suggested Activities for the Practicum Student/Candidate</th>
<th>Suggested Role for the Cooperating Teacher</th>
<th>Practicum Seminar</th>
</tr>
</thead>
</table>
| November 8-14 | Reflection on Teaching and Learning  
Assessment and Evaluation of student learning  
English Language Learners  
Immigrant students  
Discourse  
Language and conventions of the subject  
Academic language  
Social construction of disability | N/A | Formally assess practicum student's teaching (prepare final evaluation form) | Meet in Sci 2185  
Topic: Debrief full-time practicum  
Portfolio Standards 5 and 2 Due (submit in Moodle, oversized evidence to faculty offices or your crate in the Ed Office) |
| November 15-21 | Reflection on Teaching and Learning  
Native American learners  
Poverty and SES  
Scaffolding instruction for struggling readers  
Background knowledge, a deeper exploration | N/A | SUBMIT SUMMATIVE EVALUATION FORM TO UMM | Meet in Sci 2185  
Portfolio Standard 8 Due by end of day Friday (submit in Moodle, oversized evidence to faculty offices or your crate in the Ed Office) |
| November 22-28 | Evaluating student learning  
Literacy assessments  
Academic writing, a deeper exploration  
Universal Design | N/A | N/A | Meet in MRC 205  
Topic: Jobs and Hiring: Guest Speaker Gary Donovan, UMM Career Center  
Michelle will be gone at a conference—you should still attend seminar!!! 😊 |
| November 29-December 5 | Reflection on Teaching and Learning  
Responding to student behavior  
Diversity and literacy  
Impact of societal factors on teaching students in poverty  
Challenging behavior | N/A | N/A | Meet in Sci 2185  
Topics: Hiring and Job Market (Guest Speakers)  
Student Teaching Introduction if time  
Portfolio Standards 3 & 10 Due (submit in Moodle, oversized evidence to faculty offices or your crate in the Ed Office) |
<table>
<thead>
<tr>
<th>Week of</th>
<th>Topics being studied in Secondary Ed. Courses</th>
<th>Suggested Activities for the Practicum Student/Candidate</th>
<th>Suggested Role for the Cooperating Teacher</th>
<th>Practicum Seminar</th>
</tr>
</thead>
</table>
| December 6-12 | ▪ Reflection on Teaching and Learning  
▪ Reflecting on Understanding by Design process and implications for learning  
▪ Strategies in and beyond the classroom for reaching students in poverty  
▪ New literacies  
▪ Critical literacy  
▪ Literacy and technology  
▪ Inclusion as a practical reality | ● N/A                                                                 | ● N/A                                                                 | • Meet in **Sci 2185**  
• Student Teaching Informational Meeting |
| December 13-18 | ▪ FINALS WEEK                                                                                               | ● FINALS WEEK                                           | ● FINALS WEEK                           | • FINALS WEEK                               |
Student Name: 
Cooperating Teacher: 
School:

Please place an “X” in the appropriate box to indicate progress in the fall practicum.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Work</th>
<th>No Basis to Judge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction: Well-planned, organized lessons</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication: Clear and professional communication with students and with cooperating teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professionalism: Includes communication, appearance, commitment and responsibility, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interaction with students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Willingness to assist and/or participate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is on time/Completes scheduled time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Strengths of student:

Areas for further development:

**In your opinion, should this student continue in the secondary education program?**
- [ ] Yes  
- [ ] No  
- [ ] Unsure

**In your opinion, should this student be placed for student teaching?**
- [ ] Yes  
- [ ] No  
- [ ] Unsure

____________________________________  ______________________
Signature, Cooperating Teacher       Date

Please return this form to your practicum student or mail it to Liz Fladhammer, Division of Education, University of Minnesota Morris, 600 East 4th Street, Morris MN 56267-2132.
Summative Evaluation of Practicum and Teacher Recommendation

Name of Teacher Candidate ________________________________________________

Subject/Grade Level _________________________ School ________________________

Please check the boxes that most accurately describe the above candidate in comparison with other student teachers. (The categories are described on the back of this form.) In the space provided, comment on the qualifications of this candidate as a prospective teacher. This form will become part of the candidate’s permanent file.

