

FLORIDA
SOUTHWESTERN
STATE COLLEGE

SCHOOL OF EDUCATION

PRACTICUM HANDBOOK
MIDDLE AND SECONDARY

TO: Mentor Teachers

FROM: Director of Field Experience

Thank you for your willingness to host a Florida SouthWestern State College teacher candidate in your classroom. Students enrolled in the B. S. in Middle or Secondary Education program are completing their professional coursework (junior and senior level status), which will prepare them for certification in Middle or Secondary Math, Science, or Language Arts Education with Infused ESOL.

The student in your class is at the Practicum phase of the school-based experience component. Depending on whether the student is completing the Math, Science, or Language Arts practicum and whether or not the student has other foundation hours for other classes to complete; they may spend between 35 –80 hours over the semester with you. The purpose of the Practicum is to give the teacher candidate the opportunity for hands-on teaching. He/she is required to develop lesson plans, implement the lesson plans (teach), and evaluate student learning. The Practicum is a fairly structured experience for both the pre-service teacher and the mentor teacher, in that the teacher candidate relies on the guidance and support of the mentor teacher to help him/her continuously improve performance in the Florida Educator Accomplished Practices (FEAPs).

Florida SouthWestern State College students are required to pass a criminal background check, conducted by the school district office, prior to being placed in a school for observation/evaluations hours. If a student is NOT in your district database, he/she should not be permitted to participate in your school and should be referred back to the college for advising. Our students are also required to wear their Florida SouthWestern State College identification badge and any other visitor identification required by your school at all times while on your campus. Finally, our students are aware of the importance of dressing and conducting themselves in a professional manner while on your campus.

Please take a moment to review this handbook. It will familiarize you with the role and expectations of each person involved in the practicum (mentor teacher, teacher candidate and college professor), as well as the forms that are used.

Once again, thank you for your support. Please feel free to contact me at (239) 489-9366 if you have any questions or comments.

Overview of the Practicum Component

A Guide for Mentor Teachers

What is the purpose of the student's school-based experience?

The primary goal of this experience is for the teacher candidate to gain hands-on teaching experience. The student's experience should progress quickly from observing and assisting the cooperating classroom teacher to planning and teaching instructional lessons.

What role do I play?

The role of the Mentor teacher is to **coach** and **mentor** the teacher candidate by providing both formal and informal feedback on his/her performance while in your classroom.

What college course(s) is the student taking that requires the school-based experience?

Students enrolled in a practicum also have accompanying methods coursework. Often, students are also enrolled in other courses that contain school-based hours in addition to the practicum component. These courses may include: (*SBH = School Based Hours*)

- EDG 3410 Classroom Management and Communication – 15 SBHs
- TSL 4142 ESOL Methods, Curriculum & Assessment – 15 SBHs
- EEX 3012 Educational Needs of the Exceptional Student – 15 SBHs
- EDM 3230 Middle Grades Curriculum & Instruction
- RED 4519 Diagnosis and Intervention in Reading
- RED 3324 Teaching Reading in the Middle School Curriculum

How many days/hours will the student be in my class?

The practicum is designed in the following format*:

- Students will be participating in your classroom during the entire semester. Students will spend at least 35 hours for their Middle School practicum and at least 40 hours for their High School practicum.

The weeks are dependent on spring breaks, etc and will vary from semester to semester.

What is the student expected to do while in my class?

The major activities the student will be expected to complete are:

- tutor individual students and small groups
- prepare and teach a minimum of five lessons in the content area to the full class.
- assess student learning for each lesson taught
- reflect on effectiveness of instruction and develop a Professional Development Plan at the end of the semester
- assist classroom teacher

How can I help the student while he/she is in my class?

The student may have specific assignments to complete while in your class (e.g., tutoring individual students) and should provide you with a list of those activities during the first meeting. Other ways in which you may involve the student in your class include allowing him/her to:

- grade papers
- review student work/folders
- distribute materials
- circulate around the room and assist individual students
- review curriculum materials
- review school/district policies
- assist with transition times

Am I required to fill out any forms while the student is in my class?

