

ALCORN STATE UNIVERSITY

SCHOOL OF EDUCATION  
PRACTICUM HANDBOOK



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## **PREFACE**

Practicum — known as field placements, clinical experiences, or internships— are generally regarded as the most enjoyable and rewarding experiences in pre-service education. As the field-based components of the teacher preparation program, the practicum experiences collectively represent a bridge between the knowledge, skills, and dispositions developed through formal course work in the School of Education and the Practicum application of those professional attributes as a pre-service teacher and, subsequently, as a classroom teacher.

Practicum experiences are a series of supervised observational and interactive experiences in a school placement that provide for and emphasize the teaching application of theory in the field. To facilitate the practicum, Alcorn State University students are placed with a Cooperating Teacher in a partnering school by the Office of Teacher Education. The primary role of the Cooperating Teacher is to supervise and guide the practicum student throughout his or her field placement. At the same time, the teacher education candidate is completing coursework in the School of Education. Certain courses in the teacher preparation are linked to the Practicum experiences, and the faculty members who teach these courses direct teacher candidates in many of the observational and interactive experiences that are completed in the field. The School of Education faculty believes strongly in the value of early and meaningful clinical experiences, and the faculty values the partnership that it has with local schools, school administrators, and teachers. The collaboration among the Alcorn State University faculty, local schools, and students is at the heart of successful field experiences including the student teaching internship.

## INTRODUCTION & DESCRIPTION OF PRACTICUM EXPERIENCES

The Handbook for Practicum Experiences is designed as a guide for all parties involved in the Practicum and student teaching process. Ultimately, the professional judgment, collaboration, and integrity of all involved participants serve to guide Practicum and student teaching experiences.

Through Practicum and student teaching, each teacher candidate experiences an extended period of guided induction into the profession through mentorship, field-based observation, and application of theory to practice. Clinical experiences are a complement to and an integral component of the teacher preparation courses in the School of Education. The progression of Practicum and student teaching experiences generally begins with planned observation, followed by varying degrees of participation in the classroom, and then in the broader school community. These experiences are primarily intended to develop the teacher candidate into a highly qualified professional teacher, but are also considered mutually beneficial to all participants.

### GOALS OF THE PRACTICUM EXPERIENCE

*The fundamental goals of practicum experiences are:*

1. To prepare teacher candidates who are capable of teaching in today's diverse K-12 schools and who will be able to provide constructive leadership in meeting future challenges in the profession.
2. To provide teacher candidates with experiences that will integrate the various aspects of theory and practice relating to teaching methodology, curriculum and assessment, and the learner.
3. To provide teacher candidates with the opportunity to become directly involved in public school programs by (a) selecting, training, and collaborating with Cooperating Teachers who will reinforce the behaviors taught to School of Education students; (b) participating with Cooperating Teachers as they enhance the learning of pupils in K-12 classrooms; and (c) providing University Supervisors who contribute expertise and knowledge to the teacher candidates' programs through their own experience and training.
4. To provide teacher candidates with a public school classroom setting in which they have an opportunity to learn, practice, and analyze teaching under optimal conditions while making a contribution to K-12 education.

This handbook is to be used as a guide for the Teacher Education Practicum. The handbook will be distributed to all practicum students, and all school district and university personnel involved with the program. It is designed to serve as a:

1. Reference for participating schools ---- teachers and administrators ---- regarding requirements of field experiences.



2. Reference for university students concerning Practicum requirements.
3. Means of providing university students with an opportunity to integrate academic preparation with professional demands of public school settings prior to student teaching.
4. Means of enabling university faculty to work more effectively with individual schools in facilitating all practicum experiences.

The practicum courses/experiences are designed for students who have chosen teaching as a career field. Various courses offer field experiences in public school setting. These courses and experiences serve as checkpoints to help students determine whether they are indeed interested in becoming teachers. The following courses provide practicum experiences for students: (1) ED 317-Teaching of Reading, (2) ED 302-Practicum, (3) ED 351-Classroom Management, and (4) ED – 452 Elementary Curriculum K-8. In addition to these courses, other schools with teacher education components will provide practicum experience in their methods courses for secondary teacher education majors.

In the practicum courses students are exposed to many teaching related experiences in the classroom at Alcorn State University and in the field (public school setting), with 50% of their time spent in the field. Students develop lesson plans and execute a lesson in the classroom in the presence of peers. Emphasis is placed on INTASC and NCATE standards, the use of technology, and other applicable standards throughout the course. Students also focus on teaching as a profession, classroom management, the school environment and functioning in a multicultural, diverse environment, and legal and ethical issues of profession.

Students taking the practicum courses will also be required to

1. Participate in extensive reading, writing, and speaking
2. Use the computer extensively to research information on the Internet and to send designated assignments to the university instructor by way of attachments to e-mail (these designated assignments will not be accepted from students in hard copy format, they must be e-mailed to the instructor). See course syllabus for more information.
3. Use the computer to learn and work with computer software that could be used to teach K-12 students.

## PHILOSOPHY

A basic thrust of the practicum experience approach to teacher education is to stress the relationship between theory as taught in the university classroom and practice as implemented in the public and private classrooms of pre-K-12. The purpose of participation in actual classroom settings is to expose the student, prior to student teaching, to the varying experiences that occur when working with learners. Emphasis is placed on maximizing the students' involvement with procedures and policies which are necessary for creating a positive learning environment. It is Alcorn State University's belief that all teacher education students should have opportunities to work with classroom teachers in a variety of settings to facilitate the process of moving from theory to practice. This can best be achieved through a working partnership between cooperating school systems and Alcorn State University. The university is **COMMITTED** to the establishment and fulfillment of this linkage.

## GOALS

The practicum experiences aim to engage students in learning and doing activities which provide them with the opportunity to acquire professional competencies as stipulated by the Mississippi Department of Education, under NCATE (National Council for the Accreditation of Teacher Education) standards and INTASC (Interstate New Teacher Assessment and Support Consortium) standards. After completing designated courses students should be able to:

1. Create Learning experiences that make subject matter meaningful to students.
2. Understand how children learn and develop, and provide learning opportunities that support the students' intellectual, social, and personal development.
3. Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
4. Understand and use a variety of instructional strategies to encourage students' development and critical thinking, problem solving, and performance skills.
5. Understand individual/group motivation and behavior in order to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Plan instruction bases upon knowledge of subject matter, students, the community, and curriculum goals.

8. Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. Continually evaluate the effects of his/her choices and actions on others (students, parents, and other professionals) and actively seek out opportunities to grow professionally.
10. Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

## **PREPARATION OF TEACHER COMPETENCIES**

While these four goals provide a framework for teacher candidates' field experiences, the School of Education faculty does not presume to teach each teacher candidate every discrete fact, skill, or habit that a teacher may need during the course of his or her career in the classroom. Rather, the faculty takes a competency-based approach to the development of highly qualified novice teachers, who are prepared for full professional responsibilities as well as for continuous and self-directed professional growth over the course of a career.

