

**SCED 696 Practicum I: MAT Secondary/PK-12 Program**      **6 credits**  
 Educational Professions Department  
 Frostburg State University  
 Fall 2009

REQUIRED MATERIALS: Frostburg State University Fall 2009 Practicum I Handbook; TaskStream account; Flash drive; FSU email account

COURSE DESCRIPTION: An intensive experience in the secondary school setting for the initial certification student. Experience centers on the knowledge, skills, and dispositions of a quality teacher with emphasis on collection of data and assessment of learning to drive instruction. Peer coaching and collaborative efforts emphasized. Involvement with the school improvement process and school reform. Emphasis given to development of intern's Professional Portfolio.

COURSE PURPOSE: The intent of this course is to provide the MAT Secondary/PK-12 candidates with opportunities to learn and practice the knowledge, skills, and dispositions of a successful beginning teacher, particularly those of a dedicated professional, an instructional leader, a continuous assessor, collaborative bridge builder, and a reflective practitioner. Candidates will participate in, and complete in a satisfactory manner, a full teaching internship spanning a minimum of 50 days. Full participation in internship is required.

<b><i>Outcomes: Candidates demonstrate knowledge of</i></b>	<b><i>Assessments: Candidates' performances will be measured by</i></b>	<b><i>Alignment with Conceptual Framework</i></b>
Concepts, tools of inquiry, and structures of the disciplines, and curricular goals for the subject(s) he/she teaches	a. content of daily lesson plans b. intern evaluation form	DP 1
Developmentally appropriate instructional strategies and adaptation of strategies to learner needs	a. daily and unit lesson plans b. formal and informal observations by school personnel and university supervisors	DP 2; IL 7
Individual and group motivation and behavior	a. daily and unit lesson plans b. formal and informal observations by school personnel and university supervisors	IL 4
How students differ in their approaches to learning	a. daily and unit lesson plans	IL 5
Assessment tools	a. daily and unit lesson plans	CA 1,2,4,5,6,7
Levels of questioning, intellectual hierarchy, and developmental psychology as appropriate to subject content area(s)	a. formal and informal observations by school personnel and university supervisors b. intern evaluation form	DP 1, 2; IL 1,3,6,7,10; RD 1,2,3
Current trends and requirements in education in the U.S. and the state of Maryland	a. lesson and unit plans	PD 2
<b><i>Outcomes: Candidates demonstrate skills through</i></b>	<b><i>Assessments: Candidates' performances will be measured by</i></b>	<b><i>Alignment with Conceptual Framework</i></b>
Ability to plan and create learning experiences that focus on students' needs and interests and take into account culturally valued content and potential best practices	a. formal and informal observations by school personnel and university supervisors b. student products and feedback	IL 5, 10; EA 1
Ability to plan learning opportunities that support students' intellectual, social, and personal development based on knowledge of curriculum and community	a. formal and informal observations by school personnel and university supervisors b. student products and feedback	IL 1, 10

Ability to use a variety of instructional strategies to foster the development of critical thinking, problem solving, and performance skills	a. formal and informal observations by school personnel and university supervisors	IL 7, 8
Ability to use formative and summative assessment to evaluate and ensure learning	a. formal and informal observations by school personnel and university supervisors	CA 1, 6
Ability to use reflection as a tool to continually evaluate and improve teaching performance and evaluate effects of his/her choices on students and other professionals in the learning community	a. formal and informal observations by school personnel and university supervisors b. PDS activities c. student products and feedback	RD 4
Ability to manage students, materials, and classroom environment	a. formal and informal observations by school personnel and university supervisors b. management section of environment survey	RD 2; IL 4; CBB 5
Ability to use technology appropriately and effectively	a. formal and informal observations by school personnel and university supervisors b. lesson and unit plans c. environment survey	IL 9
Ability to communicate effectively	a. formal and informal observations by school personnel and university supervisors	PD 4
<b><i>Outcomes: Candidates demonstrate dispositions through</i></b>	<b><i>Assessments: Candidates' performances will be measured by</i></b>	<b><i>Alignment with Conceptual Framework</i></b>
Professional growth as an educator and an advocate for students	a. formal and informal observations by school personnel and university supervisors b. reflection journal	PD 3
Supporting technology for purpose of advancing the technology base of student and the school	a. formal and informal observations by school personnel and university supervisors b. lesson and unit plans	EA 6
Displaying an understanding of professional ethics, school law, and teacher certification procedures	a. intern evaluation form	DP 2, 3

## COURSE EVALUATIONS

The following requirements must be met to pass SCED 696.

1. Acceptable or higher rating for the final evaluation in each area of the Intern Evaluation Rating Form.
2. Acceptable or higher rating for the final evaluation in each area of the Competency 4.0 Form.
3. Completed PDS Activities form.
4. Successful completion of the Content Lesson Interview.
5. Acceptable or target on the notebook rubric (with all items present in the notebook).
6. Completed timesheets.
7. Satisfactory completion of the reflection journal.
8. Completed MTTTS documentation form.
9. Completion of a minimum of 10 full days of teaching.

