Practicum Syllabus – Fall 2015, Spring 2016, and Summer 2016

Department: Peru State College School of Education
Course Number/Credits:
EDUC 208 Teacher Education: Principles & Practices (Practicum)
EDUC 301 Elementary Practicum – Social Studies & Language Arts (1)
EDUC 302 Elementary Practicum – Math and Science (1)
EDUC 303 K-3 Elementary Practicum (1)
EDUC 304 Middle Grades Practicum (1)
EDUC 306 Infant/Toddler Practicum (1)
EDUC 308 Preschool Practicum (1)
EDUC 309 Secondary Practicum (2)
EDUC 312 K-12 Education Practicum (2)
SPED 307 Special Education Practicum (2)
SPED 309 Early Childhood/ Special Education (1)
SPED 407 Coordination of Special Education Programs Practicum (1)

Instructor: As assigned each semester
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Practicum Web Page: http://www.peru.edu/education/practicum.htm

Reflective Decision-Makers
- Foundational Knowledge
- Professional Dispositions & Integrity
- Professional Development

Mission Statement

The Teacher Education Unit is committed to preparing exemplary professionals in the field of education. The faculty and staff of our teacher education unit understand the complexity, interrelatedness and recursive nature of the teaching/learning process. We are committed to preparing our teacher education candidates to be reflective professionals, knowledgeable in general studies, specific content areas, and pedagogy. In addition, we want their educational experiences to equip them to be effective communicators and wise decision-makers in a democratic and increasingly technological society. We also want our graduates to appreciate diverse cultures and viewpoints. Therefore, we create and update courses based upon our study and reflection of current research and professional writing. We encourage diverse field experiences, co-curricular activities and professional opportunities. We believe that learning is a lifelong process that involves continual growth in three
broad conceptual areas: foundational knowledge, professional dispositions and integrity, and professional competencies.

Peru State College’s commitment to individual attention and needs is evident in our teacher education program. We also encourage our students to hone their passion for teaching and their unique talents through integrated community service opportunities related directly to their professional courses and activities. Our faculty and staff are committed to modeling that learning is an ongoing, challenging enterprise engaged in by committed persons – teachers, teacher candidates, and community members together, all part of an exciting and rapidly changing world.

Course Descriptions and Prerequisites – See the Peru State College School of Education Practicum Handbook 2015-2016:

- EDUC 208 Teacher Education: Principles & Practices – Page 15
- EDUC 301 Practicum – Social Studies and Language Arts – Pages 15-16
- EDUC 302 Practicum – Math and Science – Pages 17-18
- EDUC 303 K-3 Elementary Practicum – Pages 18-19
- EDUC 304 Middle Grades Practicum – Pages 19-20
- EDUC 306 Infant/Toddler Practicum – Pages 20-21
- EDUC 308 Preschool Practicum – Pages 21-22
- EDUC 309 Secondary Practicum – Pages 22-23
- EDUC 312 K-12 Education Practicum – Pages 23-24
- SPED 307 Special Education Practicum – Page 24-25
- SPED 309 Early Childhood/Special Education Practicum – Pages 25-26
- SPED 407 Coordination of Special Education Programs Practicum – Page 26

Text: None – The Peru State College School of Education Practicum Handbook 2015-2016 serves as the primary reference for this course. Please read it in its entirety prior to the start of the field experience.

Software: LiveText membership; word-processing program

Objectives for All Practicum Courses: At the completion of the practicum, the candidate will:

A. Reflect upon own cultural practices; nurture and mentor cultural diversity. (CF 1.2.1; 2.1.1; 2.1.2)
   “Diversity’ refers to the many dimensions around which people may differ, including, but not limited to, race, color, national origin, gender, religion, age, socioeconomics and ability.” - Camille Catlett, Crosswalks Grant, 2005

B. Identify and reflect upon ways to support and accommodate ALL learners. (CF 1.1.2; 1.2.3; 1.3.1; 1.3.6; 2.1.2; 3.1.2)

C. Practice the methods and procedures that are being or have been presented in the methods course(s) that connect to this practicum (CF 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6, 2.1.2)