Fundamental to the School of Education framework for teaching is the Interstate Teacher Assessment and Support Consortium (InTASC) model for beginning teacher licensure, evaluation, and development. The InTASC standards listed on the following page are incorporated into the specific competencies of the School of Education teacher preparation programs.

## **InTASC STANDARDS FOR TEACHERS**

### ***The Learner and Learning***

1. **Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. **Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. **Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

### ***Content Knowledge***

4. **Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.



5. **Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### ***Instructional Practice***

6. **Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. **Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. **Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### ***Professional Responsibility***

9. **Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. **Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## ***APECT "Alcorn's Proficient and Effective Community Teacher***

**We in the School of Education are committed to the following conceptual framework for our program:**

This model includes four outcomes selected by education faculty and P-12 faculty from a list of 12 outcomes identified by graduating students. These outcomes reflected a candidate who is proactive, a scholar, a manager, and a facilitator. Additionally, the model contained five strands: 1) mentoring and modeling, 2) creating, inventing, and improving, 3) examining new ideas and settings, 4) general inquiry, and 5) collaborating and reflecting. Faculty reorganized the students' clinical and field experiences by structuring these experiences at different levels (introductory and mastery), and in several methods courses for practice and observation.

## **SCHOOL OF EDUCATION MISSION OBJECTIVES**

To prepare professionals in teaching, counseling and leadership who demonstrate the capacity and willingness to continuously improve schools and related entities so that they become more effective to prepare professionals by:

1. Becoming more caring, humane, and functional citizens in a global, multicultural, democratic society.
2. Improving the human condition by creating positive learning environments.
3. Becoming change agents by demonstrating reflective professional practice.
4. Solving client problems through clear, creative analyses.
5. Assessing client performance, creating and executing effective teaching, counseling and educational leadership, by utilizing a variety of methodologies reflecting current related research.
6. Utilizing interdisciplinary scholarship, demonstrating technological, critical literacy, and effectively communicating with all stakeholders.

### **SHARED VISION**

The vision of preparing candidates to become proactive teachers, scholars, facilitators, and managers is based on agreed upon knowledge bases that are well referenced in the professional literature. The collaborative input of the professional education unit, students, P-12 school personnel, other units at the university, and community leaders through Town Meetings has resulted in this vision being articulated throughout Alcorn's professional community. The series of planned activities described earlier assists in documenting how the conceptual framework evolved. Additionally, throughout reflective practices to update the framework, the unit works in collaboration with many entities of the professional community to elicit insight.

### **PROCEDURES AND POLICIES FOR PRACTICUM**

Although differences in objectives and organization among the various teacher education programs in the School of Education necessitate some variations in procedures and policies, all teacher education programs recognize the importance of a planned, sequenced, and systematic field experience. This section addresses the procedures and policies that govern teacher candidates' experiences in the schools.

While the procedures and policies that guide field experiences are common among all School of Education teacher preparation programs, there are differences in the sequence and lengths of field experiences of the various programs.

In the elementary and secondary teacher preparation programs, teacher candidates complete a series of practicum experiences during one or more semesters (depending on the program) prior to student teaching. While taking these final classes, teacher candidates continue their practicum experience in the schools during either the morning or afternoon, depending on course schedules.

## SCHOOL PLACEMENTS

School placements rely on the ongoing, positive, and collaborative relationships that exist between the School of Education and surrounding schools in the Southwest Mississippi area. The partnerships that the School of Education has maintained with local education agencies are the result of many years of successful teacher candidate placements, a shared expectation of excellence, and a common educational mission. Many factors influence selection of schools and cooperating teachers. A key factor is consideration of the type of experience deemed most appropriate for the practicum student. **Selected sites for places of student for practicum experiences include Adams County, Claiborne County, Jefferson County, Franklin County, Sunflower County, and Wilkinson County.**

**Other factors involved in placement of students for field experiences include:**

1. Identification and willingness of the school to provide the experience.
2. The type of experience needed by the practicum student.
3. The grade level preference of practicum students.
4. Cultural diversity experiences for all practicum students.
5. Exposure to different exceptionalities among learners.

Cooperating Teachers are selected based on their skills, professionalism and willingness to work with the practicum program. The cooperating teacher should provide appropriate opportunities so that all Practicum goals (listed above) may be met and implemented by the use the practicum student.

Cooperating teachers and administrators must be willing to assist in the guidance and assessment of the practicum student throughout the practicum training period and give ample feedback up on request by the university supervisor or the practicum student. Ultimately, field placements are controlled by the schools; therefore, the School of Education cannot guarantee the availability of a particular field placement for each teacher candidate. Although teacher candidates are placed with a Cooperating Teacher for each practicum course, field experiences are not limited to that one classroom. Practicum assignments and experiences will take place in other classrooms and even in other schools.

Practicum and student teaching placements are made primarily within a 60-mile radius of campus. Teacher candidates should expect to incur travel time and associated expenses; the School of Education cannot supplement these expenses. Teacher candidates should consult the university's "Vehicle Use Policy" for important information about insurance and liability with regard to the use of personal vehicles for travel to and from internships.

## RESPONSIBILITIES OF UNIVERSITY PRACTICUM STUDENTS' SUPERVISOR

University faculty members in the Department of Education and Psychology will meet with cooperating teachers and administrators at a least once before the practicum students begin their field experiences. They will also be available to the cooperating teacher and school principal to discuss any questions which may arise during the field experiences. Additionally, the university supervisors will:

1. Become thoroughly acquainted with the educational and experiential background of each practicum student.
2. Confer with the cooperating teacher and school principal as needed in regard to the practicum students' progress.
3. Collect comment forms and checklist from the cooperating teacher.
4. Visit each practicum student **a minimum of one time during their field experience and provide the student feedback based on observations.** Maintain a file on practicum students' progress; this will include copies of observation sheets, notes on conferences held, etc. Provide opportunities for practicum students to interact with students from diverse multicultural backgrounds.

## THE ROLE OF THE COOPERATING TEACHER

Our practicum teaching program would be ineffective without mutual respect, collaboration, and understanding between the cooperating teacher and practicum student. Responsibilities of the cooperating teacher include, but may not be limited to, the following:

1. Participation in pre-service and in-service training provided by Alcorn State University.
2. Provide time for conference with practicum students and university supervisors when needed.
3. Accept the practicum students as professional persons.
4. Acquaint the practicum student with pertinent school philosophy, priorities, expectations, policies, and regulation.
5. State and explain to the practicum students the goals and plans for the semester
6. Plan, with practicum student, the steps in assuming responsibilities of the classroom and allow the practicum students to assume increasing responsibilities as he/she exhibits readiness to do so.

