

**SeEd 4103:  
Practicum Experience in the Middle and Secondary School  
2:00-3:40 Tuesday; Sci 2185  
Fall 2015**

**Faculty**

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**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](tel: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](http://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](http://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](http://www.morris.umn.edu/services/dsoaac/aac/) [www.morris.umn.edu/services/dsoaac/aac/](http://www.morris.umn.edu/services/dsoaac/aac/)

[Student Counseling](http://www.morris.umn.edu/services/counseling/) [www.morris.umn.edu/services/counseling/](http://www.morris.umn.edu/services/counseling/)

[Disability Services](http://www.morris.umn.edu/services/dsoaac/dso) [www.morris.umn.edu/services/dsoaac/dso](http://www.morris.umn.edu/services/dsoaac/dso)

[Multi-Ethnic Student Program](http://www.morris.umn.edu/services/msp/) [www.morris.umn.edu/services/msp/](http://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](https://www.revisor.mn.gov/rules/?id=8710.2000) (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**

## Tuesday December 1- Standards 3 and 10

- 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

## Suggested Practicum Activities and Seminar Schedule

Week of	Topics being studied in Secondary Ed. Courses	Suggested Activities for the Practicum Student/Candidate	Suggested Role for the Cooperating Teacher	Practicum Seminar
August 26-28 (UMM Classes begin Wed. 8/26)	<ul style="list-style-type: none"> <li>▪ Friday 9-11:00 AM: Secondary Ed Cohort Kickoff! We will discuss all program courses and components and engage in team-building exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Attend pre-school workshops</li> <li>• Learn about total school and community resources</li> <li>• Learn location of key resources in school</li> <li>• Organize your own space in classroom</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide tour of school</li> <li>▪ Explain classroom layout and location of materials</li> <li>▪ Provide study area for practicum student</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar meets on Tuesday afternoon—first meeting is next week</li> </ul>
August 30-September 5	<ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Understanding by Design</li> <li>▪ Course, unit, lesson planning</li> <li>▪ Literacy overview</li> <li>▪ Introduction to:               <ul style="list-style-type: none"> <li>▪ Programs</li> <li>▪ Phonics</li> <li>▪ Fluency</li> <li>▪ Vocabulary</li> </ul> </li> <li>▪ Comprehension</li> <li>▪ Race</li> <li>▪ Culture</li> <li>▪ Learning Styles and Multiple Intelligences</li> <li>▪ Mainstream vs. Inclusive</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and clarify classroom rules and district wide policies</li> <li>• Agree on your role—attendance, Xeroxing, research, and material prep.</li> <li>• Create/review seating charts</li> <li>• Determine date of parent conferences</li> <li>• Observe beginning of school year</li> <li>• Complete handout on first days of school</li> <li>• Learn students' names</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide seating charts</li> <li>▪ Discuss role of cooperating teacher and practicum student</li> <li>▪ Explain procedure during first days to create productive classroom community</li> <li>▪ Explain rationale for classroom policies</li> <li>▪ Explain grading system and electronic grading systems</li> <li>▪ Share date of parent conferences so that student can make plans to attend</li> <li>▪ Discuss writing lesson plan objectives</li> <li>▪ Assist student with scheduling</li> </ul>	<ul style="list-style-type: none"> <li>• Meet in <b>Sci 2185</b></li> <li>• Topics: Schedule, Structure, Rides, etc.</li> <li>• Expectations</li> <li>• Discuss Portfolio</li> </ul>
September 6-12	<ul style="list-style-type: none"> <li>▪ Racism</li> <li>▪ Prejudice</li> <li>▪ Opportunity gap</li> <li>▪ Meritocracy</li> <li>▪ Stereotypes</li> <li>▪ Racial Identity</li> <li>▪ Discussion of peer-teaching assignment</li> <li>▪ Tenets and principles of inclusive education</li> </ul>	<ul style="list-style-type: none"> <li>• Create lesson objectives for mini lesson to teach next week</li> <li>• Begin assisting students based on their individual needs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Share lesson planning techniques on set –closure</li> <li>▪ Share semester/unit planning calendars</li> <li>▪ Brainstorm unit possibilities/prioritize and share</li> </ul>	<ul style="list-style-type: none"> <li>• Meet in <b>Sci 2185</b></li> <li>• Pass out Student Teaching Applications</li> <li>▪ <b>Portfolio Standard 1 Due (submit in Moodle, oversized evidence to faculty offices or your crate in the Ed Office)</b></li> <li>• Topics: Communication</li> <li>• Discussion/ brainstorm evidence possibilities for standards 6 &amp; 7</li> </ul>