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory (does not meet the standard)</th>
<th>Basic (meets standard at minimum level)</th>
<th>Proficient (meets and sometimes exceeds standard)</th>
<th>Distinguished (consistently exceeds the standard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Matter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diverse Learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Environment/Classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection &amp; Professional Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaboration, Ethics, &amp; Relationships</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Signature _________________________ Date __________________ Name _________________________

Address _________________________________________________________________________________
________________________________________________________________________________________

Professional Title ______________________________________ Telephone __________________________
## SeEd 4103: Practicum Experience in the Middle and Secondary School Portfolio Scoring Rubric

### Standard: 1 2 3 4 5 6 7 8 9 10

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statement of Knowledge</strong></td>
<td>Statement of knowledge lacks detail and reflection in both areas.</td>
<td>Author does not provide adequate reflection in one area (key understandings/what is known or how knowledge was acquired)</td>
<td>Explanation consistently lacks in detail but both what is known (key understandings) and how knowledge was acquired are addressed.</td>
<td>Discussions are well-written but occasionally need more detail.</td>
<td>Well written paragraph(s) that describe what the candidate knows (i.e., key understandings or topics) as well as how s/he knows it (i.e., experiences, courses, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

| **Evidence**              | Not enough evidence included AND/OR the discussion of the evidence is weak. | Description of evidence, connection to standard, and rationale for inclusion all need more detail but at least two pieces of evidence are included. | Author includes at least two pieces of evidence and summarizes or describes evidence. The rationale AND link to standard are not strong enough. | Author includes at least two pieces of evidence, summarizes or describes evidence briefly, and provides a rationale for inclusion. The link to the standard is not quite clear. | Author includes at least two pieces of evidence, summarizes or describes evidence briefly, and gives a strong rationale for including it. The link to the standard is clear. |       |

| **Goals, Professional Growth** | Author vaguely identifies a goal but does not address how the goal will be achieved. | Both goals and means of achieving them are expressed vaguely and without enough detail. | Goals are clearly identified but the means of achieving them are vague or ambiguous. | Both the goal and means of achieving the goal are addressed but need slightly more detail. | Candidate clearly identifies specific goals, areas of growth, skills, or knowledge s/he wants to develop. Further, s/he identifies specific methods of achieving the goals or growth specified. |       |

**Comments:**

Total: ____/15 points

Instructors may reduce grade for late portfolios. Papers with errors in writing (spelling, usage, typographical) may not be accepted for scoring.

A minimum score of 9 is required for each standard, but scores of 12 or above are expected. Essays that don’t meet minimum score must be resubmitted.
There are three elements of the practicum experience: Quality of performance in the field, Standards of Effective Practice portfolio, and practicum seminar attendance and participation. All three components must be completed to receive credit. Additional reasons for not receiving credit for SeEd 4103 include the following:

- If a student is asked to leave the field experience for any reason, he/she will not receive credit.
- If the hours are not complete (as certified by the time card signed by the cooperating teacher), the student will not receive credit.
- If the portfolio is not submitted or is only partially submitted, the student will not receive credit.

When all elements are submitted and graded, the final grade of SeEd 4103 must be C- or higher to receive an “S” score for this course.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>1 Poor</th>
<th>2 Acceptable</th>
<th>3 Good</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEP Portfolio:</td>
<td>Quality of portfolio needs</td>
<td>Quality and level of</td>
<td>Quality of portfolio was</td>
<td>( _ \times 3 = _ )</td>
</tr>
<tr>
<td>Quality</td>
<td>improvement but score is not</td>
<td>detail of portfolio</td>
<td>consistently high.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>failing (partial credit).</td>
<td>was acceptable to</td>
<td>Cumulative portfolio grade was</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cumulative grade was 105 or</td>
<td>good. Cumulative</td>
<td>135 or above (out of 150</td>
<td></td>
</tr>
<tr>
<td></td>
<td>above (out of 150 points).</td>
<td>grade was 120 or</td>
<td>points).</td>
<td></td>
</tr>
<tr>
<td>Seminar</td>
<td>Student missed several seminar</td>
<td>Student had only a</td>
<td>Student attended</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sessions and/or displayed poor</td>
<td>very few, EXCUSED</td>
<td>all seminars, was</td>
<td>( _ \times 2 = _ )</td>
</tr>
<tr>
<td></td>
<td>participation, disengagement,</td>
<td>absences from seminar and</td>
<td>on time, and participated in a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>lack of professionalism, etc.</td>
<td>excellent participation</td>
<td>professional manner.</td>
<td></td>
</tr>
<tr>
<td>Final Evaluation</td>
<td>Evaluation contained many</td>
<td>No more than 5 standards</td>
<td>All standards were marked</td>
<td>( _ \times 5 = _ )</td>
</tr>
<tr>
<td></td>
<td>“basic” marks; no more than 3</td>
<td>are marked “basic” on</td>
<td>“proficient” or “distinguished”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“unsatisfactory” marks were</td>
<td>the final evaluation and</td>
<td>by the cooperating</td>
<td></td>
</tr>
<tr>
<td></td>
<td>recorded.</td>
<td>none are marked</td>
<td>teacher. Comments support</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“unsatisfactory”.</td>
<td>the positive evaluation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Though there are areas to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>work on, comments are</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>generally positive.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