7. Guide and evaluate practicum students' performance of professional behaviors (INTASC Standards). Provide comments to the university supervisor using the form at Appendix B. **Provide a minimum of one completed form for each week the student is with you. Forms will be mailed to university supervisors in self-addressed, stamped envelopes provided to cooperating teachers.**
8. Encourage and help the practicum students to use a variety of teaching strategies and materials by freely sharing ideas, materials, and other district resources.
9. Engage in frequent conferences with the practicum students to ensure continuous progress and/or early identification of problems (use comment form at Appendix B)

### **Supervision of the Practicum Student**

Cooperating teachers are responsible, at all times, for the conduct and safety of the children under their auspices. Therefore, certain conditions must be carefully weighed before the practicum student is left unsupervised, even in emergency cases. Among these conditions are:

1. The practicum student must know the location of the cooperating teacher at all times and must be able to summon him/her immediately, if necessary.
2. The practicum student should not be left unsupervised when the planned class activities will involve curriculum materials which could present a safety hazard.
3. The practicum student must be thoroughly knowledgeable regarding regulations, procedures, etc., relating to the release of students during school hours and the release of information about students.
4. Although the principal has authority to direct the activities of all assigned personnel, including practicum students, a substitute teacher should be called when the cooperating teacher is absent from school.
5. **Practicum students are not student teachers.** Students are enrolled in other classes and are required to do other assignments. Normal practice is to use practicum students as an aide and helper and later move them into working with individuals and small groups. WE encourage cooperating teachers to let the practicum students teach one or two lessons only, so that they may get the experience of preparing and executing a lesson plan. However, lesson plans and activities must be approved by the cooperating teacher prior to the practicum student teaching to preclude surprises. **No practicum teacher may engage in substitute teaching for any part of his/her practicum teaching assignment.**



The cooperating teacher and university supervisor will work together in supervising and assessing the practicum student. Conferences will be held as needed. The goal of all concerned is a successful practicum teaching experience. Any concerned party may contact the university supervisor of practicum students and/ or the department chair. Monday-Friday from 8:00 a.m. through 4:00 p.m. at (601) 877-6208 or (601) 877-6201.

### **THE ROLE OF THE SCHOOL ADMINISTRATOR**

The principal of the school is the key in determining the quality of the practicum teaching program in his/her building. The principal should provide leadership in establishing the professional environment in which the practicum student will work and grow. It is highly recommended that the principal conducts an orientation with the practicum students prior to them assuming any classroom responsibilities. Among the things that should be discussed in the orientation are:

District and school policies.

1. School's organizational pattern.
2. How to handle student issues and problems; handling discipline problems.
3. District's philosophy concerning education, discipline, and attendance.
4. Responsibilities that the practicum student may assume in regard to students' discipline and attendance.
5. District and school priorities.
6. Information concerning daily routines, school schedules, special programs, and activities unique to the school.
7. Where to find resource materials, textbooks, supplies, and discuss the procedures for their use.
8. Matters such as parking, teacher duties, lunch procedures, and acceptable standards of dress.
9. Ongoing school changes or planned changes that might occur during the practicum students' tenure.

**The school principal should also:**

1. Inform the faculty of the practicum program and emphasize any revisions in program structure and the role of the cooperating teacher.
  2. Inform the university supervisor of the specified assignment of each practicum student.
  3. Facilitate the appropriate placement of the practicum student in order to provide a simulated teaching experience.
  4. Work with cooperating teacher and university supervisors to resolve problems, making professional decisions in the best interest of all concerned.
  5. Assist cooperating teachers, providing a well-balanced learning situation for their practicum students.
  6. Play an active role in the removal of a practicum student, if deemed necessary.
  7. Discuss policies, procedures, and guidelines related to the practicum experience, as outlined in the Practicum Handbook.
- DISMISSAL OF THE PRACTICUM STUDENT**

When a practicum student experiences difficulty in fulfilling his/her responsibilities, the following procedures will be followed:

1. A conference will be arranged with the practicum student, cooperating teacher, building administrator, and the university supervisor. Counseling and supportive services will be made available to the practicum student.
2. If the above procedures prove ineffective, the problem will be referred to the director of field experiences and the department chair. If, in the judgment of those reviewing the circumstances, the situation seems insolvable, practicum student will be considered.
3. The practicum student may request, in writing, a review of the decisions by the director of field experiences. The request is written to the Teacher Education Committee.

**PRACTICUM STUDENTS' RESPONSIBILITIES**

This handbook is designed for practicum students to use in conjunction with their course syllabus. Practicum students are professional people and must behave as professionals at all times **Dress and appearance must always be professional.** Practicum students are expected to

1. Follow the schedule of their assigned school and that of their cooperating teacher.

2. **Be present and on time for class each day. Absences and tardiness will be recorded each class meeting. After two absences and/or two days of tardiness (excused or unexcused), one point will be subtracted from your final grade for each tardy and each absence thereafter. This rule applies to both the field experience and university classroom meetings. Classes will convene everyday as scheduled and on time.**
3. Complete activities designed for practicum interns during their field experiences:
  - a. Develop a portfolio to be turned in to the university supervisor of the Practicum Teaching students during their field experiences:
  - b. Assist teachers with record keeping
  - c. Grade and record student papers
  - d. Work with individual students as directed by the cooperating teacher.
  - e. Serve as instructional aide.
  - f. Help supervise students in the classroom
  - g. Assist teacher with supervision--- hallway, cafeteria, etc.
  - h. Provide instruction for small groups, and/ or entire class
  - i. Assist in clerical duties
  - j. Assist in assessing and diagnosing students' progress
  - k. Provide motivational strategies in the classroom (facilitator)
  - l. Assist teacher in monitoring tests or other phases of evaluation
  - m. Operate A-V and other technology equipment such as computers
  - n. Prepare an instructional bulletin board
  - o. Assist in the preparation and organization of supplementary materials for classroom use.
  - p. Develop lesson plan and teach a learning activity.
  - q. Prepare instructional materials for each learning activity

### **LIABILITY INSURANCE**

It is strongly recommended that every student teacher carry some form of professional liability insurance, such as those policies offered through the Student National Education Association **SNEA** or National Education Association **NEA**. Please visit the website: [\*\*www.nea.org\*\*](http://www.nea.org) to enroll.

### **REQUIRED CLOCK HOURS**

Attendance in the schools during practicum experiences is governed by the state-approved program requirements of the teacher preparation programs in the School of Education. The School of Education emphasizes the quality of practicum experiences aligned with the documented required number for each professional education course.

Teacher candidates are expected to meet the School of Education requirements, as shown in the chart below, for purposes of program/degree completion. The following guidelines apply:

### **School of Education Practicum/Field Experience Requirements**

Practicum Courses	<b>ED 317 – Early Reading Literacy II (15 Clock Hrs.)</b> <b>ED 351 – Classroom Management (15 Clock Hrs.)</b> <b>ED 452 – Elementary Curriculum &amp; Instruction (15 Clock Hrs.)</b> <b>ED 302 –Practicum (30 Clock Hrs.)</b>
Schedule	Mornings or afternoons depending on teacher candidate's coursework schedule.
Student Teaching Internship	Full-time, Monday through Friday. During the ten weeks of student teaching, teacher candidates are in the school before classes start until after classes are dismissed.

