



AMERICAN UNIVERSITY
WASHINGTON, DC

Practicum Handbook
Fall 2008

School of Education, Teaching & Health

Gray Hall
4400 Massachusetts Ave., NW
Washington, DC 20016-8030
website: www.american.edu/education
tel: (202) 885-3720
fax: (202) 885-1187

Teacher Education Office

Gray Hall, Room 111
4400 Massachusetts Ave., N.W.
Washington, DC 20016-8030

Dr. Karen DiGiovanni, Director
email: digiovanni@american.edu
tel: (202) 885-3727
fax: (202) 885-1187

Doris Dupuy, Coordinator of Field Placements
email: dupuy@american.edu
tel: (202) 885-3715

Cooperating Teacher _____
School _____
Telephone _____
Address _____
E-mail _____

Student Teacher _____
Telephone _____
E-mail _____

University Supervisor _____
Telephone _____

Table of Contents

PHILOSOPHY OF THE SCHOOL OF EDUCATION, TEACHING, AND HEALTH	3
PRACTICUM OBJECTIVES	4
DATES AND TIMES	4
GETTING STARTED	5
PRACTICUM ACTIVITIES	5
1. <i>Observation</i>	6
2. <i>Daily Participation</i>	6
3. <i>Direct Instruction</i>	6
ASSESSMENT	7
Section 1: <i>Official Documentation</i>	7
Section 3: <i>Observations of Other Teachers</i>	8
Section 4: <i>Evaluations of You</i>	8
DOCUMENTATION.....	10
Form A	11
Form C.....	12
Form D.....	13
Lesson Plan Scoring Rubric D.....	14
Form F	16
Form F.....	21
Form H.....	22
Form I	23
APPENDIX A	24
APPENDIX B	25
APPENDIX C	26
APPENDIX D	27

Philosophy of the School of Education, Teaching, and Health

(Adopted in 1999)

The faculty of the School of Education, Teaching, and Health is committed to excellence in advancing educational theory and practice through the initial and continuing development of reflective, dedicated and proficient teachers, administrators and researchers. Graduates are equipped to meet individual needs, to nurture the strengths and talents of those individuals, and to initiate and provide leadership in classrooms, educational institutions, and in public policy arenas. The mission of the SOE is derived from the faculty's shared conviction that the fundamental task of schooling in America is the advancement of the welfare of children. The faculty of the School of Education, Teaching, and Health wants our teacher education programs to be known for preparing effective teachers who understand and model a commitment to excellence, equity, community and diversity.

The School of Education, Teaching, and Health faculty and staff are committed to celebrating diversity and building a community of learners. As we work in collaboration in and out of the classroom:

- ◆ We believe that respecting each other's differences and opinions leads to a positive and open environment,
- ◆ We believe that open discourse promotes reflective and thoughtful educators,
- ◆ We believe that equitable treatment of each other is necessary for a positive, sustained, and working community, and
- ◆ We believe that each and every member of the community can make a valuable contribution to the community.

These beliefs in action provide for all students, staff, and faculty a safe, productive, and positive educational community.

Practicum Objectives

"There is nothing more practical than a good theory."
- **John Dewey**

American University provides its teacher education candidates with the opportunity to expand, demonstrate and reflect on their knowledge, skills and dispositions in a variety of field-based settings. The purpose of the practicum is to help candidates transfer "theory" covered in methods courses into "practice" in clinical settings.

Practicum objectives are as follows:

1. To further professional development through observation, participation and teaching experience in a classroom;
2. To integrate educational theory with practice;
3. To develop a realistic awareness of the role of teachers and patterns of school organization;
4. To become familiar with program development, school curriculum, teaching resources, technology, and other materials related to the teaching profession; and
5. To develop your abilities in the four domains of teaching responsibility: planning and preparation, classroom environment, instruction, and professional responsibilities.

