EDST 3000 Practicum Evaluation – Common Assessment Overview

WHAT
- Minimum 30 hour experience over 5 week period in public school classroom; documented in Practicum Log and via practicum assignments/teaching
- Participate, observe and reflect upon actual classroom practices generally and your own teaching specifically
- Assessment includes four components: 1) Practicum Log, 2) Mentor Teacher Evaluation, 3) Teaching Video, and 4) Practicum Reflection Paper
- NOTE: Additional practicum assignments, e.g., teacher observations, student observations, journaling, etc. may be used by individual instructors in addition to this Common Assessment.

WHO
- You will be assigned a mentor teacher/classroom for your practicum experience.
- You will complete the four assessment components during and shortly after the completion of the practicum.
- At the completion of the practicum, your mentor teacher will complete an evaluation of your practicum experience.

WHERE
- Observations and participation will happen in your assigned practicum school/classroom.

WHEN
- Determine a schedule for the practicum period with your mentor teacher before or shortly after beginning your practicum experience. Provide your practicum schedule to your EDST 3000 instructor and mentor teacher.
- Add Information to Practicum Log after each practicum visit.
- Take notes to use in your Practicum Reflection Paper throughout the practicum experience.

WHY
- Effective teachers are reflective practitioners. This practicum experience and reflection paper and assignments provide multiple opportunities for you to observe teaching and learning in a public school context, to think about your own practice, and to reflect on schooling generally.

HOW
- Read the Practicum Evaluation Common Assessment Description and Rubric.
- Share the mentor teacher evaluation and required assignments w/ your mentor teacher during the 1st week of practicum.
- Take notes throughout practicum.
- Add Information to Practicum Log after each practicum visit – total and submit at end of practicum.
- Complete and submit your Teaching Video and Practicum Reflection Paper.
- Discuss the Mentor Teacher Evaluation with your mentor teacher and make sure the form is submitted to the instructor (either by the mentor teacher, or by you personally).
EDST 3000 PRACTICUM EVALUATION COMMON ASSESSMENT

The practicum experience and assignments address multiple elements of the Wyoming Teacher Education Program (WTEP) standards. The Practicum Evaluation Common Assessment (Practicum Log, Video, Practicum Reflection Paper and Mentor Teacher Evaluation) will be due after completion of the practicum. The Practicum Evaluation Common Assessment includes the following components (150 points total possible):

- Practicum Log documenting practicum visits, times, activities and totals (Log is not attached to a specific point total, but successful completion of practicum hours and log are required for completion of practicum at Proficient level or above)
- Practicum Video (40 points possible)
- Practicum Reflection Paper (50 points possible)
- Mentor Teacher Evaluation of practicum experience (60 points possible)

*Students/Preservice teachers must receive a rating of “Proficient” or better on all common assessments. Students who do not achieve such rating on their first attempt for any reason(s) are allowed one opportunity to remediate the assignment. Students who successfully remediate the deficiencies will receive a rating of “Proficient” (“Distinguished” is no longer possible). Students will not receive a change in point value when an assignment has been rewritten/re-done. The original point total will stand. Students who do not meet a “Proficient” rating on any common assessment will receive a course grade no higher than “D,” regardless of overall point total in the course. All common assessments must be completed at “Proficient” level or above to receive a “C” or higher in the course and for students to be eligible to move forward in the WTEP.
**PRACTICUM LOG (use multiple copies if needed)**

Name _________________________________

Mentor Teacher (MT) _________________________ Grade/subject ______________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>Total Hours</th>
<th>Practicum Activities</th>
<th>MT initials (if required)</th>
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Total Practicum Hours:
PRACTICUM LESSON AND VIDEO

- During practicum, you will, in cooperation with your mentor teacher, plan and teach at least one lesson to your practicum classroom’s students.
- Provide the EDST 3000 instructor advance notice of the lesson time and location.
- You may use small group, center, cooperative learning, or other break out configurations, but the lesson should be designed for the whole class (as opposed to teaching solely to a small group).
- This lesson will be videotaped. You will be responsible for checking out and testing the equipment to use in recording your lesson.
- You will use the EDST 3000 Lesson Planning Template and the practicum district’s standards and benchmarks for your plan. The actual lesson plan will be graded as a part of the Lesson Planning Common Assessment.
- After teaching and videotaping your lesson you will need to convert it to a standard viewable DVD format to submit to your instructor. There are two ways to do this. One is to use the video to DVD machine (in the College of Education Computer Lab) to transfer your teaching video straight to DVD. The other way is to download the teaching video into Apple's iMovie and then iDVD to create the DVD. College of Education Computer Lab staff can help with teaching videos IF given advance notice.
- A written debriefing/reflection on this teaching video will be included as part of the Practicum Reflection Paper.
PRACTICUM REFLECTION PAPER GUIDELINES