NOTE: Travel time to and from placement does not count as field experience.

During Practicum experiences, faculty members will require teacher candidates to complete attendance logs to verify attendance for purposes of course completion and licensure. Logs for practicum appendices.

### **ATTENDANCE**

Attendance during practicum experiences is a fundamental requirement of successful completion of these program requirements. During the practicum experiences, the specific attendance times should be arranged collaboratively in advance by the Practicum Intern and Cooperating Teacher to accommodate their respective schedules. As a professional courtesy, the Practicum Intern should contact the Cooperating Teacher in advance of any change in attendance schedule. School district schedules and calendars can be found by exploring school district websites.

### **APPEARANCE AND DEMEANOR**

Every school has norms and expectations regarding the appearance and demeanor of its faculty and staff. As pre-service teachers participating in Practicum and student teaching experiences in the schools, Alcorn State University Teacher Education Candidates are expected to meet or exceed the schools' expectations of appearance and behavior. Unkempt clothing, shorts, flip-flops, mini-skirts, bare midriffs, excessive body piercing, t-shirts, bare shoulders, and dyed hair of unnatural color are some examples of clothing and appearance that are oftentimes unacceptable for school teachers.

Teacher candidates should dress professionally at all times in the schools, typified by slacks, skirts, collared shirts, ties, and the like. It is the teacher candidate's responsibility to

become familiar with the school's expectations for faculty appearance and dress immediately upon beginning the first practicum experience. Inappropriate appearance or dress can adversely affect a teacher candidate's placement.

Teacher candidates' behavior is also governed by general expectations of professionalism and civility. Teaching is a service profession. During field experiences, teacher candidates will interact with minors, parents/guardians, support staff, administrators, and teachers. While these interactions will be typically be positive, teacher candidates are also likely to encounter some situations that are uncomfortable or challenging. A vital area of training as a teacher is developing the attitudes, skills, and capacity to work productively and professionally with all populations in the myriad situations that arise each day. Teacher candidates are responsible for their behavior during school during their practicum placements. Continuation in a field placement and in the School of Education can be adversely affected by unprofessional or inappropriate dispositions, behaviors, or interactions with others.

### **CONFIDENTIAL INFORMATION**

Teachers and other education professionals regularly work with confidential information in the context of schools. Confidential information can include student grades, student health records, academic records, Individualized Education Plans (IEP's), family histories, and more. Practicum interns are held to the same legal and professional standards as full-time teachers with regard to confidential information. Questions regarding school district confidentiality policies should be directed to the Cooperating Teacher and/or University Supervisor.

### **PERMISSION TO VIDEO IN THE CLASSROOM**

With the proliferation of digital media, parents and educators must use caution and ensure safety and welfare of the students in their care. On the other hand, teacher candidates have legitimate purposes in videoing classroom activities. Such purposes include self reflection, asynchronous supervision and feedback from faculty members, and demonstration of professional competencies in the electronic teaching portfolio.

Prior to videoing in a school setting for any purpose, the teacher candidate should learn the policy and procedures used in the school of his or her placement. The teacher candidate should follow the school's policy. In the case that the school's policy requires explicit parental permission, the teacher candidate may use the language below to compose a permission slip. Teacher candidates are cautioned to allow ample turn-around time to compose, distribute, and collect permission slips prior to videoing. **Sample language for parental permission to video in a school setting**

Dear Parent/Guardian:

The School of Education at Alcorn State University recognizes the need to protect students' privacy. As part of the teacher preparation program at Alcorn, teacher candidates are periodically required to video themselves delivering instruction. These videos are used for evaluation by university faculty, self reflection by the teacher candidates, and documentation of professional competency in electronic teaching portfolios.

The focus of such a video is the teacher candidate, not the students in class. Furthermore, these videos are not intended for public broadcasting or dissemination, but may be viewed by professional educators with a legitimate responsibility for supervising and/or potentially employing an Alcorn Teacher Candidate.



Please indicate below whether you do or do not grant permission for your student to be videoed or photographed for the purposes described above. If you have any questions, please contact your child's teacher, the school principal, or

☐ I give permission for my student to be videoed or photographed for use by individuals associated with the Alcorn State University Teacher Education Program.

☐ I do NOT give permission for my student to be videoed or photographed for use by individuals associated with the Alcorn State University Teacher Education Program. (MODIFY AS NEEDED)

## CODE OF CONDUCT

All schools and many professional organizations develop a code of ethics to guide behavior. Teacher candidates are expected to follow the code of conduct for the school system as well as maintain the **APECT Profile**. General guidelines are listed below.

1. *Do no harm.* ASU School of Education practicum students are placed in classrooms to assist and facilitate the growth, learning, and development of the students in the public schools.
2. *Demonstrate cultural competency.* Respect all children, families, and colleagues. Treat all children, families, and colleagues with care and professional courtesy.
3. *Maintain the Alcorn State University APECT Profile.*
4. *Read and follow the faculty handbook of the placement school.* All teacher candidates must abide by the guidelines and code of ethics established by the school administration.
5. *Maintain confidentiality at all times.* Information related to student's behavior, academic performance, social interactions, or family must be confidential. Federal guidelines are used to inform all decisions related to confidentiality of student records.
6. *Project professionalism in all areas at all times.* As another adult in a classroom, pre-service teachers function as role models for students and represent Alcorn State University.
7. *Be prepared.* Prepare appropriately for clinical experiences. Add to the learning experience in the classroom.
8. *Arrive and depart punctually.* As an adult and representative of the School of Education, your arrival and departure times should occur in a timely fashion that reflects your interest. Signing in inaccurate times is a violation of the honor code.
9. *Communicate appropriately.* Language is a powerful tool and professional, child-first language should be used at all times.
10. *Dress professionally.* As adults in the schools, School of Education candidates are required to dress appropriately.
11. *Avoid Social Interaction.* Avoiding personal communication can deter misconduct, provide accountability, and establish clear and reasonable boundaries for interactions among students and teachers, as well as other school board employees, and adult volunteers. Teacher candidates should avoid appearances of impropriety when interacting with students. Behaviors that can create an appearance of impropriety include the following:
  1. Conducting ongoing, private, conversations with individual students that are unrelated to school activities or the well-being of the student and that take place in locations inaccessible to others
  2. Inviting a student or students for home visits without informing parents

3. Visiting the homes of students without the knowledge of parents
4. Inviting students for social contact off school grounds without the permission or knowledge of parents; and
5. Transporting students in personal vehicles without the knowledge of parents or supervisors.

Additionally, teacher candidates should avoid impropriety when communicating electronically with students. All electronic and online communications between teacher candidates and individual students should be transparent, accessible to supervisors and parents, and professional in content and tone. As with in-person communications, educators and volunteers should avoid appearances of impropriety and refrain from inappropriate electronic communications with students.

