



Rockbridge Teacher Education Consortium

• SOUTHERN VIRGINIA UNIVERSITY • WASHINGTON AND LEE UNIVERSITY •

Practicum Handbook

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Teacher candidates are required to complete experiences in local classrooms prior to directed teaching as a part of the course work in the Rockbridge Teacher Education Consortium. Each practicum affords our students with the opportunity to become familiar with the curriculum, culture, school personnel, and students in today's classrooms. They also provide a setting in which our students begin, under the supervision of a cooperating teacher, to assist students in learning and to apply ideas from their education course work.

The practicum experiences are designed to provide the classroom teacher with a mature, dedicated assistant. The specific responsibilities of students will vary depending on what the practicum teacher deems most helpful and the specific course in which the students are enrolled. In all cases, the course syllabi for each practicum experience will be considered the primary source of information regarding specific requirements for each course and related field placement.

The following handbook offers information about placements as well as sample forms, evaluation forms, and an envelope for the cooperating teacher to return the evaluation form to the RTEC Field Placement Coordinator. At the end of the practicum placement, the cooperating teacher will also receive a renewal credit letter. If questions or concerns arise during the placement please feel free to contact one of the directors or the field placement coordinator.

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PRACTICUM REQUIREMENTS BY ENDORSEMENT AREA

ELEMENTARY EDUCATION PRACTICUM REQUIREMENTS			
Course	Credits	Minimum Requirements	Hours
EDU/EDUC 201 Practicum: Foundations of Education	1	<ul style="list-style-type: none"> Observe and assist teacher 	24
EDUC 306 Practicum: Teaching Elementary Reading	1	<ul style="list-style-type: none"> Observe and assist teacher Work with small reading groups Perform a reading assessment Teach one read aloud lesson 	30
EDU/EDUC 341 Practicum: Elementary Language Arts and Social Studies Methods	1	<ul style="list-style-type: none"> Observe and assist teacher Teach one language arts lesson Teach one social studies lesson 	30
EDU/EDUC 344 Practicum: Elementary Math and Science Methods	1	<ul style="list-style-type: none"> Observe and assist teacher Teach one math lesson Teach one science lesson 	30
TOTAL FIELD WORK HOURS			114

MIDDLE AND SECONDARY EDUCATION PRACTICUM REQUIREMENTS			
Course	Credits	Minimum Requirements	Hours
EDU/EDUC 201 Practicum: Foundations of Education	1	<ul style="list-style-type: none"> Observe and assist teacher 	24
EDUC 303 Practicum: The Exceptional Learner	1	<ul style="list-style-type: none"> Observe and assist teacher Specifically observe the role of special education teachers and aids in the education of the exceptional child 	30
EDUC 354 Practicum: Secondary Content Area Reading and Writing	1	<ul style="list-style-type: none"> Observe and assist teacher Teach one content area reading lesson 	30
EDUC 357 Practicum: Methods for Secondary Education	1	<ul style="list-style-type: none"> Observe and assist teacher Teach two lessons in content area 	30
TOTAL FIELD WORK HOURS			114

PRE-K -12 ART PRACTICUM REQUIREMENTS			
Course	Credits	Minimum Requirements	Hours
EDU/EDUC 201 Practicum: Foundations of Education	1	<ul style="list-style-type: none"> • Observe and assist teacher 	24
EDUC 303 Practicum: The Exceptional Learner	1	<ul style="list-style-type: none"> • Observe and assist teacher • Specifically observe the role of special education teachers and aids in the education of the exceptional child 	30
EDU/EDUC 341 Practicum: Elementary Language Arts and Social Studies Methods	1	<ul style="list-style-type: none"> • Observe and assist teacher • Teach one language arts lesson • Teach one social studies lesson 	30
EDUC 357 Practicum: Methods for Middle and Secondary Education	1	<ul style="list-style-type: none"> • Observe and assist teacher • Teach two lessons in content area 	30
TOTAL FIELD WORK HOURS			114

