



Methods of Teaching Literacy in Secondary Schools
In a Global Society
Practicum Guidelines
EDUC 334/534
Practicum Guidelines
Fall 2010

Adele Chandler
(619) 260-2707 (Phone)
(619) 849-8138 (Fax)
achandler@sandiego.edu

Statement of Purpose and Overview of Expectations

Statement of Purpose:

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

Overview of Expectations:

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

- Observe and support instruction in the classroom of the mentor teacher for 50 hours.
 - Approximately five hours per week for ten weeks. All hours must be completed and recorded in the attendance log prior to the final week of the semester.
 - Professionalism is a must. Candidates are expected to be dependable, prompt, respectful, dress in a professional manner, and keep confidential private information about students and staff members.
 - While in the classroom, candidates are expected to confer regularly with the mentor teacher, work closely with students, ask questions and show interest in observing and practicing assessment and instructional strategies, and assist the mentor teacher with the educational work of the classroom.
- Teach three lessons or portions of lessons.
 - These lessons should be planned with the guidance of the mentor teacher.
 - You are encouraged to videotape and reflect on at least one of these lessons.
- Reflect on observations and teaching in writing.
 - Candidates are expected to reflect on their practicum experiences in writing. Reflections are informal writing; they may be hand-written or typed and may take the form of bulleted notes, a dialectical journal, or narrative response. The primary audience for these reflections is the candidate. Since regular reflection is an important component of being a professional educator it is expected that candidates reflect in writing after each classroom observation. Reflections should be dated and each should occupy a minimum of ½ page of space.
 - Candidates will be expected to make connections between their practicum experiences and the texts assigned in class during oral discussions and in weekly reading reflections.

In addition, a satisfactory candidate evaluation must be completed by the mentor teacher.

Mentor Teacher / Teacher Candidate Agreement

Dear Mentor Teacher:

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

Adele Chandler, USD Field Experience Manager
Ph: 619-260-2707, email: achandler@san Diego.edu

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1. It is the responsibility of the teacher candidate to manage all forms, keep track of his or her activities, and set up times for practice teaching. Each teacher candidate has also been asked to collect your preferred contact information and to notify you as soon as possible should he or she be unable to attend on a practicum day.
 2. Through the course of the semester, please:
 - a. Discuss your teaching and students' learning with the teacher candidate. Any information you are able to share with the candidate about your practices and the theories that guide your practices is much appreciated.
 - b. Provide opportunities for the candidate to participate in teaching three lessons or portions of lessons. These lessons should be planned by the candidate in response to your input and with your supervision. They should support your larger instructional and content goals. The candidate is encouraged to video tape him or herself teaching one of the lessons. Please observe the candidate while they teach these lessons and provide them with constructive feedback.
 - c. Sign the teacher candidate's **Practicum Attendance Log** after each visit. It is the teacher candidate's responsibility to keep the log up-to-date and to present it to you for your initials. Teacher candidates have committed themselves to serving approximately 5 hours per week, for 10 weeks, totaling 50 hours in your classroom.
 - d. Complete and sign a final **Teacher Candidate Evaluation Form**. In addition to providing feedback to USD, this form may be used, at your discretion, as a forum for discussing the teacher candidate's progress with him or her. Please return the completed evaluation to the course instructor in the stamped, self-addressed envelope provided by the teacher candidate or via fax to the number listed above. This evaluation will be considered in the EDUC 332/523 or 334/534 course grade; the teacher candidate will receive a grade of **Incomplete** if it is not received by the date designated by the course instructor.
 3. You are always welcome and encouraged to contact the practicum coordinator or course instructor with questions, observations, or concerns. In addition, if you have serious concerns regarding the teacher candidate's commitment and/or ability to meet the practicum requirements, you may file a statement of concern. Depending on the severity of the concern, the practicum experience may be terminated.

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

Signature, USD Teacher Candidate: _____

Signature, Mentor Teacher: _____

Schedule of Classroom Responsibilities

<p>Weeks 1-4</p>	<ul style="list-style-type: none"> • Meet with your mentor teacher. Find out about his/her professional history as well as goals and expectations for the class(es) you are to observe. Discuss your schedule and responsibilities. Review and sign mentor teacher/teacher candidate agreement. • Familiarize yourself with the school and the students, where possible, meet other faculty, staff, & administrators. • Observe classroom activities. • Interact with students. Learn students' names. Ask about their interests both in and out of the classroom. • Support lessons as directed by the teacher. Help students while they are working as individuals or in small groups. • Review student work. Examine student work to assess what students are learning and to identify possible areas of need. • Schedule regular times to discuss observations and questions with mentor teacher. • Reflect on your observations in writing. Be sure to reflect <i>after each visit</i> to the school site. • Remember to keep records of your activities in your attendance log and be sure to have your mentor teacher <i>sign the log after each visit</i>.
<p>Weeks 5-7</p>	<ul style="list-style-type: none"> • Continue with observations as outlined above. • Plan, teach, and assess one sample lesson (or part of a lesson) in front of class. <ul style="list-style-type: none"> ○ Lesson must be planned in collaboration with mentor teacher. ○ Lesson should be written out and approved by mentor teacher ahead of time. ○ Candidate may conduct all or part of the lesson. ○ Student should assess student learning. ○ Mentor teacher should observe and provide constructive oral feedback to candidate. ○ Student should de-brief with mentor teacher.
<p>Weeks 8-10</p>	<ul style="list-style-type: none"> • Continue with observations as outlined above. • Plan, teach, and assess two additional sample lessons (or parts of lessons) in front of the class as outlined above. • Arrange for colleague to videotape one of the sample lessons in which you take a leadership role. Watch, reflect on, and edit video. Plan to share portions of the video with peers. • Complete practicum. Thank mentor teacher and students, as well as any other staff members who have supported your experience. • Provide mentor teacher with photocopy of candidate evaluation form as well as a pre-addressed, stamped envelope. Request that they complete form and mail to SOLES, Attn: Adele Chandler by 12/10/10.