## **SCHOOL OF EDUCATION SUBSTITUTE TEACHING POLICY**

*Policy for the Use of Alcorn State University Students in Field Placement as Substitute Teachers*

This policy statement covers students who are enrolled in **ED 302 Practicum/Field Experience**; 30 clock hours required and **ED 452/462 Directed Student Teaching**; 18 weeks (Approximately 600 clock hours required).

Students are **not** allowed to substitute teach during field placement courses. Pre-Service teachers are at the very beginning of their professional education program. Their primary purpose is to observe and interact with experienced teachers at work with students in a classroom setting. Over the semester, they assist their cooperating teachers and teach under the supervision of a cooperating teacher in their chosen content field. Students must demonstrate progress toward meeting the goals and objectives of the Mississippi Teacher Intern Assessment Instrument during field experiences before they advance to employment. As a result, substitute teaching is not aligned with the objectives of the course and the program in which they are enrolled.

When a cooperating teacher is absent, it is expected that the school will hire a substitute to replace the teacher, but the student teacher will continue to assume the same role and level of responsibility under the substitute's direction in order to maintain continuity during the experience.

## **EVALUATION**

### **Evaluation Criteria: Practicum Experiences**

During practicum experiences, teacher candidates are evaluated on an ongoing basis by the Cooperating Teacher and course instructor using the forms listed below, which are located in the Appendix.

#### **Practicum Log**

Teacher candidate attendance and activities are recorded on Form TE.1. The Cooperating Teacher must sign the practicum log. The practicum log is submitted by the teacher candidate to the course instructor at the end of the practicum semester.

### Teacher Candidate's Self-Evaluation of Practicum

Each teacher candidate completes a self-evaluation of each semester-long practicum experience. This evaluation is completed in two parts:

1. Self-Evaluation of Required Practicum Activities: The practicum instructor will provide the teacher candidate with a self-evaluation form listing specific assignments/activities to be completed in the field. This portion of the self-evaluation is completed and returned to the course instructor.
2. Self-Evaluation of Professional Dispositions: The evaluation of professional dispositions is completed through an online evaluation system. Practicum students are notified by the School of Education Assessment Coordinator by e-mail when the online evaluation website is open. Practicum instructors access this self-evaluation online, once it is completed by the practicum student.
1. Evaluation of Required Practicum Activities: The practicum instructor will provide each practicum student with a copy of the evaluation form listing specific assignments/activities to be completed in the field. This portion of the evaluation is completed and returned to the course instructor the practicum student or Cooperating Teachers are strongly encouraged to review their practicum evaluations with their teacher interns.

Teacher candidates should note that there are three minimum requirements for successful completion of a practicum:

1. Completion and submission of the Practicum Portfolio including Practicum Log, indicating the completion of the required hours in the field placement and signed by the Cooperating Teacher
2. Completion and submission of both parts of the Self-Evaluation.
3. Completion and submission of both parts of the Cooperating Teacher's evaluation of the teacher candidate's performance and dispositions during the practicum experience (included in the final portfolio for ED 302 Practicum)

Successful completion of all School of Education coursework and practicum experiences is required prior to student teaching.

### **LESSON PLAN FORMAT**

Lesson plan formats vary according to the school, Cooperating Teacher, content area, and experience. It is common for Student Teachers to experiment with several lesson plan formats during the student teaching experience. The important outcome of the experience is that the Student Teacher becomes adept at conceptualizing, preparing, following, and modifying his or her own lesson plans. A minimum expectation is that all lesson plans will include the following:

1. Objective(s) of the lesson or series of lessons (including essential understandings)
2. Instructional activities (including timing)
3. Adaptations and/or differentiation strategies
4. Resources
6. Assessment strategy or strategies (whether formative or summative)

Regardless of the lesson plan used, Alcorn State University Teacher Candidates are not authorized to teach a lesson in a public school classroom unless the Cooperating Teacher has approved the lesson plan.

### **OVERALL EXPECTATIONS**

The program is designed to provide teacher candidates with increasingly complex experiences in clinical settings that will prepare candidates to be effective professionals in diverse classroom settings. During the initial experiences, teacher candidates are expected to become acquainted with the educational community and curriculum and assessment systems. As teacher candidates develop skills, they will assume more responsibility; the Practicum is designed as a first experience that prepares the teacher candidate for assuming more responsibility during the student teaching process. This experience is supervised by the Cooperating Teacher, the course instructor and the placement site principal.

#### **Practicum Experience Checklist**

During the clinical experience, teacher candidates should follow these guidelines:

Be familiar with and adhere to the Code of Conduct.

Develop a positive working relationship with the Cooperating Teacher and other professionals and support staff in the school.

Observe, participate in, and become familiar with the class.

Observe and interact with the students in the class, under the supervision of the Cooperating Teacher.

Become familiar with the climate, culture, rules, and procedures of the school.

Under the supervision and direction of the Cooperating Teacher, instruct students in small groups and, if possible, as a whole class.

Complete all course requirements assigned by the course instructor that require on-site experiences in the classroom.

Complete all forms with the required signature from the Cooperating Teacher.

**APPENDIX A**

**COOPERATING TEACHER'S CHECKLIST**



## **COOPERATING TEACHER'S CHECKLIST**

### **Orientation of the Practicum Student**

The cooperating teachers should perform the following duties as soon as the practicum students report to them for their field experiences.

1. \_\_\_\_\_ Meet with the student before he/she observes in the classroom
2. \_\_\_\_\_ Review procedures, Practicum Handbook, school policies and regulations, classroom policies and procedures, lunch procedures, and other pertinent information with practicum students.
3. \_\_\_\_\_ Schedule routine times for regular planning conferences with the practicum student.
4. \_\_\_\_\_ Provide practicum student with school's policy manual or faculty handbook to read.
5. \_\_\_\_\_ Explain how practicum student should notify you if he/she will be absent from or tardy for class.
6. \_\_\_\_\_ Inform practicum student of school's policies concerning issuing books, corridor passes, supervising fire drills, bomb threats, and other emergency situations.
7. \_\_\_\_\_ Demonstrate use of equipment.
8. \_\_\_\_\_ Discuss philosophy concerning classroom discipline and the procedures to follow if problems arise.
9. \_\_\_\_\_ Discuss special problems (for example, health, emotional, historical, cultural) of your students with the practicum
10. \_\_\_\_\_ Give practicum student time to ask questions
11. \_\_\_\_\_ Emphasize confidentiality of student records.

### **Share the Role of the Professional Teacher. Include the practicum students in:**

1. \_\_\_\_\_ Planning of the teaching/learning activities that they will be observing during their stay there, as you demonstrate effective teaching.
2. \_\_\_\_\_ Observe and evaluate practicum student weekly.
3. \_\_\_\_\_ Present suggestions for improvement in a tactful and professional manner.
4. \_\_\_\_\_ Reserve criticisms for private conferences.
5. \_\_\_\_\_ Make arrangements to meet with university supervisor as needed.