Dates and Times

- ◆ The **B.A. Elementary Methods Practicum** begins and ends with a full week of teaching (dates to be announced). After the initial week, practicum students spend every Tuesday and Wednesday at their assigned school for one semester.
- ◆ The **M.A.T. Elementary Methods Practicum** students spend one - two days a week at their assigned school for one semester.
- ◆ The **B.A. & M.A.T. Secondary Methods Practicum** spend one day a week at their assigned schools. Your schedule should be coordinated with your cooperating teacher and university supervisor.
- ◆ **The M.A.T.: ESOL Methods Practicum** students are required to spend one day a week at their assigned school while enrolled in either TESL 501 or TESL 502 (Theory and Practice of English Language Teaching I/II) offered through the Department of Language and Foreign Studies.

Any changes or alterations in this schedule **must be approved by your cooperating teacher, university supervisor and Director of Teacher Education.**

Getting Started

1. When you receive your practicum assignment, call the school to introduce yourself. During this call, confirm the time and place of your first visit, ask about nearby bus stops or parking arrangements, and convey your appreciation for the school and teacher's welcome. If you are unable to contact your cooperating teacher before your first day, arrive at the school office fifteen minutes before the start of the school day.
2. Report to the school on time. (You may want to scout out your travel route a few days ahead of time. Check out - If driving: www.mapquest.com. If metro/bus: www.wmata.com) Please remember that you represent American University and the School of Education, Teaching and Health. You are a guest in the school; further, you are no longer a student, but a professional, in dress, conduct, manners and expertise.
3. In your initial meeting with your cooperating teacher, you should:
 - Discuss your schedule (bring a copy of your course schedule to your university supervisor and cooperating teacher).
 - Stress that you are there to learn, not to evaluate performance.
 - Arrange for a tour of the school, either with a teacher, student or school administrator.

Practicum Activities

During the practicum semester, you should try to gain as much experience as possible in three areas: **daily participation, observation, and direct instruction.**

Record your activities on **Form A**. Appendix A suggests areas in which you can offer your time and talents. However, they serve only as examples. Be creative! Take initiative in devising your own ways to be of assistance to the students and to your cooperating teacher! Use the practicum to gain as much hands-on experience as possible.

Deleted: ¶

1. Observation

The practicum provides an extended opportunity for you to observe teachers' classroom management and teaching strategies. Use Observation **Form C** to record your observations. Don't worry about finding everything on the observation form at first; classrooms are vibrant and complicated places, it takes quite a while to see the whole thing. Circle three or so areas of focus for each time, so that you gradually learn to "see" all of the elements of classrooms. Look for different items each time. Consider which strategies you want to incorporate into your own teaching and which you might adapt to your own style and context.

All practicum students must document at least **three classroom observations of their cooperating teacher and **two** observations of other teachers in their school.**

2. Daily Participation

The Methods practicum offers you many chances to participate in the day-to-day tasks of teaching. You may feel a bit awkward at first, but the more you get to know your cooperating teacher and the students, the more comfortable you will feel in assuming classroom responsibilities. It is important that you not let awkward feelings prevent you from "jumping in" right from the start! At the same time, you will want to be sensitive to your cooperating teacher's needs and preferences. Keep lines of communication open with your cooperating teacher.

3. Direct Instruction

In addition to daily observation and participation, you will prepare and teach from lesson plans designed for either a small group of students or for the entire class. Lessons may be as brief as 10-15 minutes, or as long as one hour. Prepare your lesson plans in advance, discussing them with your cooperating teacher prior to implementation. Share ideas for motivation, teaching materials, teaching methods, and evaluation techniques. Use our SETH lesson plan (**Form D**) as a basic guide.

- ◆ **All Elementary practicum students** should have at least 5 teaching experiences. Ask your cooperating teacher to observe and evaluate you on at least one lesson (using Form C); the university supervisor will observe and evaluate you on at least two lessons (using Forms C & D). The five **elementary lessons** should include one each in reading, language arts, math, social studies and science.
- ◆ **All Secondary and MAT:ESOL practicum students** should have at least 4 teaching experiences. Ask your cooperating teacher to observe and evaluate you on at least one lesson (using Form C); the university supervisor will observe and evaluate you on at least two lessons (using Forms C & D).