Week of	Topics being studied in Secondary Ed. Courses	Suggested Activities for the Practicum Student/Candidate	Suggested Role for the Cooperating Teacher	Practicum Seminar
September 13-19	<ul style="list-style-type: none"> <li>▪ Big Ideas of Understanding by Design (UbD)</li> <li>▪ Formative assessment</li> <li>▪ Assessment that forms learning</li> <li>▪ Why content teachers care about reading</li> <li>▪ Knowledge construction</li> <li>▪ Selecting reading materials</li> <li>▪ Text structure</li> <li>▪ Text accessibility</li> <li>▪ Readability</li> <li>▪ Role of textbooks</li> <li>▪ Relationships</li> <li>▪ Poverty and Socioeconomic Status</li> <li>▪ Equity</li> <li>▪ Classroom Management general discussion</li> <li>▪ Big Ideas of Understanding by Design</li> <li>▪ Review Teaching Strategies from Ed 2121</li> <li>▪ Challenges to inclusive education</li> </ul>	<ul style="list-style-type: none"> <li>• Finish lesson plan to teach mini lesson during week</li> <li>• Teach lesson</li> <li>• Assist students based on their individual needs</li> <li>• Brainstorm unit possibilities/prioritize and share</li> </ul>	<ul style="list-style-type: none"> <li>▪ Decide unit student will create/teach for your class</li> <li>▪ Help student prepare/teach mini presentation model lesson</li> </ul>	<ul style="list-style-type: none"> <li>▪ Meet in <b>Sci 2185</b></li> <li>• Code of Ethics Guest Speaker: Tammy Barnes</li> </ul>
September 20-26	<ul style="list-style-type: none"> <li>▪ UbD</li> <li>▪ Test item development</li> <li>▪ Educational Debt</li> <li>▪ Culturally Relevant Pedagogy</li> <li>▪ Focusing the reader</li> <li>▪ Prior knowledge</li> <li>▪ Purpose for reading</li> <li>▪ Pre-reading</li> <li>▪ History—legislation and litigation of inclusive schooling</li> </ul>	<ul style="list-style-type: none"> <li>• Determine unit to teach</li> <li>• Teach mini presentation lesson</li> <li>• Assist students based on their individual needs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Determine daily lesson student will teach this week</li> <li>▪ Advise practicum student on objectives, methods, materials, and time allotment for unit</li> <li>▪ Share your insights on the use of discussion and cooperative learning as instructional strategies</li> <li>▪ Begin preparing mid-term feedback/evaluation form</li> </ul>	<ul style="list-style-type: none"> <li>▪ Meet in <b>Sci 2185</b></li> <li>▪ Testing registration, Ed 4901 information and other information</li> <li>▪ <b>Portfolio Standards 6 &amp; 4 Due (submit in Moodle, oversized evidence to faculty offices or your crate in the Ed Office)</b></li> <li>▪ <b>Student Teaching applications due September 26</b></li> </ul>