## **APPENDIX B**

### **COOPERATING TEACHER'S SCHEDULE/TIME SHEET**

## SCHEDULE/PRACTICUM TIME SHEET

Name \_\_\_\_\_

COURSE \_\_\_\_\_

Date	Day of the Week	Start Time	End Time	Total Hrs.
Weekly Totals				

Cooperating Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX C**  
**PRACTICUM LOG**

## PRACTICUM LOG

Teacher Candidate: \_\_\_\_\_

Due Date: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

School: \_\_\_\_\_

Professor: \_\_\_\_\_

Course/Semester: \_\_\_\_\_

Maintain this log throughout your practicum experience to document your hours in your assigned school. Completion of the field experience and log is governed by the School of Education Honor Code. A minimum of 15 – 30 clock hours in the schools is required for each course practicum. Return your completed log to your practicum professor.

Week	Date(s)	Time in Field	Brief Description of Activity	Cooperating Teacher's Signature
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
TOTAL TIME				



**APPENDIX D**  
**STUDENT LESSON PLAN FORMAT**

## **LESSON PLAN FORMAT**

### **ELEMENTARY & SECONDARY**

**Your name:**

**Date:**

**Cooperating Teacher:**

**School & City:**

**Lesson Title:**

**Grade level: Length of lesson:**

**Purpose:** ("why" of the lesson; where and how does it fit in the curriculum?)

**Learning Outcome(s):** (what will students be able to do/know by the end of the lesson?)

**Students will...**

**Standards** (which standards is your lesson planned to meet?)

**Common Core Standards:**

**INSTAC Standards:**

**Mississippi Curriculum Framework Standard(s) Addressed:**

**Standards for 21st Century Learner Addressed:**

**Materials:**

**Needed by you:**

**Needed by students:**

**Instructional procedures:**

**Focusing event:** (how will you get the students' attention?)

**Input from you:** (what are you teaching & how are you delivering the content?)

**Guided practice:** (application of knowledge by students)

**Closure** (how will you end the lesson?)

**Check for Understanding** (what questions will you ask and when to determine students' understanding?)

**What's next?** (another related lesson, review, end of unit?)

**APPENDIX E**

**COOPERATING TEACHER'S WEEKLY  
COMMENT FORM**

## COOPERATING TEACHER'S WEEKLY COMMENT FORM

**Pre-Service Teacher's Name** \_\_\_\_\_

**Date Observed** \_\_\_\_\_

**Observation Conference Date** \_\_\_\_\_

Write comments below, in narrative format. Include activities that the pre-service teacher participated in during the week, his/her relationship with students, initiative shown by pre-service teacher to get involved with classroom activities, attitude toward students, and any other pertinent information that could be of interest in evaluating this pre-service teacher's ability to work in a classroom as a teacher.

\_\_\_\_\_  
Signature of Cooperating Teacher/Date

\_\_\_\_\_  
Signature of Pre-Service Teacher/Date

**APPENDIX E**  
**DAILY LOG OF ACTIVITIES FORM**



## **PRE-SERVICE TEACHER'S DAILY LOG OF ACTIVITIES**

Student's Name:

Name of School:

Name of Cooperating Teacher:

Date/Time:

Number of children present for class today:

Number of children absent from class today:

**Classroom Duties I performed this week:**

- 1.
- 2.
- 3.
- 4.
- 5.

**Meetings I attended this week:**

- 1.
- 2.

**School extra-curricular activities I involved myself in this week:**

- 1.
- 2.
- 3.

**After-school activities I attended this week (name of activity, date/time of activity, and location of this activity):**

- 1.
- 2.

**Things I observed the cooperating teacher doing this week:**

- 1.
- 2.
- 3.

**APPENDIX E**

**PRACTICUM STUDENT'S INSTRUMENT**  
**INTASC STANDARDS**



ALCORN STATE UNIVERSITY	SCHOOL OF EDUCATION	PRACTICUM EXPERIENCE COURSE _____
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Final Grade _____
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### Practicum Evaluation for Student Professional Knowledge and Practice

Student's Last Name	First	Middle	ASU ID Number
Subject(s) Taught			Grade Level

This form is to serve as a permanent record of a student teacher's professional performance evaluation during a specific time period based on specific criteria. This form must be used at least twice during the practice experience.

#### PERFORMANCE EVALUATION

Directions: Examine all sources of evidence provided by the student teacher and bear in mind the aspects of teaching for each of the four categories used in this form. Check the appropriate aspects of student teaching, and indicate the sources of evidence used to determine the evaluation of the results in each category. Assign an evaluation for each of the four categories and then assign an overall evaluation of performance.

*Sign the form and gain the signature of the student teacher.*

**Category I: Planning and Preparation** — Student teacher demonstrates thorough knowledge of content and pedagogical skills in planning and preparation, student teacher makes plans and sets goals based on the content to be taught/learned, their knowledge of assigned students and their instructional context. InTASC Alignment 6,7, 8

Student Teacher's performance appropriately demonstrates:

- Knowledge of content
- Knowledge of pedagogy
- Knowledge of Mississippi's K-12 Academic Standards
- Knowledge of students and how to use this knowledge to impart instruction
- Use of resources, materials, or technology available through the school or district
- Instructional goals that show a recognizable sequence with adaptations for individual student needs
- Assessments of student learning aligned to the instructional goals and adapted as required for student needs
- Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals

**Sources of Evidence** (Check all that apply and include dates, types/titles and number)

- |   |   |
|---|---|
| <input type="checkbox"/> Lesson/Unit Plans              | <input type="checkbox"/> Practicum Interviews   |
| <input type="checkbox"/> Resources/Materials/Technology | <input type="checkbox"/> Classroom Observations |
| <input type="checkbox"/> Assessment Materials           | <input type="checkbox"/> Resource Documents     |
| <input type="checkbox"/> Information About Students     | <input type="checkbox"/> Other                  |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently and thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually and extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes and adequately</i> demonstrates indicators of performance.	The candidate <i>rarely or never and inappropriately or superficially</i> demonstrates indicators of performance.
Rating (Indicate ✓)				
Justification for Evaluation				
Goals for Improvement				

**Category II: Classroom Environment** — Student teacher establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and by setting clear expectations for student behavior.  
**Alignment:** InTASC 1, 2, 3

Student Teacher's performance appropriately demonstrates:

- Expectations for student achievement with value placed on the quality of student work
- Attention to equitable learning opportunities for students
- Appropriate interactions between teacher and students and among students
- Effective classroom routines and procedures resulting in little or no loss of instructional time
- Clear standards of conduct and effective management of student behavior
- Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher
- Ability to establish and maintain rapport with students