PRE-K -12 FOREIGN LANGUAGE & LATIN PRACTICUM REQUIREMENTS			
Course	Credits	Minimum Requirements	Hours
EDU/EDUC 201 Practicum: Foundations of Education	1	<ul style="list-style-type: none"> • Observe and assist teacher 	24
EDU/EDUC 341 Practicum: Elementary Language Arts and Social Studies Methods	1	<ul style="list-style-type: none"> • Observe and assist teacher • Teach one language arts lesson • Teach one social studies lesson 	30
EDUC 354 Practicum: Secondary Content Area Reading and Writing	1	<ul style="list-style-type: none"> • Observe and assist teacher • Teach one content area reading lesson 	30
EDUC 366 Practicum: Methods for Foreign Language	1	<ul style="list-style-type: none"> • Observe and assist teacher • Teach two lessons in content area 	30
TOTAL FIELD WORK HOURS			114

PRE-K -12 INSTRUMENTAL MUSIC PRACTICUM REQUIREMENTS			
Course	Credits	Minimum Requirements	Hours
EDU/EDUC 201 Practicum: Foundations of Education	1	<ul style="list-style-type: none"> Observe and assist teacher 	24
EDUC 376 Practicum: Elementary and Secondary Music Methods for Woodwinds & Brass	2	<ul style="list-style-type: none"> Observe and assist Teacher Teach woodwinds and brass lessons in an elementary setting Teach woodwinds and brass lessons in a secondary setting 	48
EDU 378 Practicum: Elementary and Secondary Music Methods for Strings & Percussion	2	<ul style="list-style-type: none"> Observe and assist Teacher Teach strings and percussion lessons in an elementary setting Teach strings and percussion lessons in a secondary setting 	48
TOTAL FIELD WORK HOURS			120

PRE-K -12 VOCAL MUSIC PRACTICUM REQUIREMENTS			
Course	Credits	Minimum Requirements	Hours
EDUC 201 Practicum: Foundations of Education	1	<ul style="list-style-type: none"> Observe and assist teacher 	24
EDUC 303 Practicum: The Exceptional Learner	1	<ul style="list-style-type: none"> Observe and assist Teacher Specifically observe the role of special education teacher and aids in the education of the exceptional child 	30
EDUC 346 Practicum: Elementary and Secondary Vocal Music Methods	1-2	<ul style="list-style-type: none"> Observe and assist Teacher Teach vocal music lessons in an elementary setting Teach vocal music lessons in a secondary setting 	60
TOTAL FIELD WORK HOURS			114

PRE-K -12 THEATRE PRACTICUM REQUIREMENTS			
Course	Credits	Minimum Requirements	Hours
EDUC 201 Practicum: Foundations of Education	1	<ul style="list-style-type: none"> • Observe and assist teacher 	24
EDUC 303 Practicum: The Exceptional Learner	1	<ul style="list-style-type: none"> • Observe and assist teacher • Specifically observe the role of special education teachers and aids in the education of the exceptional child 	30
THTR 226 Practicum: Drama and Theater Pre-K -12 Methods	2	<ul style="list-style-type: none"> • Observe and assist teacher • Teach drama and theatre lessons in an elementary setting • Teach drama and theatre lessons in a secondary setting 	60
TOTAL FIELD WORK HOURS			114

SUGGESTIONS FOR COOPERATING TEACHERS OF PRACTICUM STUDENTS

Practicum students assigned to you will have various levels of experience. We ask that you become familiar with the student and inquire about his/her experience working in a classroom. This will aid in determining the best way to involve the practicum student in your classroom.

- Schedule a time to meet with the teacher candidate prior to the beginning of the placement to discuss the practicum requirements, expectations, school calendar, class schedule, school policies, and complete the Practicum Contract. *The teacher candidate may use this visit towards the hours required for the practicum placement.*
- Introduce the practicum student to your class and your colleagues.
- Encourage the practicum student to present a special lesson in her/his area of interest.
- Schedule a time to meet with the student to share thoughts on teaching as a career.
- Share planning resources to increase the student's awareness of the planning process.