Assessment

Evaluation

You do not receive a separate grade for practicum. However, in order to proceed to student teaching, the experience must be completed satisfactorily, as evaluated by your cooperating teacher and the university supervisor. The evaluation reflects the quality of your total cumulative effort with greater emphasis on observation and assessment of teaching performance. As part of the evaluation process, your cooperating teacher, university supervisor and you will each complete a final evaluation form (Form F) at the end of the semester. Form F may be downloaded from our website at: http://www.american.edu/cas/soe/cooperating_teachers.html.

Notebook

Students are required to create a notebook that records field experiences and reflects professional growth. This notebook becomes a reference for student teaching and the final portfolio.

Your notebook should be organized by the following four sections.

Section 1: Official Documentation

This section includes the official forms documenting your experience. Most states require clock-hour information before granting teacher certification. For these reasons, keep close track of the hours spent in observation, participation, and teaching. Record your total hours on Form A: Record of Practicum Hours.

Definitions for time log categories for Form A:

Observation - watching students and/or teachers, scripting lessons and/or children working in groups, writing detailed descriptions of specific children over time

Participation - conferencing with cooperating teacher and/or university supervisor, attending faculty/parent meetings, correcting papers, helping students with assignments, making bulletin boards, interactions with students which do not require a lesson plan, developing lessons

Direct teaching - instruction, either individual, small-group, entire class or team-taught

Section 2: Lesson Plans

You should prepare written plans for lessons you teach, using AU's Form D. Plans should be shown to your cooperating teacher well in advance of implementing them. This schedule of previewing plans should be arranged between you and your cooperating teacher. No student should be permitted to teach without such

preplanning with the cooperating teacher.

Completed lesson plans must be emailed to your university supervisor at least 24 hours before an observation.

Section 3: Observations of Other Teachers

Throughout the semester you should observe your cooperating teacher as well as other staff members. Record your observations and reactions formally on Classroom Observation Form C. All students document at least three (3) classroom observations of their cooperating teacher and two (2) observations of other teachers. You are allowed to make one observation of a teacher at another school in place of another teacher at your school.

Section 4: Evaluations of You

This section catalogues your progress. Include cooperating teacher and university supervisor observations along with your cooperating teacher, university supervisor, and final self evaluation. Add any other self-assessments that describe ways you have acted on feedback and reflection.

Portfolio – <http://portfolio.soe.american.edu/>

The culminating assignment of your program is the development of a professional teaching portfolio. Portfolios consist of purposeful selections of artifacts which provide evidence of your growth toward beginning teacher performance standards. These artifacts may include course assignments, exemplary student work, lesson plans, assessments, videotapes, photographs, etc. (remove names for confidentiality). Your portfolio might also encompass extra-curricular activities and experiential learning in which you are involved. The portfolio represents you to your supervisor, program directors, and prospective employers.

You should begin adding artifacts to your electronic portfolio during your practicum experience. Although the portfolio is not due until the last week of student teaching, it is meant to serve as a reflective learning tool that documents your growth over time.

Forms



Documentation

Submit the following documents in an envelope to your university supervisor for submission to the School of Education, Teaching and Health at the end of the semester. It is recommended that you keep a copy of all submitted forms for yourself.