Observation Schedule

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

Mentor Teacher: _____ **Room:** _____

E-mail: _____ **Phone:** _____

Course Schedule:

Period	Time	Course

Teacher Candidate: _____

E-mail: _____ **Phone:** _____

Planned Observations:

Mondays	Tuesdays	Wednesdays	Thursdays	Fridays

Anticipated Holidays / Dates of Non-Attendance:

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

Total Hours Completed: _____ Completion Date: _____

Candidate Teaching Opportunities:

Date	Description (Briefly describe your teaching activities)	Mentor Teacher Initials

Teacher Candidate Signature: _____

Mentor Teacher Signature: _____

Teaching Observation & Reflection Suggestions

Observe and discuss with your mentor teacher the following components of teaching and learning in the classroom:

- Classroom environment – How is the classroom organized? How are routines structured?
- Academic expectations for students—What are the academic expectations for students? How are expectations communicated? How are students motivated to work to achieve these expectations?
- Instructional objectives—What are the long-term learning goals? What are the learning goals for the day?
- Instructional methods—What methods of instruction are utilized in the classroom? How is instruction differentiated to meet the diverse needs of students?
- Student engagement—How are students expected to participate in the lesson? How do students respond to expectations?
- Assessment of learning—What evidence is there of student learning? How are students rewarded for success?
- Time management—How does the teacher manage time in the classroom? What classroom routines are in place? What is the balance between teacher-focused and student-focused time?
- Classroom management—What are the behavioral expectations for students? How does the physical organization of the classroom support these expectations? How do the routines and rules of the classroom support these expectations?
- Classroom community—Is the classroom a “community of learners”? How is community cultivated in the classroom?

Regularly reflect on your observations in writing. Possible topics for reflection may include:

- Record highlights— Describe classroom activities or experiences that were highlights for you, the students, and/or the classroom teacher. What mattered in the classroom today and why?
- Ask questions – What do you wonder about what you have observed. These may be questions you want to discuss with your mentor teacher or your colleagues at USD or may simply be questions you want to ponder on your own.
- Notice apparent contradictions—Were there contradictions between stated objectives and actual events? If so, why do you think this occurred? Was it a problem? What adjustments could be made to ameliorate the contradiction in the future?
- Make connections – How do the activities and experiences of what is happening in the classroom connect with course readings? How do they connect with your previous experiences in the K-12 classroom as a teacher or learner?
- Brainstorm ideas – How could this lesson be re-focused and used in other classrooms or grade levels? How could it be improved? How might you use this lesson in the future?
- Consider your own learning—What did you learn from this observation? What did you learn about teaching? About learning? What will you take away and use in your own classroom?



Secondary Practicum Teacher Candidate Evaluation Form

USD Student: _____ Practicum School: _____
 Mentor Teacher: _____

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

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

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

Mentor Teacher Signature: _____ **Date:** _____

Note: In addition to providing feedback to USD, this form may be used, at your discretion, as a forum for discussing the teacher candidate's progress with him/her. Please return the completed evaluation to the course instructor in the stamped, addressed envelope provided by the teacher candidate or via fax.

Practicum Site Evaluation -- Fall 2010

To be completed by the candidate

Practicum Site: _____

Mentor Teacher: _____

Rating: 1= Needs improvement
2= Satisfactory
3= Strong
4= Outstanding

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

Short Answer Response:

11. Was this experience intellectually stimulating? Did it stretch your thinking?

12. What knowledge, skills, and/or dispositions did you gain from this experience?

13. What aspects of this field experience contributed most to your learning?

14. What aspects of this field experience detracted from your learning?

15. Would you recommend continued use of this practicum placement? What suggestions do you have for improving the experience?

16. Other comments:

If extra space is required, please attach additional pages.

Practicum Completion Checklist

To be completed by teacher candidate—

- Mentor teacher/Teacher candidate agreement**— DUE 9/24/10
- Observation schedule**— DUE 9/24/10
- Attendance log**— DUE 12/10/10
- Observation reflection journal**— DUE 12/10/10
- Practicum site evaluation** – DUE 12/10/10

To be completed by mentor teacher—

- Attendance log** – Completed by teacher candidate, signed by mentor teacher
- Teacher candidate evaluation form**—This should be returned directly to the course instructor in an envelope provided by the teacher candidate. It should be mailed to:

Adele Chandler
School of Leadership and Education Sciences, room 101B
University of San Diego
5998 Alcalá Park
San Diego, CA, 92110-2492