It is our hope that you will enjoy working with our practicum students, and that you and your students will benefit from the experience. If, at any time, you have a question or concern please contact the faculty member at the student's home college or the Field Placement Coordinator. The contact information is provided on the cover of this handbook.

PRACTICUM STUDENT PROFESSIONAL RESPONSIBILITIES

Please remember your presence in the community schools is a reflection on the Rockbridge Teacher Education Consortium and your home college. You have a responsibility to:

- Meet with your cooperating teacher **prior to beginning the practicum** for an initial meeting and to complete the Practicum Contract. *The time for this visit may be recorded on your clock hour form.*
- **Arrive early!** Never be late. Allow plenty of time for travel and parking.
- Always report to the school office upon arrival, greet the secretaries and/or school personnel, and follow the procedures for "signing into" and "signing out" of the school.
- Be courteous and respectful to everyone. You are a guest in the school.
- Maintain a professional appearance. This means: no shorts, short skirts, low-cut shirts and t-shirts with drinking, drug use or sexual graphics. **FOLLOW THE SCHOOL DRESS CODE.**
- If you are unable to keep your scheduled visit, contact the practicum teacher directly or leave a message in the office. It is important to clarify with your teacher the best way to reach him/her in the case of an absence.
- Follow the responsibilities given to you by your cooperating teacher.
- Take the initiative to help and attend to any need the teacher or students may have.
- Ask the teacher what is appropriate and expected.
- Avoid any unfavorable criticism of the participating school, cooperating teacher and community.
- Respect confidentiality. Do not solicit or share inappropriate information.
- Remember that many schools are cell phone free zones. Turn off your cell phones before entering the schools. **NO CELL PHONES/TEXT MESSAGING.**

The practicum student may begin as a listener and an observer, but he/she is expected to show initiative in terms of getting involved in routine activities and interacting with the students.

At all times and in all situations, be a professional

SUGGESTED PROJECT LIST FOR PRACTICUM STUDENTS

Certain courses will have specific teaching requirements for students; however, if you are looking for specific ways to focus observations, you may direct students to observe or chart:

1. Specific student/small group interactions and behaviors.
2. Teacher movement.
3. Specific types of questions asked by cooperating teacher.
4. Student understanding or questions (facial expressions, body language, etc.)
5. Gender of responders.
6. Location of questions directed in the classroom.
7. Teacher wait time.
8. Students on/off task.
9. Proximity control for behavior management.

Some suggestions for other ways to utilize students including having them:

1. Assist in distribution of books and materials.
2. Put assignments on the chalkboard.
3. Prepare reference materials and /or demonstration equipment.
4. Take attendance.
5. Check and pass out papers.
6. Prepare bulletin boards.
7. Duplicate and collate materials.
8. Help with testing programs.
9. Help individuals or groups of students with their studies or activities.
10. Prepare classroom decorations.
11. Make and facilitate use of learning centers.
12. Teach a short lesson or read aloud (15–20minutes) with cooperating teacher's guidance.
13. File papers.
14. Help with make-up work.
15. Listen to students read.
16. Call about information cooperating teacher may need concerning field trips or other matters.
17. Help students with enrichment activities, including library and internet research.
18. Make posters and graphs as needed.

Other project appropriate for elementary school:

1. Cut out materials.
2. Put homework papers in student mailboxes.
3. Keep class charts up to date.
4. Help with handwriting.
5. Drill math facts and spelling words.
6. Read to class.
7. Help with art projects and lessons.
8. Collect books from library.



Note: Following the student's practicum experience, the cooperating teacher will receive a copy of a letter similar to this one. This form, in addition to the practicum clock hours and practicum contract should be submitted to the division's superintendent to ensure that the appropriate renewal credit is granted.