After the teacher candidate has been to your classroom for two weeks, you are required to fill out the Initial Teacher Candidate Review form. Halfway through the practicum and again at the end of the practicum you will fill out the Benchmark Evaluation form. All forms are found on the www.FSW.edu/soe/fieldexperience web site.

Who else is involved?

Each student completing a practicum experience has a course instructor for each course they are completing field experience, a faculty steward who will be in touch with the student should any problems arise and the field experience coordinator who is there to help make this experience successful for all..

What do I do if I have a concern with the student's performance, conduct, etc?

While most school-based experiences are positive ones for the teacher candidate and mentor teacher alike, problems occasionally arise. If you have a concern with an Florida SouthWestern State College student, the following steps should be followed:

1. Discuss the concern with the student, if you are comfortable doing so. If you are not comfortable talking directly with the student about the concern, or if the problem continues, then...
2. Discuss the concern with the field experience coordinator.
3. Document the concern in writing.

Elementary Education Placement Requirements

Component	Teaching Methods in Middle School with Practicum	Teaching Methods in the High School with Practicum
# of hours in classroom:	35	45
# of weeks in classroom:	At least 10	At least 10
Major outcomes of experiences:	<p>The teacher candidate will:</p> <ul style="list-style-type: none"> ▪ tutor individual students and small groups ▪ prepare and teach a minimum of <u>five</u> lessons in the content area to the full class ▪ assess student learning for each lesson taught ▪ reflect on effectiveness of instruction and develop a Professional Development Plan ▪ assist classroom teacher with daily activities 	<p>The teacher candidate will:</p> <ul style="list-style-type: none"> ▪ lead small group instruction ▪ prepare and teach a minimum of <u>five</u> lessons in the content area to the full class ▪ assess student learning for each lesson taught ▪ reflect on effectiveness of instruction and develop a Professional Development Plan ▪ assist classroom teacher with daily activities
Evaluations*:	<ul style="list-style-type: none"> ▪ Provide formal feedback using the <i>Benchmark Evaluation</i> form at the halfway mark and end of the practicum ▪ Provide informal feedback weekly 	<ul style="list-style-type: none"> ▪ Provide formal feedback using the <i>Benchmark Evaluation</i> form at the halfway mark and end of the practicum ▪ Provide informal feedback weekly

✓ List for Mentor Teacher

What?	When?
<input type="checkbox"/> Exchange contact information with teacher candidate (phone number, e-mail, etc.)	Initial meeting
<input type="checkbox"/> Introduce teacher candidate to class and school personnel (principal, asst. principal, etc.)	During first week of practicum
<input type="checkbox"/> Give pre-service teacher activities to acclimate him/her to the class and teaching (e.g., grade papers, take attendance, tutor students, supervise lunch duty and bus duty, etc.)	During first week of practicum
<input type="checkbox"/> Establish schedule of critical dates (teaching, evaluations, etc.)	By 2 nd week of practicum
<input type="checkbox"/> Assign a minimum of five topics for teacher candidate to develop and teach lessons	By 2 nd week of practicum
<input type="checkbox"/> Provide feedback to the teacher candidate on his/her performance,	Weekly
<input type="checkbox"/> Review goals teacher candidate has developed on the <i>Pre-service Teacher Professional Development Plan</i>	By 2 nd week of 2 nd practicum and internship
<input type="checkbox"/> Rate teacher candidate's dispositions and performance using the <i>Pre-service Benchmark evaluation form and review form with teacher candidate</i>	Midway and End of practicum
<input type="checkbox"/> Submit completed <i>Benchmark evaluation form to Florida SouthWestern State College</i>	Midway and End of practicum

THE ROLE AND EXPECTATIONS OF THE TEACHER CANDIDATE



Welcome to the Practicum component of your teacher education preparation program! This is an exciting and important part of your journey to becoming a professional educator. The practicums will give you early opportunities for hands-on experience in classroom settings. While these experiences are designed to enhance your professional preparation, they should also be enjoyable for you, the students, and your mentor teacher.