D. Assess his/her strengths and weaknesses in the Birth through Grade 12 setting and formulate ways to remediate potential problems. (CF 1.2.3, 1.3.5, 1.3.6, 2.1.1, 3.1.1, 3.1.2)

E. Reflect on the practicum experience in a written reflective journal. (CF 1.1.2, 1.2.3, 1.3.1, 1.3.5, 1.3.6, 2.1.1, 2.1.2, 3.1.1, 3.1.2)

F. Observe, plan and implement developmentally and individually appropriate instructional practices under the supervision of a cooperating teacher in a Birth through Grade 12 setting. (CF 1.2.1; 1.2.2; 1.3.2; 1.3.3)

G. Demonstrate collaboration skills necessary to be an effective member of a team. (CF 1.3.6; 2.1.2; 3.1.2)

H. Adhere to state and federal legislation along with professional and ethical code. (CF 1.3.1; 1.3.3; 2.1.2)

Practicum course-specific requirements may be found on pages 15-26 of the Practicum Handbook.
Expectations in Regard to Candidate Professional Dispositions and Integrity:

- A positive learning experience requires that candidates conduct themselves in a professional manner and respect the learning environment, the cooperating teacher, Birth through Grade 12 students, administrators, the practicum supervisor/instructor, the Director of Field Experiences, parents, other candidates, and themselves. Expectations include but are not limited to the following: attendance, verbal/nonverbal behavior, care of the classroom, and timely completion of requirements.

- Candidates are expected to accept their roles with a seriousness of purpose and to perform all work successfully, reliably, and responsibly. If the candidate’s performance does not meet reasonable standards of knowledge, skills, and/or dispositions, the instructor reserves the right to refer the candidate to the Director of Field Experiences and/or submit a Disposition Deficiency Form.

- PSC Conceptual Framework: See Professional Dispositions and Integrity.

Instruction Method/Mode of Delivery:
1. Observation at practicum site
2. Teaching lesson(s) during all 300-level practicum courses; completing project for SPED 407
4. Conference with PSC instructor
   a. Practicum experiences
   b. Reflective journal
   c. Optional observation by PSC instructor at practicum site

Important Placement Hints and Guidelines: In order to ensure that each field experience is successful and to maximize the learning experience, certain guidelines for placement choices have been set.
1. Keep in mind that each practicum must be in a school building or site in which the candidate has not completed a previous practicum. Other restrictions eliminate those buildings or sites in which the candidate: has been employed; has attended; or has a close relative who attends, is employed by, or serves on the school board.
2. See the Peru State College School of Education Practicum Handbook 2015-2016 and the online practicum application for those practicum hours that must be completed in a diverse setting. Diversity is defined on page 6 of the Handbook.
3. Plan ahead so your top preference for school building is “saved” for your student teaching since it must be completed in a school building other than those in which the candidate has been placed for a practicum. Some candidates chose the closest school for a shorter practicum and later regretted that choice. Do not eliminate a nearby, preferred school building by using it for an initial practicum.

Candidate Requirements:

- The online practicum application, notification of placement and proof of professional liability insurance are required before the field experience can begin.
- A Personal and Professional Fitness Statement (PPFS) is also required prior to completion of the first Peru State Practicum; a candidate must contact the Certification Officer if there is a change in his/her PPFS status.
- Candidates completing a 300- or above level practicum must have completed a background check as part of Admission to Teacher Education or the provisional enrollment process.
- The candidate is responsible for meeting all requirements as detailed in the Peru State College Practicum Handbook 2015-2016.