Week of	Topics being studied in Secondary Ed. Courses	Suggested Activities for the Practicum Student/Candidate	Suggested Role for the Cooperating Teacher	Practicum Seminar
September 27-October 3	<ul style="list-style-type: none"> <li>▪ UbD</li> <li>▪ Performance assessment</li> <li>▪ Homework</li> <li>▪ Privilege</li> <li>▪ Bias</li> <li>▪ Gender</li> <li>▪ Supporting comprehension</li> <li>▪ Pre, during and post reading strategies</li> <li>▪ Text features</li> <li>▪ Monitoring strategies</li> <li>▪ Student talk strategies</li> <li>▪ Writing strategies</li> <li>▪ Principles of IDEA</li> </ul>	<ul style="list-style-type: none"> <li>• Create/teach longer lessons on daily basis</li> <li>• Create daily lesson plans for unit</li> <li>• Share unit template with cooperating teacher</li> </ul>	<ul style="list-style-type: none"> <li>▪ Informally assess practicum student's teaching</li> <li>▪ Discuss student's unit plan template</li> <li>▪ SUBMIT MID-TERM EVALUATION TO UMM</li> </ul>	<ul style="list-style-type: none"> <li>▪ Meet in <b>Sci 2185</b></li> <li>• Topics: Working with Parents and Families (read Weinstein Chapter 5)</li> </ul>
October 4-10	<ul style="list-style-type: none"> <li>▪ Grading practices</li> <li>▪ Analysis of Student Learning Plan Review</li> <li>▪ Gender</li> <li>▪ Sexual Orientation</li> <li>▪ Developing academic vocabulary</li> <li>▪ Word knowledge</li> <li>▪ Concept vocabulary</li> <li>▪ Topic-specific vocabulary</li> <li>▪ General vocabulary</li> <li>▪ Referral process and IEP's</li> </ul>	<ul style="list-style-type: none"> <li>• Finalize unit plan to teach in practicum</li> <li>• Finalize lesson plans for entire unit</li> <li>• Create assessment for unit</li> <li>• Reflect on your management style</li> <li>• Grade papers/assessments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Share expertise on test construction</li> <li>▪ Share rubrics and other assessment/grading information</li> <li>▪ Share insights on classroom management</li> </ul>	<ul style="list-style-type: none"> <li>▪ MEET FRIDAY OCTOBER 9 AS WELL AS TUESDAY (ROOM TBA)</li> <li>▪ Collaboration with other professionals</li> <li>▪ Preparing for the full time practicum</li> <li>▪ <b>Portfolio Standard 9 Due (submit in Moodle, oversized evidence to faculty offices or your crate in the Ed Office)</b></li> </ul>



Week of	Topics being studied in Secondary Ed. Courses	Suggested Activities for the Practicum Student/Candidate	Suggested Role for the Cooperating Teacher	Practicum Seminar
October 11-17	<ul style="list-style-type: none"> <li>▪ Determining Evidence of Understanding and Developing Assessment Tasks</li> <li>▪ Learning for Understanding</li> <li>▪ Constructing understanding</li> <li>▪ Critical literacy</li> <li>▪ Bias</li> <li>▪ Social construction of knowledge</li> <li>▪ Process strategies</li> <li>▪ Authentic outcomes</li> <li>▪ Metacognition</li> <li>▪ Multiple Perspectives</li> <li>▪ English Language Learners</li> <li>▪ Language Acquisition</li> <li>▪ Immigrant Students</li> <li>▪ Cross-Cultural Communication</li> <li>▪ Critical literacy and text analysis strategies</li> <li>▪ Multiple intelligences and inclusive schooling</li> </ul>	<ul style="list-style-type: none"> <li>• Finalize unit plan to teach in practicum</li> <li>• Finalize lesson plans for entire unit</li> <li>• Create assessment for unit</li> <li>• Reflect on your management style</li> <li>• Grade papers/assessments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review unit plans for full time teaching by student</li> <li>▪ Review daily lesson plans for unit</li> <li>▪ Share expertise on dealing with parents</li> <li>▪ Oversee grading of papers</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Education Minnesota conference 10/15-10/16</b></li> <li>▪ <b>Portfolio Standard 7 Due (submit in Moodle, oversized evidence to faculty offices or your crate in the Ed Office)</b></li> <li>▪ <b>POSSIBLE MEETING TUESDAY ABOUT CHICAGO</b></li> </ul>
October 18-24	<ul style="list-style-type: none"> <li>▪ UMM FALL BREAK</li> <li>▪ CHICAGO TRIP</li> </ul>	<ul style="list-style-type: none"> <li>• Finalize unit plan to teach in practicum</li> <li>• Finalize lesson plans for entire unit</li> <li>• Create assessment for unit</li> <li>• Reflect on your management style</li> <li>• Grade papers/assessments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Some students will be in practicum Wednesday and Thursday; others will be in the Chicago field experience</li> </ul>	<ul style="list-style-type: none"> <li>▪ NO SEMINAR—FALL BREAK AND CHICAGO</li> </ul>
October 25-31	<ul style="list-style-type: none"> <li>▪ NO ON CAMPUS CLASSES—IN PRACTICUM FULL TIME</li> </ul>	<ul style="list-style-type: none"> <li>• Teach at least TWO classes full time during this two-week period</li> <li>• Include assessment in unit teaching</li> <li>• Reflect on your management style</li> <li>• Grade papers/assessments</li> <li>• <b>Attend parent conferences if scheduled</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Observe, coach, and evaluate candidate's teaching during full time experience</li> <li>▪ Formally assess practicum student's teaching</li> </ul>	<ul style="list-style-type: none"> <li>▪ NO SEMINAR—FULL TIME PRACTICUM</li> </ul>
November 1-7	<ul style="list-style-type: none"> <li>▪ NO ON-CAMPUS CLASSES—IN PRACTICUM FULL TIME</li> </ul>	<ul style="list-style-type: none"> <li>• Teach at least TWO classes full time during this two-week period</li> <li>• Include assessment in unit teaching</li> <li>• Reflect on your management style</li> <li>• Grade papers/assessments</li> <li>• <b>Attend parent conferences if scheduled</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Observe, coach, and evaluate candidate's teaching during full time experience</li> <li>▪ Formally assess practicum student's teaching</li> </ul>	<ul style="list-style-type: none"> <li>• NO SEMINAR—FULL TIME PRACTICUM</li> </ul>