The documents to be submitted are as follows:

- ___ 1 Record of Hours completed by Practicum Student (Form A)
- ___ 3 Observations of Cooperating Teacher completed by Practicum Student (Form C)
- ___ 2 Observations of other teachers completed by Practicum Student (Form C)
- ___ 1 Observation completed by Cooperating Teacher (Form C)
- ___ 1 Observation completed by Supervisor (Form C)
- ___ 1 Lesson plan observation completed by Supervisor (Form D)
- ___ 1 Final Evaluation completed by Practicum Student (Form F)
- ___ 1 Final Evaluation completed by Cooperating Teacher (Form F)
- ___ 1 Final Evaluation completed by Supervisor (Form F)

Form A

**American University
School of Education, Teaching & Health**

Record of Practicum Hours

Student Name: _____

AU ID Number: _____

Dates of Practicum Experience: ____/____/____ - ____/____/____

Cooperating School Name and Location: _____

Cooperating Teacher/Level/Subject: _____

University Supervisor: _____

Number of Hours			
<i>Month</i>	<i>Observation</i>	<i>Participation</i>	<i>Direct Teaching</i>
<i>Total Hours</i>			

TOTAL HOURS: _____

Certified to be a correct record. All books, equipment and materials provided on loan have been returned.

Student/date Cooperating Teacher/date Supervisor/date

Form C

**American University
School of Education, Teaching & Health: Observation Form**

Person and Title/Role of Person Observed:	Date:
Lesson Title or Topic:	Grade/Subject:
Observed by:	(You may wish to copy the ✓ at the top of each column below and paste it into the appropriate boxes.)

1. Knowledge of Subject Matter	✓	2. Planning and Preparation	✓
a. Teaching is based on thorough knowledge of subject		a. Objectives of lesson are clear to teacher and students	
b. Content is accurate		b. Materials and activities are organized	
		c. Assignments are clear, purposeful, and instructive	
Examples:		Examples:	
3. Student Involvement and Motivation	✓	4. Teaching Methods and Models	✓
a. Students are actively engaged		a. Appropriate teaching model is used	
b. Lesson incorporates student ideas		b. Varied questioning techniques are incorporated	
c. Expectations are high for all students		c. Wait time is used effectively	
d. Students' prior knowledge is utilized		d. Feedback is timely and useful	
		e. Assessment is aligned with lesson objectives	
Examples:		Examples:	
5. Classroom Management	✓	6. Relationship with Students	✓
a. Teacher is well organized and prepared		a. Teacher shows respect for students	
b. Teacher keeps students on task		b. Criticism is constructive, positive and specific	
c. Rules are enforced in a fair and consistent manner		c. Critique is of action, not of individuals	
d. Transitions are smooth and efficient		d. Teacher helps students reach high standards and build self esteem	
Examples:		Examples:	
7. Communication Skills	✓		
a. Oral language and tone are appropriate			
b. Diction and volume are clear and audible			
c. Body language is appropriate			
d. Eye contact is maintained			
e. Teacher listens and responds to students			
f. Written language is accurate			
Examples:			

Form D

American University
School of Education, Teaching & Health

**AMERICAN UNIVERSITY
LESSON PLAN FORMAT
OBSERVED LESSON**

Name: _____

Date: _____

Grade: _____

Subject: _____

AU Course & Semester: _____

Course Instructor (if applicable): _____

Person completing observation: _____

Objectives (Score ____)

Standards (Score ____)

Materials (Score ____)

Procedures (Score ____) motivational strategies, differentiation and closure

Assessment (Score ____)

Reflection (Score ____)