Memorandum

To: **[Name]**
Superintendent of Schools
[District Name] Schools

From: [Program Head Name]
Director of Teacher Education, [Home University]

Date:

This memorandum confirms that [Insert Teacher Name Here], [Insert School Here], has

- ☐ Mentored a practicum student for [number] hours
- ☐ Mentored a student teacher, [student teacher name if applicable]

Date completed:

Signed _____ Signed _____
[Program Head Name] Name of Teacher earning credits

Renewal credit awarded: _____

Signed: _____ Date: _____
[Superintendent Name]
Superintendent of Schools



PRACTICUM CONTRACT

The terms of this contract are to be determined by the practicum student and cooperating teacher prior to beginning the practicum experience. The teacher candidate should complete Section A prior to the first meeting. Sections B and C should be discussed with the cooperating teacher. The practicum student should provide the cooperating teacher with a copy of the practicum handbook at their first meeting. *Information from the handbook is key for completing the contract.* Once the terms of the contract are determined, the practicum student should TYPE the contract and provide the cooperating teacher with a completed copy and a SIGNED version should be returned to RTEC faculty.

SECTION A:

Practicum Student:

Mentor Teacher (*first and last name*):

Placement School/Class:

Education Course:

Semester/Year:

Required Number of Hours:

Course Requirements (if applicable):

SECTION B:

Planned Days/Times to Complete Hours	
Anticipated End Date	
Additional Requests/Responsibilities	

SECTION C:

Additionally, our initial meeting included:

____ Copy of the Practicum Handbook (*HB-2*)

____ Discussion of Role and Expectations of Student (*work with small groups or individual students, etc.*)

____ Discussion of End of the Placement Evaluation Form* (*Method courses- discussion of two lessons to be taught*)

**A self-addressed evaluation form will be delivered via school mail*

____ Sign-In and Sign-Out Procedures

____ Discussion of School Policies, Confidentiality Standards, Class Rules & Routines

____ Discussion of Cell Phone & Texting Policies

____ Discussion of School Dress Code

____ Discussion of School Calendar (*Work Days, Plan for Snow Days*)

____ Creation of Absence Plan (*How should student contact teacher in the case of on unplanned absence?*)

*Direct questions related to practicum to Vickie Hickman, RTEC Field Placement Coordinator, vickiehickman@svu.edu

Mentor Teacher Signature:

Date:

Student Signature:

Date:



Note: Students will be ultimately responsible for completing a TYPED copy of final clock hour form with your final signature for course credit. If you would like, please use this form to track the hours on your own. An electronic version of this form is located on the home school's website.

PRACTICUM CLOCK HOURS: EDU/EDUC _____

Name: _____

School: _____

Grade Level: _____

Subject: _____

Cooperating Teacher: _____

Semester/Year: _____

(A separate TYPED clock hour form should be completed by each cooperating teacher.)

Date of Visit	Number of Hours	Tasks/Teaching Responsibilities
Total Hours Completed:		

Student Signature _____ Date _____

Mentor Teacher Signature _____ Date _____



COOPERATING TEACHER EVALUATION OF PRACTICUM EXPERIENCE

Note: Please complete within one week following the end of the student's placement and return in the self-addressed envelope provided.

Student's Name _____ RTEC Course _____ Semester _____

Practicum Teacher's Full Name _____

School _____ Grade Level/Subject _____

The practicum student is expected to demonstrate personal and professional behaviors that support student learning. Please rate your practicum student in the following areas and use the following code in the blanks:

1= Unsatisfactory, 2= Basic, 3= Proficient, 4= Distinguished, or N/A if you have had no opportunity to observe the student in this area.