Week of	Topics being studied in Secondary Ed. Courses	Suggested Activities for the Practicum Student/Candidate	Suggested Role for the Cooperating Teacher	Practicum Seminar
November 8-14	<ul style="list-style-type: none"> <li>▪ Reflection on Teaching and Learning</li> <li>▪ Assessment and Evaluation of student learning</li> <li>▪ English Language Learners</li> <li>▪ Immigrant students</li> <li>▪ Discourse</li> <li>▪ Language and conventions of the subject</li> <li>▪ Academic language</li> <li>▪ Social construction of disability</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>▪ Formally assess practicum student's teaching (prepare final evaluation form)</li> </ul>	<ul style="list-style-type: none"> <li>• Meet in <b>Sci 2185</b></li> <li>• Topic: Debrief full-time practicum</li> <li>▪ <b>Portfolio Standards 5 and 2 Due (submit in Moodle, oversized evidence to faculty offices or your crate in the Ed Office)</b></li> </ul>
November 15-21	<ul style="list-style-type: none"> <li>▪ Reflection on Teaching and Learning</li> <li>▪ Native American learners</li> <li>▪ Poverty and SES</li> <li>▪ Scaffolding instruction for struggling readers</li> <li>▪ Background knowledge, a deeper exploration</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>▪ SUBMIT SUMMATIVE EVALUTION FORM TO UMM</li> </ul>	<ul style="list-style-type: none"> <li>▪ Meet in <b>Sci 2185</b></li> <li>▪ Topic: edTPA</li> <li>▪ <b>Portfolio Standard 8 Due by end of day Friday (submit in Moodle, oversized evidence to faculty offices or your crate in the Ed Office)</b></li> </ul>
November 22-28	<ul style="list-style-type: none"> <li>▪ Evaluating student learning</li> <li>▪ Literacy assessments</li> <li>▪ Academic writing, a deeper exploration</li> <li>▪ Universal Design</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>▪ N/A</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Meet in MRC 205</b></li> <li>• Topic: Jobs and Hiring; Guest Speaker Gary Donovan, UMM Career Center</li> <li>• Michelle will be gone at a conference—you should still attend seminar!! 😊</li> </ul>
November 29-December 5	<ul style="list-style-type: none"> <li>▪ Reflection on Teaching and Learning</li> <li>▪ Responding to student behavior</li> <li>▪ Diversity and literacy</li> <li>▪ Impact of societal factors on teaching students in poverty</li> <li>▪ Challenging behavior</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>▪ N/A</li> </ul>	<ul style="list-style-type: none"> <li>▪ Meet in <b>Sci 2185</b></li> <li>• Topics: Hiring and Job Market (Guest Speakers)</li> <li>▪ Student Teaching Introduction if time</li> <li>▪ <b>Portfolio Standards 3 &amp; 10 Due (submit in Moodle, oversized evidence to faculty offices or your crate in the Ed Office)</b></li> </ul>