**Sources of Evidence** (Check all that apply and include dates, types/titles, and number)

- |   |   |
|---|---|
| <input type="checkbox"/> Classroom Observations       | <input type="checkbox"/> Visual Technology                    |
| <input type="checkbox"/> Informal Observations/Visits | <input type="checkbox"/> Resources/Materials/Technology/Space |
| <input type="checkbox"/> Practicum Interviews         | <input type="checkbox"/> Other                                |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently and thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually and extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes and adequately</i> demonstrates indicators of performance.	The candidate <i>rarely or never and inappropriately or superficially</i> demonstrates indicators of performance.
Rating (Indicate ✓)				
Justification for Evaluation				
Goals for Improvement				

**Category III — Instructional Delivery** — Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.  
**Alignment:** InTASC 1, 2, 3, 4, 5, 6, 7, 8

Practicum Student's performance appropriately demonstrates:

- Knowledge of content and pedagogical theory through their instructional delivery
- Instructional goals reflecting K-12 standards
- Communication of procedures and clear explanations of content
- Instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs
- Use of questioning and discussion strategies that encourage many students to participate
- Engagement of students in learning and adequate pacing of instruction
- Feedback to students on their learning
- Use of informal and formal assessments to meet learning goals and to monitor student learning
- Flexibility and responsiveness in meeting the learning needs of students
- Integration of disciplines within the educational curriculum

**Sources of Evidence** (Check all that apply and include dates, types/titles, or number)

- |   |   |
|---|---|
| <input type="checkbox"/> Classroom Observations       | <input type="checkbox"/> Student Assignment Sheets                    |
| <input type="checkbox"/> Informal Observations/Visits | <input type="checkbox"/> Student Work                                 |
| <input type="checkbox"/> Assessment Materials         | <input type="checkbox"/> Instructional Resources/Materials/Technology |
| <input type="checkbox"/> Student Teacher Interviews   | <input type="checkbox"/> Other  |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate √)				

**Justification for Evaluation**

**Goals for Improvement**

**Category IV -- Professionalism** - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.

**Alignment:** InTASC 1, 2, 3, 4, 5, 6, 7, 8

Student Teacher's performance appropriately demonstrates:

- Knowledge of school and district procedures and regulations related to attendance, punctuality and the like
- Knowledge of school or district requirements for maintaining accurate records and communicating with families
- Knowledge of school and/or district events
- Knowledge of district or college's professional growth and development opportunities
- Integrity and ethical behavior, professional conduct as in effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators
- Ability to cultivate professional relationships with school colleagues
- Knowledge of Commonwealth requirements for continuing professional development and licensure

**Sources of Evidence** (Check all that apply and include dates, types/titles, or number)

- |   |   |
|---|---|
| <input type="checkbox"/> Classroom Observations       | <input type="checkbox"/> Student Assignment Sheets                    |
| <input type="checkbox"/> Informal Observations/Visits | <input type="checkbox"/> Student Work                                 |
| <input type="checkbox"/> Assessment Materials         | <input type="checkbox"/> Instructional Resources/Materials/Technology |
| <input type="checkbox"/> Practicum Interviews         | <input type="checkbox"/> Other  |
| <input type="checkbox"/> Written Documentation        |   |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently and thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually and extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes and adequately</i> demonstrates indicators of performance.	The candidate <i>rarely or never and inappropriately or superficially</i> demonstrates indicators of performance.
Rating (Indicate ✓)				
Justification for Evaluation				
Goals for Improvement				

Overall Rating				
Category	Exemplary (Minimum of 12 Points)	Superior (Minimum of 8 Points)	Satisfactory (Minimum of 4 Points)	Unsatisfactory (0 Points)
Criteria for Rating	The candidate <i>consistently and thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually and extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes and adequately</i> demonstrates indicators of performance.	The candidate <i>rarely or never and inappropriately or superficially</i> demonstrates indicators of performance.
Rating (Indicate ✓)				

Note: This assessment instrument must be used a minimum of two times. A satisfactory rating (1) in each of the 4 categories, resulting in a minimum total of at least (4) points, must be achieved on the final summative rating to favorably complete this assessment.

Goals for Improvement	Justification for Overall Rating:
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Student's Last Name	First	Middle	ASU ID # Number
Cooperating Teacher	School		Interview/Conference
Date			
School Year:			
Required Signatures:			Date:
Cooperating Teacher/ Evaluator:			Date:
Practicum Student:			



**APPENDIX F**  
**ALIGNMENT OF STANDARDS**



## **Teacher Education Curriculum Alignment of Standards**

<b><u>Elementary Education/Reading/Professional Education Courses</u></b>	<b><u>Course Standards/Alignment</u></b>
<p>The objectives of these courses are fundamental to the APECT Model and are aligned with the professional standards of the Interstate New Teacher Assessment Support Consortium (INTASC), the National Council for the Accreditation of Teacher Education (NCATE), the Mississippi Curriculum Framework (MCF), the Association for the Childhood Education International (ACEI), International Society of Technology (ISTE) in Education and the International Reading Association (IRA).</p> <p>The Professional Education Unit is also committed to the belief that all teacher candidates must be able to demonstrate a strong knowledge base grounded in content area and exhibit the ability to prepare a quality learning environment for all. Thus, the conceptual has evolved to "Alcorn's Proficient and Effective Communitary Teacher (APECT).</p>	<ul style="list-style-type: none"> <li>• ED 314 – Early Literacy (NCATE, INTASC, IRA, ISTE, MCF)</li> <li>• ED 317 – Early Literacy II (NCATE, INTASC, IRA, ISTE ACEI, NCTE, NAEYC, MCF)</li> <li>• ED 200 - S.S. Education/Multicultural (NCATE, INSTAC, ISTE, NBPTS, APECT, MCF)</li> <li>• ED 302 – (NCATE, INSTAC, ACEI, APECT, ISTE, MCF)</li> <li>• ED 320 – Diagnostic Reading (NCATE, INSTAC, IRA, ISTE, APECT, MCF)</li> <li>• ED 322 – Communicative Arts in Early Childhood Education (NCATE, ISTE, INSTAC, IRA, APECT, MCF)</li> <li>• ED 345 – Language Arts (NCATE, INSTAC, IRA, APECT, MCF)</li> <li>• ED 351 – (Classroom Management )- (NCATE, INSTAC, ACEI, APECT, ISTE, MCF)</li> <li>• ED 348 – Foundations of Education (NCATE, INSTASC, ACEI, ISTE, APECT, MCF)</li> <li>• ED 403 – Reading Seminar (NCATE, INSTAC, IRA, APECT, MCF)</li> <li>• ED 405 – Research in Reading (NCATE, INSTAC, IRA, ISTE APECT, MCF)</li> <li>• ED 482 – Issues/Innovations in Reading: (NCATE, INTASC, IRA, APECT, MCF)</li> <li>• ED 416 – Arithmetic for Children: (NCATE, INTASC, ISTE, APECT, NCTM, ACEI, CCSSO, MCF)</li> <li>• ED 452 – Curriculum/Elem. (NCATE, INSTAC, ISTE, ACEI, APECT, MCF)</li> <li>• ED 458/468 – (NCATE, INSTAC, ACEI, APECT, ISTE , MCF)</li> <li>• ED 498 – Reading/Secondary (NCATE, INSTAC, ISTE, APECT, NBPTS, MCF)</li> </ul>