As a teacher candidate and representative of Florida SouthWestern State College, your mentor teacher and your faculty steward expect you to:

be conscientious...

- remember that you are a visitor to the school—a stranger to the faculty, staff, and students; please follow all procedures for visitors/volunteers the school has established; **wear your FSW Student ID at all times while at a school site.**
- establish a set schedule prior to making the initial contact with your mentor teacher and clearly communicate it with your mentor teacher.

be professional...

- conduct yourself in a manner that adheres to the customs, policies, and regulations governing teachers at the cooperating school to which you are assigned;
- demonstrate a cooperative attitude, willingness to learn, and the ability to accept and use positive suggestions;
- dress in clothes appropriate to the role of a professional educator;
- show up on time at your assigned location;
- use appropriate language when interacting with students, school personnel, and parents.

be knowledgeable...

- use your knowledge of your discipline area to reflect on the techniques and practices you are observing;
- learn and adapt to your cooperating teacher's classroom routines and procedures;
- become acquainted with members of the school's administration, faculty and other personnel;
- learn students' names and special needs.

be prepared...

- know why you are in the classroom/school; observe what you are assigned to observe and complete any preliminary work prior to entering the classroom;
- Show up organized and ready to work.

Be flexible...

- adapt to changes in classroom tasks and assignments and to situations that may arise in the classroom or school;
- adapt to the varying communication and learning styles you encounter.

be inquisitive...

- ask your cooperating teacher to explain something you don't understand (at the appropriate time);
- ask "why?" and "how?" and reflect on the answers;
- look for ways to improve your current understanding, knowledge and teaching practices.

be responsible...

- follow-through on all assignments and commitments;
- bring a concern or conflict to the attention of your mentor teacher and/or faculty steward as soon as it arises; don't wait for problems to erupt;
- notify your mentor teacher immediately if an emergency situation arises that necessitates your absence from your assignment.

be respectful...

- learn from and value the differences in personalities, learning styles, and communication styles you encounter in the students and teachers with whom you work;
- adhere to the rules and policies that exist in the classrooms and schools you visit;
- remember: you are the *emerging* teacher; the mentor teacher and your course professors are the experts; be open to their feedback.

have fun!

- Relax and enjoy these experiences; they are the building blocks to an exciting and rewarding career as a professional educator!

	Exemplary	Satisfactory	Developing	Not Met
Domain 1: Planning and Preparation 1a. Demonstrating Knowledge of Content and Pedagogy	Lesson plans and practice reflect detailed knowledge of state standards, content and instructional practices specific to that discipline. Lesson plans include higher level thinking skills.	Lesson plans and practice reflect solid knowledge of state standards, content and instructional practices specific to that discipline. Lesson plans include all basic elements of lesson design including objectives.	Lesson plans and practice reflect some knowledge of state standards, content and instructional practices specific to that discipline. Lesson plans are lacking basic elements, or are difficult for other to follow.	Lesson plans and practice reflect little knowledge of state standards, content and instructional practices specific to that discipline. Lesson plans are incomplete.
Domain 1: Planning and Preparation 1b. Designing Student Assessment	Teacher candidate's plan for student assessment is fully aligned with the instructional outcomes. Assessments provide students with multiple ways to demonstrate mastery.	Teacher candidate's plan for student assessment is aligned with the instructional outcomes. Assessments provide students with multiple ways to demonstrate mastery.	Teacher candidate's plan for student assessment is partially aligned with the instructional outcomes. Assessments provide students with limited ways to demonstrate mastery.	Teacher candidate's plan for student assessment is poorly aligned with the instructional outcomes.
Domain 1: Planning and Preparation 1c. Designing Coherent Instruction that Demonstrates Knowledge of Students	The teacher candidate's plan for learning experiences is detailed and aligned to instructional outcomes. Lessons have a clear structure and are differentiated allowing different pathways according to student needs. Detailed interdisciplinary instruction is utilized.	The teacher candidate's plan for learning experiences is aligned to instructional outcomes. Lessons have a clear structure and are often differentiated allowing different pathways according to student needs.	The teacher candidate's plan for learning experiences is partially aligned to instructional outcomes. Lessons have recognizable structure and infrequently differentiated.	The teacher candidate's plan for learning experiences is poorly aligned to instructional outcomes. Lessons have no coherent structure and are not differentiated.
Domain 2: The Classroom Environment 2a. Creating an	Classroom interactions, both between teacher candidate and students and among students, are respectful and reflect genuine	Classroom interactions, both between teacher candidate and students and among students, are polite and	Classroom interactions, both between teacher candidate and students and among students, are generally appropriate and	Classroom interactions, both between teacher candidate and students and among students, are