**ACADEMIC DISHONESTY:**

**The University considers academic dishonesty to be impermissible and subject to disciplinary actions.**

“Academic dishonesty is defined to include any form of cheating and/or plagiarism. Cheating includes, but is not limited to, such acts as stealing or altering testing instrument; falsifying the identify of persons for any academic purposes; offering, giving or receiving unauthorized assistance on an examination, quiz, or other written or oral record. Plagiarism is the presentation of written or oral material in a manner which conceals the true source of documentary material; or the representation of material which uses hypotheses, conclusions, evidence, data, or the like, in a way that the student appears to have done work which he/she did not, in fact do” (The Pathfinder, Frostburg State University).

**PROFESSIONAL BEHAVIOR:**

*This course adheres to the university disruptive student policy. In addition, teacher candidates are expected to demonstrate dispositions of professional educators. They must be dependable in matters such as attendance, punctuality, and responsibility. They must demonstrate attitudes and behaviors consistent with professional conduct and reflect a seriousness of intent in learning to teach. Teacher candidates are held accountable for their actions and are expected to be respectful of all individuals.*

**DISRUPTIVE STUDENT BEHAVIOR:**

*“The University will not tolerate disorderly or disruptive conduct which substantially threatens, harms, or interferes with University personnel, orderly processes, and functions. A faculty member may require a student to leave the classroom when his/her behavior disrupts the learning environment. A student found responsible for disruptive behavior may be administratively withdrawn from the course.” (Student Code of Conduct)*

**PROCESS WHEN AN INTERN IS NOT MEETING REQUIREMENTS IN TEACHING PERFORMANCE**

1. The mentor and the intern meet to discuss the problem and make a list of intern expectations during the following 5 days. The supervisor may be invited to the meeting but must at least receive a copy of the list of expectations.
2. If the problem persists during the following week, the mentor, supervisor, and intern meet to review the goals and to clarify all questions. The PDS site coordinator and the PDS Network Coordinator/Office of Clinical and Field Experiences are contacted and informed of the problem. Then a formal contract delineating goals is written and signed by the intern, supervisor, and mentor teacher. The contract language, length of term, and timeline for improvement will depend on the circumstances and the severity of the problem. Contracts may be revisited periodically as needed. A copy of the contract is given to the mentor, the supervisor, the candidate, and the PDS site coordinator.
3. The supervisor will formally observe the intern within 5 days. At least one other person will formally observe the intern (another supervisor, the site coordinator, another teacher, and/or the principal) within this time period. These observations may be unannounced. Each observer writes a formal evaluation addressing the goals cited in the written contract. A copy of the evaluation is given to the intern and the mentor.
4. Within 2 weeks of #2 the mentor, supervisor, and intern meet to assess the intern’s progress. If there is documented improvement at this point, a new contract may be generated and the process begins again.

If there is no improvement and/or stipulations in the contract are not followed, this fact must be documented and copies with intern’s, mentor’s, and supervisor’s signatures are given to the signers and the PDS site coordinator and the Network PDS Coordinator/Office of Clinical and Field Experiences. The supervisor and mentor write a letter telling the intern she/he is not meeting expectations and may not pass Practicum I. The supervisor, mentor, and PDS site coordinator meet to discuss the situation and a decision about the next step in the process is made. Based on the judgment of the supervisor, mentor teacher, and PDS site coordinator, the intern may be removed from the practicum placement or other appropriate actions taken. If the intern is removed from the practicum, this action results in a failing grade in practicum.

**PROCESS WHEN AN INTERN ISN’T MEETING REQUIREMENTS FOR PROFESSIONAL BEHAVIOR.**

1.	The school has the right to remove the intern immediately. This decision can be made by the principal, mentor teacher, or the PDS site coordinator.

If the problem has not resulted in immediate removal from the school, the following procedure is to be followed.	
1.	The mentor and the intern meet to discuss the problem and make a list of the professional behaviors expected from the intern. The supervisor may be invited to the meeting but must at least receive a copy of the list of expected behaviors. A copy of the list is sent to the PDS site coordinator.
2.	If the professional behavior does not improve immediately and continues consistently, the mentor teacher informs the supervisor who will then arrange a meeting with the PDS Network coordinator, the principal, the mentor, the site coordinator, and the intern to discuss the problem. The intern may be removed from the practicum placement. If the intern is removed from the practicum, this action results in a failing grade in practicum I.

**At the conclusion of the practicum experience (before the end of the semester), the intern is responsible for submitting materials to his/her university supervisor. The required materials to be submitted are listed in the supervisor checklist.**