“S”—PASS/CREDIT
27-30=A; 24-26=B; 21-23=C

“N”—FAIL/NO CREDIT
18-20=D; 0-17=F
Student Name: ____________________________________________

University of Minnesota Morris
Teacher Candidate Dispositions

The Conceptual Framework of the Teacher Education Program includes knowledge, skills, and dispositions as well as the Standards of Effective Practice. The teacher education faculty believes that well-prepared teacher candidates understand and can demonstrate knowledge of professional skills and dispositions. Because we believe that the possession of certain dispositions is essential to success as teachers and professionals, we will assess values, attitudes, and beliefs regularly during the program, especially as applied in school settings during field experiences. Teacher education candidates are expected to show growth in these dispositions through the teacher preparation program.

The candidate demonstrates:

Collaboration: Works together with others to achieve positive student-centered results (Standards 2, 4, 6, 7, 9, 10) (Disposition 1 of Conceptual Framework)

Ethics: Demonstrates integrity, honesty, and truthfulness in professional and personal behavior (Standards 1, 4, 6, 7) (Disposition 2 of Conceptual Framework)

Equity: Respects, values, and demonstrates consideration for self and others (Standards 1, 4, 6) (Disposition 3 of Conceptual Framework)

Ethics: Demonstrates ethical behavior and demonstrates consideration for self and others (Standards 1, 4, 6) (Disposition 3 of Conceptual Framework)

Responsibility: Acts independently and demonstrates accountability, reliability, and integrity (Standards 1, 4, 6) (Disposition 4 of Conceptual Framework)

Collaboration: Engages and motivates others and demonstrates flexibility and positive risk taking (Standards 1, 4, 6) (Disposition 5 of Conceptual Framework)

Facilitating Learning: Engages and motivates others and demonstrates flexibility and positive risk taking (Standards 1, 4, 6) (Disposition 5 of Conceptual Framework)

The candidate demonstrates:

Disposition Indicators (Mark “E” for Evident, “P” for Improvement Needed, or “N” for not observed):

Collaboration:
- Supports instructional decisions of cooperating teacher and other educational professionals
- Communicates regularly with cooperating teacher and other professionals
- Communicates with parents and other professionals
- Communicates with parents and other professionals
- Supports work of other educational professionals
- Demonstrates consideration for self and others

Ethics: Demonstrates integrity, honesty, and truthfulness in professional and personal behavior
- Models behavior expected of teachers in educational setting
- Models behavior expected of teachers in educational setting
- Demonstrates ethical behavior and demonstrates consideration for self and others
- Demonstrates ethical behavior and demonstrates consideration for self and others
- Acts independently and demonstrates accountability, reliability, and integrity
- Acts independently and demonstrates accountability, reliability, and integrity
- Demonstrates flexibility and positive risk taking
- Demonstrates flexibility and positive risk taking

Equity: Respects, values, and demonstrates consideration for self and others
- Respects, values, and demonstrates consideration for self and others
- Demonstrates ethical behavior and demonstrates consideration for self and others
- Demonstrates ethical behavior and demonstrates consideration for self and others
- Acts independently and demonstrates accountability, reliability, and integrity
- Acts independently and demonstrates accountability, reliability, and integrity
- Demonstrates flexibility and positive risk taking
- Demonstrates flexibility and positive risk taking

Responsibility: Acts independently and demonstrates accountability, reliability, and integrity
- Acts independently and demonstrates accountability, reliability, and integrity
- Demonstrates flexibility and positive risk taking
- Demonstrates flexibility and positive risk taking

Comments:

- Demonstrates positive attitudes towards diverse cultures and learners
- Makes instructional decisions based on needs of all learners
- Displays a passion for subject matter
- Motivates students through creative expression of concepts and ideas
- Encourages students to develop their own knowledge and skills
- Demonstrates flexibility and positive risk taking
- Encourages positive social interaction among students
- Demonstrates openness to the assumptions and values of others