Week of	Topics being studied in Secondary Ed. Courses	Suggested Activities for the Practicum Student/Candidate	Suggested Role for the Cooperating Teacher	Practicum Seminar
December 6-12	<ul style="list-style-type: none"> <li>▪ Reflection on Teaching and Learning</li> <li>▪ Reflecting on Understanding by Design process and implications for learning</li> <li>▪ Strategies in and beyond the classroom for reaching students in poverty</li> <li>▪ New literacies</li> <li>▪ Critical literacy</li> <li>▪ Literacy and technology</li> <li>▪ Inclusion as a practical reality</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>▪ N/A</li> </ul>	<ul style="list-style-type: none"> <li>▪ Meet in <b>Sci 2185</b></li> <li>▪ Student Teaching Informational Meeting</li> </ul>
December 13-18	<ul style="list-style-type: none"> <li>▪ FINALS WEEK</li> </ul>	<ul style="list-style-type: none"> <li>• FINALS WEEK</li> </ul>	<ul style="list-style-type: none"> <li>▪ FINALS WEEK</li> </ul>	<ul style="list-style-type: none"> <li>▪ FINALS WEEK</li> </ul>

**Sample Evaluation Forms**

**FALL PRACTICUM MID-SEMESTER EVALUATION**

**Open File**

Student Name:  
Cooperating Teacher:  
School:

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

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

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 4<sup>th</sup> 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.

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

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**

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

Grading for SeEd 4103: Practicum Experience in the Middle and Secondary School

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.

<i>Criterion</i>	<i>1 Poor</i>	<i>2 Acceptable</i>	<i>3 Good</i>	<i>Score</i>
<b>SEP Portfolio: Quality</b>	Quality of portfolio needs improvement but score is not failing (partial credit). Cumulative grade was 105 or above (out of 150 points).	Quality and level of detail of portfolio was acceptable to good. Cumulative grade was 120 or above (out of 150 points).	Quality of portfolio was consistently high. Cumulative portfolio grade was 135 or above (out of 150 points).	____x3=____
<b>Seminar</b>	Student missed several seminar sessions and/or displayed poor participation, disengagement, lack of professionalism, etc.	Student had only a very few, EXCUSED absences from seminar and excellent participation or was present for all seminars but had adequate participation.	Student attended all seminars, was on time, and participated in a professional manner.	____x2=____
<b>Final Evaluation</b>	Evaluation contained many "basic" marks; no more than 3 "unsatisfactory" marks were recorded.	No more than 5 standards are marked "basic" on the final evaluation and none are marked "unsatisfactory". Though there are areas to work on, comments are generally positive.	All standards were marked "proficient" or "distinguished" by the cooperating teacher. Comments support the positive evaluation.	____x5=____
				Total:

"S" —PASS/CREDIT

27-30=A; 24-26=B; 21-23=C

"N" —FAIL/NO CREDIT

18-20=D; 0-17=F

Student Name: \_\_\_\_\_

Evaluator 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 traits 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 their 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/Integrity:** Demonstrates trustfulness, professional behavior and trustworthiness (Standards 6, 9, 10) (Disposition 2 of Conceptual Framework)
- Equity/Respect:** Honors, values, and demonstrates consideration for self and others (Standards 3, 6, 10) (Disposition 3 of Conceptual Framework)
- Efficacy/Commitment to Learning:** Demonstrates a respect for knowledge acquisition for self and students (Standards 1, 2, 7, 9) (Disposition 4 of Conceptual Framework)
- Responsibility:** Acts independently and demonstrates accountability, reliability, and judgment (Standards 5, 9, 10) (Disposition 5 of Conceptual Framework)
- Enthusiasm/Openness:** Engages and motivates others and demonstrates flexibility and positive risk-taking (Standards 1, 2, 4, 6) (Disposition 6 of Conceptual Framework)

Faculty/cooperating teachers/university supervisors will use the checklist that follows to assess teacher education candidates' dispositions for teaching. When the desired skills and/or behaviors included in the checklist are not evident or are insufficiently developed, faculty will conference with the teacher candidate to discuss strengths and strategies for improvement.