<p>The objectives of these courses are fundamental to the APECT Model and are aligned with the professional standards of the Interstate New Teacher Assessment Support Consortium (INSTAC), International Society of Technology (ISTE) in Education, the National Council for the Accreditation of Teacher Education (NCATE), the Mississippi Curriculum Framework (MCF), National Board of Professional Teaching Standards, (NBPTS and the National Council for Teachers of Mathematics.</p> <p>The Professional Education Unit is also committed to the belief that all teacher candidates must be able to demonstrate a strong knowledge base grounded in content area and exhibit the ability to prepare a quality learning environment for all. Thus, the conceptual has evolved to "Alcorn's Proficient and Effective Communiiversity Teacher (APECT).</p>	<ul style="list-style-type: none"> <li>• MA 467 – Teaching Math/Sec. (APECT, NCATE, INSTAC, ISTE, NBPTS, NCTM, MCF)</li> </ul>
<p>These courses are based upon Alcorn's Proficient and Effective Communiiversity Teacher (APECT) Model. The APECT Model provides standard and outcomes that encourage an educator to demonstrate (a) proactive attitude toward responsibilities; (b) a scholarly approach to the acquisition , analysis and synthesis of knowledge; (c) the skills of a manager; and (d) the skills of a facilitator.</p> <p>The objectives of these courses are fundamental to the APECT Model and are aligned with the professional standards of the Interstate New Teacher Support Consortium (INTASC), International Society of Technology(ISTE) in Education, the National Council for the Accreditation of Teacher Education (NCATE), the National Association for Music Education (MENC) and the Mississippi Curriculum Framework (MCF).</p>	<ul style="list-style-type: none"> <li>• MU 337 – Methods/Elem. Music (APECT, INSTAC, ISTE , NCATE, MENC, MCF)</li> <li>• MU 339 – Methods/Sec. Music (APECT, INSTAC, ISTE , NCATE, MENC, MCF)</li> </ul>

<p>The National Association for Sport and Physical Education (NASPE) is the non-profit professional membership association that sets the standards for best practices in quality physical education and sports. NASPE is the largest of the five national associations that make up the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) and International Society of Technology in Education (ISTE).</p> <p>Conceptual Framework: These courses are based upon Alcorn's Proficient and Effective Communitary Teacher (APECT) Model. The APECT Model provides standards and outcomes that encourage an educator to demonstrate (a) proactive attitude toward responsibilities; (b) a scholarly approach to the acquisition, analysis, and synthesis of knowledge; (c) the skills of a capable manager; and (d) the skills of a facilitator.</p> <p>These courses are based upon Alcorn's Proficient and Effective Communitary Teacher (APECT) Model. The APECT Model provides standard and outcomes that encourage an educator to demonstrate (a) proactive attitude toward responsibilities; (b) a scholarly approach to the acquisition, analysis and synthesis of knowledge; (c) the skills of a manager; and (d) the skills of a facilitator.</p>	<ul style="list-style-type: none"> <li>• PE 328 –Motor Development (APECT, INSTAC, ISTE, NCATE, NASPE, AAHPERD, MCF)</li> <li>• PE 335 – PE/Methods (APECT, INSTAC, NCATE, NASPE, AAHPERD, MCF)</li> <li>• ISTE, PE 346 – Methods/PE (APECT, INSTAC, ISTE, NCATE, NASPE, AAHPERD, MCF)</li> </ul>
<p>These courses are based upon Alcorn's Proficient and Effective Communitary Teacher (APECT) Model. The APECT Model provides standard and outcomes that encourage an educator to demonstrate (a) proactive attitude toward responsibilities; (b) a scholarly approach to the acquisition, analysis and synthesis of knowledge; (c) the skills of a manager; and (d) the skills of a facilitator.</p> <p>The objectives of these courses are fundamental to the APECT Model and are aligned with the professional standards of the Interstate New Teacher Support Consortium (INTASC), the National Council for the Accreditation of Teacher Education (NCATE), the Centre for Clinical Interventions (CCI) and the Mississippi Curriculum Framework (MCF) and International Society of Technology in Education (ISTE).</p>	<ul style="list-style-type: none"> <li>• PH 323 – Child Psychology (INSTAC, APECT, ISTE, CCI, NCATE, MCF)</li> <li>• PH 326 – Psy. of the Exceptional Child (INSTAC, ISTE, APECT, NCATE, MCF)</li> <li>• PH 336 – Educational Psychology (INSTAC, APECT, ISTE, NCATE, MCF)</li> <li>• PH 347 Measurement and Evaluation (INSTAC, ISTE, APECT, NCATE, MCF)</li> </ul>
<p>This course is based upon Alcorn's Proficient and Effective Communitary Teacher (APECT) Model. The APECT Model provides standard and outcomes that encourage an educator to demonstrate (a) proactive attitude toward responsibilities; (b) a scholarly approach to the acquisition, analysis and synthesis of knowledge; (c) the skills of a manager; and (d) the skills of a facilitator.</p> <p>The objectives of this course are fundamental to the APECT Model and are aligned with the professional standards of the Interstate New Teacher Support Consortium (INTASC), the National Council for the Accreditation of Teacher Education (NCATE), the National Council for Social Studies (NCSS), International Society of Technology in Education (ISTE) and the Mississippi Curriculum Framework (MCF).</p>	<ul style="list-style-type: none"> <li>• SS 487- Social Science Teaching Strategies: (NCSS, ISTE, APECT, NCATE, MCF)</li> </ul>

<p>This course is based upon Alcorn's Proficient and Effective Community Teacher (APECT) Model. The APECT Model provides standard and outcomes that encourage an educator to demonstrate (a) proactive attitude toward responsibilities; (b) a scholarly approach to the acquisition, analysis and synthesis of knowledge; (c) the skills of a manager; and (d) the skills of a facilitator.</p> <p>The objectives of this course are fundamental to the APECT Model and are aligned with the professional standards of the Interstate New Teacher Support Consortium (INTASC), the National Council for the Accreditation of Teacher Education (NCATE), the National Science Education Standards (NSES), National Science Teachers Association (NSTA), International Society of Technology in Education (ISTE) and the Mississippi Curriculum Framework (MCF).</p>	<ul style="list-style-type: none"> <li>• CH 401- Chemistry for Teachers (APECT, NCATE, INSTAC, ISTE, NTSA, MCF)</li> <li>• 435 – Science for Children APECT, NCATE, NAEYC, INSTAC, ISTE, NTSA, MCF)</li> <li>• ED – Methods of Teaching Science 497 APECT, NCATE, INSTAC, ISTE, NTSA, MCF)</li> </ul>