Lesson Plan Scoring Rubric D

OBSERVED LESSON
School of Education, Teaching & Health

	Unacceptable 0	Needs Improvement 1	Acceptable 2	Distinguished 3
Objectives	<ul style="list-style-type: none"> Objectives are not addressed 	<ul style="list-style-type: none"> Appropriate developmental and academic objectives are unclear or inadequately addressed 	<ul style="list-style-type: none"> Appropriate developmental and academic objectives are evident as measurable learning outcomes 	<ul style="list-style-type: none"> Appropriate developmental and academic objectives are evident as measurable learning outcomes that promote higher levels of thinking
Standards	<ul style="list-style-type: none"> Lesson is linked to no standards or inapplicable standards 	<ul style="list-style-type: none"> Lesson is inadequately linked to professional association, state and/or local standards 	<ul style="list-style-type: none"> Lesson is linked to applicable professional association, state and/or local standards 	<ul style="list-style-type: none"> Lesson is explicitly linked to multiple professional association, state and/or local standards
Materials	<ul style="list-style-type: none"> Extremely inadequate use of materials 	<ul style="list-style-type: none"> Inadequate use of materials 	<ul style="list-style-type: none"> Adequate use of materials 	<ul style="list-style-type: none"> Exceptional use of materials
Procedures	<ul style="list-style-type: none"> Extremely inadequate following and/or development of procedures No adjustment of instruction Instructional strategies do not promote active engagement of all learners and provide no evidence of differentiation 	<ul style="list-style-type: none"> Procedures lack motivational strategies, differentiation and/or closure Inadequate adjustment of instruction Instructional strategies do not promote engagement of all learners and provide little evidence of differentiation 	<ul style="list-style-type: none"> Procedures include motivational strategies, differentiation and closure Adequate adjustment of instruction based on ongoing evaluation Instructional strategies promote active engagement of all learners and are differentiated to support learners of differing backgrounds, learning styles and needs 	<ul style="list-style-type: none"> Distinguishable use of procedures which include motivational strategies, differentiation and closure Exceptional adjustment of instruction based on ongoing evaluation Instructional strategies promote active engagement of all learners, critical thinking and problem solving skills and are differentiated to support learners of differing backgrounds, learning

				styles and needs
Assessment	<ul style="list-style-type: none"> • No assessment of student learning 	<ul style="list-style-type: none"> • Assessment does not include a pre- and post-assessment of student learning • Extremely limited use of assessment strategies and/or relevance to objectives 	<ul style="list-style-type: none"> • Demonstrates adequate use of a pre- and post-assessment of student learning • Assessment is linked to objectives, differentiated based on needs and occurs throughout the lesson 	<ul style="list-style-type: none"> • Demonstrates exceptional use of a pre- and post-assessment of student learning • Assessment includes both formal and informal techniques, differentiated based on needs, tied to objectives and naturally integrated into the lesson
Reflection	<ul style="list-style-type: none"> • No self-reflection 	<ul style="list-style-type: none"> • Limited analysis on the effect of actions on student learning • Limited reflection on lesson successes, challenges and data-based decisions for future instruction • Does not explore how relationship with others influenced lesson 	<ul style="list-style-type: none"> • Analysis of the effects of actions on student learning • Reflection on lesson successes, challenges and data-based decisions for future instruction • Adequately explores how relationship with others influenced lesson 	<ul style="list-style-type: none"> • Overly insightful analysis of the effects of actions on student learning • Overly insightful reflection on lesson successes, challenges and data-based decisions for future instruction • Distinguishably explores how relationship with others influenced lesson

Form F

**American University
School of Education, Teaching & Health**

Final Evaluation of Student Teacher

Name: _____

Date: _____

School: _____

Grade/Discipline: _____

Cooperating Teacher: _____

University Supervisor: _____

Person Completing Form (please check):

Cooperating Teacher: _____

University Supervisor: _____

Student (self-evaluation): _____

Directions:

The ten standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) provide the framework for the performance evaluation of student teachers. They encompass the four major goals of the School of Education Teacher Education Program:

- A. Mastery of knowledge pertinent to elementary or secondary teaching.
- B. Mastery of teaching skills pertinent to effective instruction.
- C. Development of attitudes and values pertinent to effective instruction.
- D. Development of one's role as a professional educator.

For each area please place a check in the box that best describes the level of performance of the student teacher (see next page for explanation). At the conclusion of the evaluation, please complete the one page narrative.

Levels of Performance:

Each element of a component has three levels of performance: unsatisfactory, basic and proficient. The levels range from describing student teachers who are still striving to master the rudiments of teaching (unsatisfactory) to accomplished student teachers who demonstrate consistently high teaching skills (proficient).