Disposition Indicators (Mark "E" for Evident, "I" for Improvement Needed, or "N" for not observed)

<p><b>Collaboration:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supports instructional decisions of cooperating teacher/ other educational professionals</li> <li><input type="checkbox"/> Plans instructional goals and priorities in conjunction with cooperating teacher</li> <li><input type="checkbox"/> Communicates regularly with cooperating teacher about units and lessons</li> <li><input type="checkbox"/> Communicates unit and lesson goals and objectives to special education/other professionals</li> <li><input type="checkbox"/> Initiates contact with parents when appropriate</li> <li><input type="checkbox"/> Supports work of other educational professionals</li> <li><input type="checkbox"/> Fosters classroom collaboration</li> </ul>	<p><b>Ethics/Integrity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Models behavior expected of teachers in educational setting</li> <li><input type="checkbox"/> Makes decisions and acts with honesty and integrity</li> <li><input type="checkbox"/> Responds to situations professionally</li> <li><input type="checkbox"/> Maintains emotional self-control</li> <li><input type="checkbox"/> Identifies personal responsibility in conflict/problem situations</li> <li><input type="checkbox"/> Accepts and acts on feedback from others</li> </ul>
<p><b>Equity/Respect:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listens attentively to others in a variety of contexts</li> <li><input type="checkbox"/> Interacts in a polite and respectful manner</li> <li><input type="checkbox"/> Demonstrates empathy and concern for others</li> <li><input type="checkbox"/> Displays equitable treatment of others</li> <li><input type="checkbox"/> Acknowledges perspectives of individuals from diverse cultural/experiential backgrounds</li> <li><input type="checkbox"/> Appreciates and embraces individual differences</li> <li><input type="checkbox"/> Demonstrates positive attitudes toward diverse cultures and learners</li> <li><input type="checkbox"/> Makes instructional decisions based on needs of all learners</li> </ul>	<p><b>Efficacy/Commitment to Learning:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Believes all students can learn</li> <li><input type="checkbox"/> Takes initiative to expand knowledge base for self and students</li> <li><input type="checkbox"/> Demonstrates positive attitude toward learning</li> <li><input type="checkbox"/> Demonstrates intellectual and academic curiosity</li> <li><input type="checkbox"/> Conveys high expectations for achievement</li> <li><input type="checkbox"/> Demonstrates a commitment to action that all students do learn</li> </ul>
<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accepts consequences for personal actions or decisions</li> <li><input type="checkbox"/> Submits field experience lessons on time</li> <li><input type="checkbox"/> Seeks clarification and/or assistance as needed</li> <li><input type="checkbox"/> Takes initiative to seek/locate needed resources</li> <li><input type="checkbox"/> Ensures accuracy of information for which he/she is responsible</li> <li><input type="checkbox"/> Arrives for field experience on time (# of tardies _____)</li> <li><input type="checkbox"/> Attends class/field experience regularly (# of absences _____)</li> </ul>	<p><b>Enthusiasm and Openness:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Displays a passion for subject matter</li> <li><input type="checkbox"/> Motivates students through creative expression of concepts/ideas</li> <li><input type="checkbox"/> Engages students through connecting prior knowledge to new</li> <li><input type="checkbox"/> Demonstrates flexibility in regard to circumstances</li> <li><input type="checkbox"/> Encourages positive social interaction among students</li> <li><input type="checkbox"/> Demonstrates openness to the assumptions/beliefs/values of others</li> </ul>

Comments: \_\_\_\_\_