Environment of Respect	warmth, caring, and sensitivity to the cultural and developmental difference among groups of students.	respectful and reflect general warmth and caring, and appropriate to the cultural and developmental difference among groups of students.	free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to the cultural and developmental differences.	negative, inappropriate, or insensitive to students' cultural and developmental difference.
Domain 2: The Classroom Environment 2b. Establishes a Culture for Learning	The teacher candidate has created a culture for learning characterized by high levels of student energy and the candidate's passion for the subject area.	The teacher candidate has created a positive classroom culture for learning, characterized by high expectations for most students.	The teacher candidate has partially established a positive culture for learning. Commitment to the subject matter is developing, and there are modest expectations for student achievement.	The teacher candidate has not created a positive culture for learning. Teacher commitment to the subject matter and expectations for student achievement are low.
Domain 2: The Classroom Environment 2c. Stops Misconduct by Using Effective, Appropriate Techniques	Standards of conduct are clear. The teacher candidates' monitoring of student behavior is subtle and preventative, and the candidate's response to student misbehavior is sensitive to individual student needs.	Standards of conduct appear to be clear and the teacher candidate monitors student behavior against those standards. The candidate's response is subtle and preventative, and the candidate's response to student misbehavior is appropriate and respectful.	It appears that the teacher has made an effort to establish standards of conduct. For students and tries to monitor student behavior, but these efforts are not always successful.	There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.
Domain 3: Instruction 3a. Communicating with Students	The teacher candidate has a positive presence in the classroom. The candidate effectively develops students' understanding of the objective by communicating what students will know or be able to do by the end of the lesson,	The teacher candidate has a positive presence in the classroom. The candidate effectively develops students' understanding of the objective by communicating what students will know or be able	The teacher candidate has a positive presence in the classroom. The candidate effectively develops students' understanding of the objective by communicating what students will know or be able	The teacher candidate has a inadequate presence in the classroom. The candidate ineffectively develops students' understanding of the objective by not communicating it, the

<p>Domain 3: Instruction 3b. Engaging Students in Learning</p>	<p>connecting the objective to prior knowledge, explaining the importance of the objective, and referring to the objective at key points during the lesson.</p> <p>Activities and assignments, materials, and grouping of students promote significant learning for the instructional outcomes.</p> <p>Lessons have coherent structure that is adapted as necessary to the needs of individuals, incorporate the use of student feedback to monitor and adjust instructions, are appropriately paced, and continuously maintain academic focus.</p> <p>The teacher frequently uses appropriate technology in the teaching and learning processes.</p> <p>Teacher demonstrates a depth and breadth of subject matter.</p>	<p>to do by the end of the lesson, connecting the objective to prior knowledge, explaining the importance of the objective.</p> <p>Activities and assignments, materials, and grouping of students are fully appropriate for the instructional outcomes.</p> <p>Lessons have coherent structure and are appropriately paced, and continuously maintain academic focus.</p> <p>The teacher sometimes uses appropriate technology in the teaching and learning processes.</p> <p>Teacher demonstrates knowledge of subject matter</p>	<p>to do by the end of the lesson, connecting the objective to prior knowledge.</p> <p>Activities and assignments, materials, and grouping of students are partially appropriate for the instructional outcomes.</p> <p>Lessons have recognizable, but are not fully maintained, are poorly paced, and have limited focus.</p> <p>The teacher rarely uses appropriate technology in the teaching and learning processes.</p> <p>Teacher demonstrates partial knowledge of subject matter</p>	<p>teacher does not have a clear objective, or the lesson does not connect to the objective.</p> <p>Activities and assignments, materials, and grouping are not appropriate for instructional outcomes.</p> <p>Lessons have no structure are poorly paced, and have no academic focus.</p> <p>The teacher does not use technology in the teaching and learning processes.</p> <p>Teachers knowledge of subject matter is very limited.</p>
<p>Domain 3: Instruction 3c. Using Assessment in Instruction</p>	<p>Formative assessment is frequently used in a sophisticated manner in instruction, through student involvement in establishing criteria, self-assessment, and monitoring of</p>	<p>Formative assessment is sometimes used in instruction, through student involvement in establishing criteria, self-assessment, and monitoring of progress by</p>	<p>Formative assessment is rarely used in instruction, monitoring of progress by teacher and/or students.</p> <p>Feedback to students is uneven.</p>	<p>Formative assessment is not used in instruction either through monitoring of progress by teacher or students or through feedback to students.</p>