I. Planning and Preparation	II. The Classroom Environment
Student Demonstrates: _____ a. Knowledge of Content _____ b. Resourcefulness _____ c. Knowledge of Students	Student Demonstrates: _____ a. Positive Attitude Toward Students _____ b. Enthusiasm & Initiative _____ c. Understanding of Classroom Procedures
III. Instruction	IV. Professional Responsibilities
Student Demonstrates: _____ a. Knowledge of Pedagogy _____ b. Effective Communication Skills _____ c. Demonstrates Flexibility	Student Demonstrates: _____ a. Punctuality & Dependability _____ b. Appropriate Personal Appearance _____ c. A Positive Working Relationship with Cooperating Teacher

Please comment on the overall practicum experience:

Teacher's Signature _____ Date _____

School _____



COOPERATING TEACHER EVALUATION OF METHODS PRACTICUM EXPERIENCE

Note: Please complete within one week following the end of the student's placement and return in the self addressed envelope provided.

Student's Name _____ RTEC Course _____ Semester _____

Practicum Teacher's Full Name _____

School _____ Grade Level/Subject _____

The practicum student is expected to demonstrate personal and professional behaviors that support student learning. Please rate your practicum student in the following areas and use the following code in the blanks:

1= Unsatisfactory, 2= Basic, 3= Proficient, 4= Distinguished, or N/A if you have had no opportunity to observe the student in this area.

I. Planning and Preparation	II. The Classroom Environment
Student Demonstrates: _____ a. Knowledge of Content _____ b. Resourcefulness _____ c. Knowledge of Students	Student Demonstrates: _____ a. Positive Attitude Toward Students _____ b. Enthusiasm & Initiative _____ c. Understanding of Classroom Procedures
III. Instruction	IV. Professional Responsibilities
Student Demonstrates: _____ a. Knowledge of Pedagogy _____ b. Effective Communication Skills _____ c. Demonstrates Flexibility	Student Demonstrates: _____ a. Punctuality & Dependability _____ b. Appropriate Personal Appearance _____ c. A Positive Working Relationship with Cooperating Teacher

The practicum student should have taken two opportunities to teach independently (whole group or small group) during the semester. Please rate the two experiences with following scale:

1= Unsatisfactory, 2= Basic, 3= Proficient, 4= Distinguished, or N/A if the student did not teach.

V. Teaching Opportunity	Rating (4-N/A)	Comments:
1.		
2.		

Please comment on the overall practicum experience on the back of this page.

Teacher's Signature _____ Date _____

School _____

RTEC PRACTICUM COURSES

EDU/EDUC 201: Practicum: Foundation of Education (1). *Graded: Satisfactory/Unsatisfactory (W&L); Pass/Fail (SVU). Corequisite: EDU/EDUC 200.* This practicum is designed to provide an experience observing and participating in a primary or secondary classroom. Additionally, a forum is provided for discussion of issues in education such as classroom management, differentiation, standardized curriculum and more. With these topics in mind, students challenge and refine beliefs as they spend time in a classroom. Working closely with a supervising teacher is invaluable to meeting the goals of this course. To meet the course requirements, students must complete 24 hours of fieldwork during the term. *Richardson (SVU), Sigler (W&L)*

EDUC 303: Practicum: The Exceptional Learner (1). *Graded: Satisfactory/Unsatisfactory (W&L); Pass/Fail (SVU). Corequisite: EDUC 302.* This practicum reinforces the content of EDUC 302 by providing students with an opportunity to explore special education in the field through observing and assisting in inclusive classrooms and special classes. Students also study the relationship between general-education and special-education teachers. *Ojure (W&L)*

EDUC 306: Practicum: Teaching Elementary Reading (1). *Graded: Satisfactory/Unsatisfactory (W&L); Pass/Fail (SVU). Corequisite: EDUC 305.* This practicum course provides students with the opportunity to observe and practice reading methods used in elementary education. To meet the course requirements, students must complete 30 hours of fieldwork during the term. *Sigler (W&L)*

EDU/EDUC 341: Practicum: Elementary Language Arts and Social Studies Methods (1). *Graded: Satisfactory/Unsatisfactory (W&L); Pass/Fail (SVU). Corequisite: EDU/EDUC 340.* This practicum reinforces the content of EDUC 340. This observation and participation in area schools gives the students the opportunity to carry out instructional techniques and examine language arts and social studies instruction in an authentic environment. *Kearney (SVU), Sigler (W&L)*