Unsatisfactory (U):

The student teacher does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the student teacher to grow and develop in this area.

Basic (B):

The student teacher appears to understand the concepts underlying the component and attempts to implement its elements. Implementation is usually successful. Additional reading, discussion, visiting classrooms of other teachers, and experience (particularly supported by a mentor) will enable the student teacher to become proficient in this area.

Proficient (P):

The student teacher clearly understands the concepts underlying the component and implements it consistently in a highly effective manner.¹

¹Definitions are adapted from *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson, a 1996 publication of the Association for Supervision and Curriculum Development.

**American University
School of Education, Teaching & Health**

General Competency One: The student teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

(Planning and Preparation/Instruction)

		U	B	I
Knowledge of Content	Teacher displays content knowledge and makes connections between the content and other parts of the discipline and other disciplines.			
Knowledge of Prerequisite Relationships	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.			
Knowledge of Content-Related Pedagogy	Pedagogical practices reflect current research on best pedagogical practices within the discipline with anticipation of student misconceptions.			
Representation of Content	Representation of content is appropriate and links well with students' knowledge and experience.			

General Competency Two: The student teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, and personal development.

(Planning and Preparation)

		U	B	I
Knowledge of Characteristics of Age Group	Teacher displays understanding of typical developmental characteristics of age group as well as exceptions to general patterns.			
Resources for Students	Teacher is aware of resources available through the school or district and knows how to gain access for students.			
Suitability for Diverse Students	Goals are suitable for students in the class.			
Balance	Goals reflect different types of learning and opportunities for integration.			

General Competency Three: The student teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

(Planning and Preparation)

		U	B	I
Knowledge of Students' Varied Approaches to Learning	Teacher displays understanding of the different approaches to learning that students exhibit.			
Knowledge of Students' Skills and Knowledge	Teacher displays knowledge of students' skills and knowledge for groups of students' and recognizes the value of this knowledge.			
Knowledge of Students' Interests and Cultural Heritage	Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.			

General Competency Four: The student teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

(Planning and Preparation/Instruction)

		U	B	I
Learning Activities	The learning activities are suitable to students and instructional goals. Progression of activities in the unit is even, and activities reflect recent professional research.			
Instructional Materials and Resources	Materials and resources support the instructional goals, and engage students in meaningful learning.			
Instructional Groups	Instructional groups are varied, as appropriate to the different instructional goals.			
Lesson and Unit Structure	The lesson or unit has a defined structure around which activities are organized. Time allocations are reasonable.			
Resources for Teaching	Teacher is aware of resources available through the school or district.			

General Competency Five: The student teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**American University
School of Education, Teaching & Health**

(The Classroom Environment/Instruction)

		U	B	I
Management of Instructional Groups	Tasks for group work are organized, and groups are managed so students are engaged.			
Management of Transitions	Transitions occur smoothly, with minimal loss of instructional time.			
Management of Materials and Supplies	Routines for handling materials and supplies occur smoothly with minimal loss of instructional time.			
Performance of Non-Instructional Duties	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.			
Expectations	Standards of conduct are clear to students.			
Monitoring of Student Behavior	Teacher is alert to student behavior.			
Response to Student Misbehavior	Teacher response to misbehavior is appropriate, and respectful of the student's dignity.			
Teacher Interaction with Students	Teacher-student interactions are friendly and demonstrate warmth, caring and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.			
Student Interaction	Student interactions are polite and respectful.			
Safety and Arrangement of Furniture	The classroom is safe, and the furniture arrangement is a source for learning activities.			
Accessibility to Learning and Use of Physical Resources	Teacher uses physical resources skillfully, and learning is equally accessible to students.			