	<p>progress by both teacher and students.</p> <p>Feedback to students is of high quality and from a variety of sources. Immediate and specific feedback is provided to support and encourage students to achieve.</p> <p>Students are fully aware of the assessment criteria used to evaluate their work.</p>	<p>both teacher and students.</p> <p>Feedback to students is of high quality. Immediate and specific feedback is provided to support and encourage students to achieve.</p> <p>Students are fully aware of the assessment criteria used to evaluate their work.</p>	<p>Students are aware of some of the assessment criteria used to evaluate their work.</p>	<p>Students are unaware of the assessment criteria used to evaluate their work.</p>
<p>Domain 3: Instruction 3d. Demonstrating Flexibility and Responsiveness</p>	<p>The delivery of instruction is always aligned to the instructional standards.</p> <p>The teacher candidate successfully promotes the learning of all students through modification of the lesson plan and instructional momentum.</p> <p>The candidate uses a multitude of differentiated strategies to ensure student learning. The teacher candidate considers student questions, needs, and interest when instructing.</p> <p>The teacher candidate holds students accountable for personal learning through the use of data folders, goal statements, and/or reflection of individual learning.</p>	<p>The delivery of instruction is almost always aligned to the instructional standards.</p> <p>The teacher candidate successfully promotes the learning of most students through modification of the lesson plan and instructional momentum.</p> <p>The candidate uses a multitude of differentiated strategies to ensure student learning.</p>	<p>The delivery of instruction is typically aligned to the instructional standards.</p> <p>The teacher candidate attempts to respond to student needs through modification of the lesson plan and instructional momentum with moderate success.</p> <p>The candidate rarely attempts to differentiate instruction to ensure student learning.</p>	<p>The delivery of instruction deviates from the instructional standards.</p> <p>The teacher candidate does not adjust the lesson through modification of the lesson plan or instructional momentum.</p> <p>The candidate does not re-teach or attempt to differentiate instruction to ensure or reinforce student learning</p>

<p>Domain 4: Professional Responsibilities 4a. Showing Professionalism</p>	<p>The teacher candidate consistently adheres to and models standards for professional conduct and overall performance requirements, including attendance and punctuality. The teacher candidate complies fully and voluntarily with school and district regulations.</p>	<p>The teacher candidate consistently adheres to and models standards for professional conduct and overall performance requirements, including attendance and punctuality. The teacher candidate complies fully and voluntarily with school and district regulations. Performs with minimum supervision.</p>	<p>The teacher candidate adheres to standards for professional conduct and overall performance requirements, including attendance and punctuality with some support supervision. The teacher candidate complies only minimally with school and district regulations.</p>	<p>The teacher candidate inconsistently adheres to and models standards for professional conduct and overall performance requirements, including attendance and punctuality. The teacher candidate fails to comply with school and district regulations</p>
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