EDU/EDUC 344: Practicum: Elementary Math and Science Methods (1) *Graded: Satisfactory/Unsatisfactory (W&L); Pass/Fail (SVU). Corequisite: EDU/EDUC 343.* This practicum reinforces the content of EDU/EDUC 343. This observation and participation in area schools gives the students the opportunity to carry out instructional techniques and examine mathematics and science instruction in an authentic environment. *Kearney (SVU), Sigler (W&L)*

EDUC 346: Practicum: Elementary and Secondary Vocal Music Methods (3) *Graded: Satisfactory/Unsatisfactory (W&L); Corequisite: EDUC 345* An overview of singers' vocal development including analysis of common vocal challenges, study of pedagogical techniques in group settings, evaluation of vocal and choral literature and texts, construction of vocal interviews, and guidelines for performance at the elementary and secondary levels. This course will be taken concurrently with EDUC 345: Elementary and Secondary Vocal Music Methods. The observation and participation in area schools will give the students the opportunity to carry out the instructional techniques covered in EDUC 345. *Lynch (W&L)*

EDUC 354: Practicum: Middle and Secondary Content Area Reading and Writing (1). *Graded: Satisfactory/Unsatisfactory (W&L); Pass/Fail (SVU). Corequisite: EDUC 353.* This practicum reinforces the content of EDUC 353 and provides students with an opportunity to teach several lessons they have designed. To meet the course requirements, students must complete 30 hours of fieldwork during the term. *Ojure (W&L)*

EDUC 357: Practicum: Methods for Middle and Secondary Education (1). *Graded: Satisfactory/Unsatisfactory (W&L); Pass/Fail (SVU). Corequisite: EDUC 356.* This practicum reinforces the content of EDUC 356. It provides students with an opportunity to observe and participate in secondary school instruction in an authentic environment. To meet the course requirements, students must complete 30 hours of fieldwork during the term. *Ojure (W&L)*

EDUC 366: Practicum: Methods for Foreign Language (1-2). *Graded: Satisfactory/Unsatisfactory (W&L); Pass/Fail (SVU). Corequisite: EDUC 365.* This practicum reinforces the content of EDUC 365. It provides students with an opportunity to observe and participate in foreign-language instruction in an authentic environment. To meet the course requirements, students must complete 30 hours of fieldwork during the term. May be taken for a second credit if a different placement is completed. *Kuettner (W&L)*

EDUC 376: Practicum in Elementary and Secondary Instrumental Music Methods for Woodwinds and Brass (1-2). *Graded: Satisfactory/Unsatisfactory (W&L); Pass/Fail (SVU). Corequisite: EDUC 375.* An introduction to the teacher's role in instructional settings. Includes non-music observations in public schools and a music project in which students observe and participate as instructional aides. Class sessions focus on techniques for observing and recording classroom behavior, relationships between the teaching of reading and the teaching of music, and planning music instruction. Students must complete a placement on both the elementary and the secondary level. To meet the course requirements, students must complete 30 hours of fieldwork during the term. May be taken for a second credit if a different placement is completed. *Kolman.(W&L)*

EDU 378: Practicum in Elementary and Secondary Instrumental Music Methods for Strings and Percussion. (1-2). *Graded: Satisfactory/Unsatisfactory (W&L); Pass/Fail (SVU). Corequisite: EDU 377.* An introduction to the teacher's role in instructional settings. Includes non-music observations in public schools and a music project in which students observe and participate as instructional aides. Class sessions focus on techniques for observing and recording classroom behavior, relationships between the teaching of reading and the teaching of music, and planning music instruction. Students must complete a placement on both the elementary and the secondary level. To meet the course requirements, students must complete 30 hours of fieldwork during the term. May be taken for a second credit if a different placement is completed. *Taylor and Overman (SVU), Kolman (W&L)*