- Other expectations include:
  1. Call the P-12 school’s office and the cooperating teacher to set up the initial visit. These persons are expecting an initial telephone call and/or e-mail within a week of notice of placement.
  2. The practicum student and cooperating teacher may access this practicum syllabus and the Peru State College School of Education Practicum Handbook on the School of Education
3. Spend a total of 20 hours (EDUC 208), 40 hours (1 credit-hour practicum), 45 hours (EDUC 308), or 80 hours (2 credit-hour practicum) in a Birth through Grade 12 setting.
   a. Attendance and arriving on time are extremely important skills for a teacher, as the cooperating teacher expects and plans for your presence;
   b. Hours missed MUST be made up. The cooperating teacher, principal, and practicum instructor must be notified of the absence as soon as possible;
   c. Appropriate professional dress and dispositions are mandatory.
4. (Practicum students in 300-level practicum courses) Plan, teach, and assess one group lesson at the practicum site for each 40 hours of practicum. Check with the PSC practicum instructor to see how this teaching experience will be verified. Students in SPED 407 will complete a project as directed by the practicum instructor.
5. Keep a reflective journal – see pages 27-28 of the Practicum Handbook along with materials distributed by the practicum instructor. Be sure to note classroom procedures, activities, and strategies observed in that setting. Directly and professionally connect the experiences to previous coursework and practicum settings, then address present and future applications of the practicum’s experiences. Be sure to include date and time of each visit. Submit the reflective journal electronically to your practicum supervisor/instructor as directed by that supervisor; some practicum courses also have BlackBoard shells for instructions and submission of materials. Keep in mind that confidentiality must be maintained so that no school, its representatives, or students can be identified.
6. Make sure the cooperating teacher submits an evaluation and verifies the time log electronically through LiveText.
7. Cooperating teachers will provide you a variety of experiences, which might include:
   a. Working with individual students
   b. Working with small groups of students
   c. Conducting and analyzing assessments
   d. Creating lessons/materials for students
   e. Attending professional meetings
   f. Lunch and recess duties
   g. ANYTHING teachers do in their everyday activities!

Electronic Portfolio: The undergraduate electronic portfolio (LiveText) contains sections for field experiences and practica reflections. Your electronic portfolio will be checked during EDUC 400. Keep track of information about each practicum to prepare to complete these sections of the portfolio including information about each practicum (hours, site, grade level and/or subject, number of students, experiences, diversity, and impact on Birth through Grade 12 student learning) along with sample written reflective journals.

Assessment Method and Grading Policy: The Practicum Evaluation Form will provide data about candidate performance during the practicum. The Practicum Time Log will document participation in the required number of hours. Before a grade is posted, the PSC practicum instructor will also verify that the teaching lessons were successfully completed (300-level practicum courses), the lesson evaluation rubric(s) were submitted, and the reflective journal requirement was met (all practicum courses).

Candidates in EDUC 208 will earn a course grade of A, B, etc. based on course requirements. Those in all other practicum courses will earn a grade of credit or no credit based on the evaluations of the practicum cooperating teacher and the recommendation of the practicum supervisor/instructor as they consider:
   a. Attendance and punctuality
   b. Dependability
   c. Professionalism
   d. Initiative
   e. Interactions with faculty/staff
   f. Participation in class activities
   g. Skill in working with individual students
   h. Skill in working with groups of students
i. Interest in teaching
j. Reflective journal
k. Completion of teaching lesson(s) or project in 300- or 400-level practicum courses
l. Time log

**College’s Incomplete Coursework Policy**

To designate a student’s work in a course as incomplete at the end of a term, the instructor records the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed substantially all of the course’s major requirements.

Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filling out an Incomplete Grade Completion Contract, which requires the signature of the student, instructor, and Dean. The Incomplete Grade Completion contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. The date by which the student agrees to complete required work must appear in the contract. The Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless the appropriate Dean approves an extension and if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

**College’s Academic Integrity Policy**

The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student’s responsibility to understand and comply with instructions regarding the completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

Should an occurrence of academic misconduct occur, the faculty member may assign a failing grade for the assignment or a failing grade for the course. Each incident of academic misconduct should be reported to the Dean and the Vice President for Academic Affairs (VPAA). The VPAA may suspend for two semesters students found to be responsible for multiple instances of academic dishonesty. The reason for the suspension will be noted on the student’s transcript.
A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding these tenets of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grades appeals.

**Title IX Compliance Notice**

Peru State is an equal opportunity institution. Peru State College does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College’s nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

Students requesting reasonable accommodation and tutoring services should contact the Center for Achievement and Transition Services (CATS).