General Competency Six: The student teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

(Instruction)

		U	B	I
Directions and Procedures	Teacher directions and procedures are clear to students and contain an appropriate level of detail.			
Oral and Written Language	Teacher's spoken language is audible, and written language is legible. Vocabulary is appropriate to students' age and interests.			
Quality of Questions	Teacher's questions are of high quality. Adequate time is available for students to respond.			
Discussion Techniques	Classroom interaction represents true discussion, with teacher stepping to the side, when appropriate.			
Student Participation	Teacher engages students in the discussion.			
Quality: Accurate, Substantive, Constructive and Specific	Feedback is high quality.			
Timeliness	Feedback is provided in a timely manner.			

General Competency Seven: The student teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

(Planning and Preparation/ The Classroom Environment/ Instruction)

		U	B	I
Value	Goals are valuable in their level of expectations, conceptual understanding and in importance of learning.			
Clarity	Goals are clear and permit viable methods of assessment.			
Student Pride in Work	Students accept teacher insistence on work of high quality and demonstrate pride in that work.			
Expectations for Learning and Achievement	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.			
Activities and Assignments	Activities and assignments are appropriate for students. Students are cognitively engaged in them.			
Instructional Materials and Resources	Instructional materials and resources are suitable to the instructional goals and engage students mentally.			
Structure and Planning	The lesson has a defined structure around which the activities are organized. Pacing of the lesson is appropriate for students.			

Lesson Adjustments	Teacher makes minor adjustments to a lesson when necessary and adjustments occur smoothly.					
Response to Students	Teacher accommodates students' questions or interests.					

General Competency Eight: The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

(Planning and Preparation/ Instruction)

		U	B	I
Congruence with Instructional Goals	Instructional goals are assessed through the proposed approach in a suitable manner.			
Criteria and Standards	Assessment criteria and standards are clear, and have been communicated to students.			
Use for Planning	Teacher uses assessment results to plan for individuals and groups of students.			
Persistence	Teacher seeks approaches for students who have difficulty learning, possessing a repertoire of strategies.			
Student Progress in Learning	Teacher's system for maintaining information on student progress is effective.			

General Competency Nine: The student teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

(Professional Development / Reflection)

		U	B	I
Accuracy	Teacher assesses a lesson's effectiveness and the extent to which it has achieved its goals. Teacher can cite general references to support the judgement.			
Use in Future Teaching	Teacher makes specific suggestions of what he/she may try another time.			
Enhancement of Content Knowledge and Pedagogical Skill	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.			

General Competence Ten: The student teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

(Professional Responsibility)

		U	B	I
Service to the School	Teacher volunteers to participate in school events, making a contribution.			
Information about the Instructional Program	Teacher provides information to parents, as appropriate, about the instructional program.			
Information about Individual Students	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.			
Engagement of Families in the Instructional Program	Teacher engages families in the instructional program.			

Form F

American University
School of Education, Teaching & Health
Written Summary and Evaluation (Include specific evidence where appropriate)

Signature of Evaluator, Position, Date

Form H

**American University
School of Education, Teaching & Health**

Honorarium for Cooperating Teachers Working with Practicum Student

Please PRINT OR TYPE the requested information and return this via the university supervisor or mail to the following address. This form must be submitted within two weeks of your practicum student's final day.

Teacher Education Office
School of Education – Gray Hall Rm. 111
The American University
4400 Massachusetts Ave., NW
Washington, D.C. 20016-8030

Name _____

Home Address _____

Telephone Number _____

Email address _____

Social Security # _____

Practicum Student _____

Dates practicum student was with you: From _____ to _____
(month/year) (month/year)

You will be mailed an honorarium for your service as a cooperating teacher.

Don't forget to return Form I with Form H!

Form I

**American University
School of Education, Teaching & Health**

Cooperating Teacher's Assessment of the American University Program and Supervisor

Cooperating Teacher _____
School _____

Practicum Student _____ Grade/Subject _____

University Supervisor _____ Dates _____

1. Was the practicum handbook helpful?

2. What other information do you think should have been included?

3. Please indicate your perceptions of the University Supervisor's performance and attitude.

Key: Unacceptable (1) Satisfactory (2) Outstanding (3)

AREA	RATING	COMMENTS
Professionalism		
Availability for conferences		
Knowledge and/or experience in teaching methods & materials		
Quality of feedback given the student teacher during conferences		
Effectiveness in serving as a link between your school and American University		

Other (please specify):		
-------------------------	--	--

Thank you for your cooperation. Your input is appreciated.

APPENDIX A

INTASC Performance Standards for Beginning Teachers

Subject Matter #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Student Learning #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Diverse Learners #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Instructional Strategies #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Learning Environment #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Communication #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Planning Instruction #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Assessment #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Reflection and Professional Development #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Collaboration, Ethics and Relationships #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

American University
School of Education, Teaching & Health

APPENDIX B

SUGGESTIONS FOR PRACTICUM ACTIVITIES

- * Conduct the day's opening and/or closing sessions.
- * Teach lessons to large or small groups.
- * Team-teach lessons with your cooperating teacher or another experienced teacher.
- * Collect and distribute homework and other papers.
- * Lead the students from one classroom to another within the school building.
- * Help supervise lunch, recess or outdoor/alternative activities.
- * Design and construct a bulletin board, mobile, or other visual aid.
- * Evaluate student work.
- * Display students' work within the classroom.
- * Design individualized activities or lesson plans for students with special needs.
- * Write directions or work on the board.
- * Set up and operate technological equipment.
- * Select and preview instructional software, videos and movies.
- * Gather materials needed for class demonstrations.
- * Make seating arrangements for a particular lesson or activity.
- * Assist in organizing a field trip.

- * Create a library corner with reading materials you collect relating to a class topic.
- * Attend parent conferences.

American University
School of Education, Teaching & Health

APPENDIX C

PLACEMENT PROCEDURES AND POLICIES

- *Students should be enrolled in the corresponding methods course(s) while completing their practicum placement.
- *A student can only be placed if they have submitted a placement form and resume.
- *TB test results must be submitted to the Teacher Education Office before starting the practicum placement.
- *Fingerprinting is required by the District of Columbia Public Schools, students will not be allowed to enter their placement without being fingerprinted. Criminal Background Checks from other organizations or states are not accepted. Please note that some counties in Maryland and Virginia may also require fingerprinting.
- *If a problem occurs, cooperating teachers, university supervisors and students can submit "Practicum and Student Teacher Concern Forms" located in the Teacher Education Office in Gray Hall Room 111.
- *Please share concerns about your cooperating teacher with your supervisor. If a change of placement is requested, the Director of Teacher Education must be notified.
- *Documents due to SOE are listed in this handbook. Failure to turn in the proper documentation could delay in the posting of your practicum associated coursework grades.

American University
School of Education, Teaching & Health

APPENDIX D

Procedures for DCPS Fingerprinting

Students must be fingerprinted prior to beginning field based experiences.

Steps in the Fingerprinting Process

1. Obtain fingerprinting verification form from Bridgette Hurt at the following address:

Office of Workforce and Professional Development
215 G Street, NE
Washington, DC 20002

It is highly recommended that you contact Bridgette to coordinate a time for you to pick up the form. She can be reached at < Bridgette.Hurt@k12.dc.us > or 202-673-8128.

2. Bring the form to the fingerprinting office at the following address:

District of Columbia Public Schools
825 North Capitol St., NE
Sixth Floor, Room 6057
Washington, DC 20002

Hours: Monday, Tuesday, Wednesday and Friday 8am -4pm
Thursday 8am – 12pm

Phone: 202-442-5397

Please note that you must arrive before 3:00 to be guaranteed a fingerprinting

session and that your form will not be accepted without Bridgette's signature.

3. Request of copy of the completed verification form and submit it to Gray Hall, Room 111.

Please be aware that it takes 3 – 10 days for your fingerprints to be processed and that you cannot begin field based experiences until this process is complete. It is highly recommended that you get fingerprinted before August 1, 2008.