This assignment is a 6-8 page, double-spaced paper relating your observations, learning and reflections on the practicum experience for EDST 3000. The paper should be in a narrative format and should adhere to APA style guidelines. Use specific examples to support your reflective narrative. This assignment has three primary aims: 1) document your ability to observe, interpret and learn from classroom interactions, 2) provide opportunities for development of personal theories related to teaching and learning, and 3) allow you to practice the professional activities of reflection and writing. An introductory section should provide an overview of paper contents. A conclusion should summarize the paper’s key points. The following questions/prompts should assist you in shaping the content of your paper. Address at least two of the questions/prompts from each of the three topic areas below:

- **Observations:**
  - What did you learn from observing the practicum classroom/school/students?
  - How did the practicum inform your understandings about teaching and learning?
  - What did you learn about students? About student diversity?
  - What did you learn about planning? Assessment? Organizing and managing classrooms?
  - What specific events or incidents are most memorable? Why?

- **Teaching Reflections:**
  - What were the positive elements of your lesson? What did you learn about planning? Instruction? Management? Assessment?
  - To what degree were the targeted objectives/standards/benchmarks met by all students?
  - If you were to teach this lesson again, what would you do differently and why? What would you leave the same and why?
  - From viewing the video of the lesson(s) you prepared and taught, what area(s) do you feel you need to stress as you work toward continual growth as a teacher?
  - What traits and characteristics did you observe about yourself as a teacher?

- **General Reflections:**
  - How has the practicum experience impacted your thinking as a teacher?
  - What personal theories (beliefs that guide your practice as a teacher) are you developing about instruction/differentiation? Curriculum? Assessment?
  - What would you identify as your most important strengths as a pre-service teacher at this point in the teacher education program?
  - What would you identify as your most important areas for improvement as a pre-service teacher at this point in the teacher education program?
  - How will you improve your weaknesses and build on your strengths as you continue your preparation to become a teacher?
  - What did you enjoy most about the classroom/practicum experience?
EDST 3000 MENTOR TEACHER EVALUATION

Mentor Teacher ______________________________ Grade/Subject __________________

Preservice Teacher/EDST 3000 Student Name _________________________________

UW Instructor _________________________________

MENTOR TEACHERS: Please evaluate the preservice teachers in the following areas, and then provide a holistic final evaluation, point total, and comments for the overall practicum assessment. Please use this scale for evaluation: U = unsatisfactory B = basic level of understanding or interaction    P = proficient (as appropriate for level in program)    D = distinguished

Please circle the appropriate rating for each item:

A. Professionalism:
   1. Shows responsibility ........................................ U B P D N/A
   2. Has a good working rapport with mentor teacher ...... U B P D N/A
   3. Is prompt and completed all required practicum hours... U B P D N/A
   4. Exhibits appropriate dress and behavior ................. U B P D N/A
   5. Demonstrates motivation and purpose ..................... U B P D N/A

B. Communication:
   1. Communicates and interacts effectively with students .... U B P D N/A
   2. Communicates and interacts effectively with mentor teacher and other school faculty and staff .... U B P D N/A

C. Management Strategies:
   1. Is consistent and fair in dealing with student behavior ... U B P D N/A
   2. Shows respect for individual students and student differences .......................................................... U B P D N/A
   3. Demonstrates appropriate management/discipline & expectations of students ................................. U B P D N/A

D. Facilitation of Student Learning:
   1. Establishes rapport with students ............................ U B P D N/A
   2. Presents material clearly and in an appropriate manner... U B P D N/A
   3. Indicates knowledge of various teaching strategies ...... U B P D N/A
4. Instruction was well planned and executed U B P D N/A

E. Preservice Teacher’s Personal Growth:
1. Asks questions about students U B P D N/A
2. Works on improving teaching U B P D N/A
3. Demonstrates confidence U B P D N/A
4. Shows enthusiasm for teaching U B P D N/A
5. Appears to be committed to becoming a professional teacher U B P D N/A

Comments:

Please determine an overall evaluation for this student’s practicum experience (Distinguished, Proficient Basic, or Unsatisfactory) and assign a point total within the appropriate range (60 points total possible):

Distinguished (56 – 60 points) POINTS: ______ Shows excellent potential for teaching young or adolescent students; went beyond the requirements and expectations for the practicum

Proficient (52 - 55 points) POINTS: ______ Shows good potential for working with young or adolescent students; met all requirements and expectations for the practicum experience

Basic (47 - 51 points) POINTS: ______ Shows a possible potential for teaching, but needs more opportunities to work in educational settings with students

 Unsatisfactory (0 – 46 points) POINTS: ______ Requires additional practical experience before continuing in the teacher education program

__________________________________________________________________________  ___________________
Mentor Teacher Signature                                             Date
EXPECTATIONS FOR PRACTICUM EXPERIENCES
EDST 3000

Attendance:
- Preservice teachers should arrange practicum schedules with the mentor teachers, then adhere to scheduled practicum times.
- Preservice teachers are required to be in the schools for five weeks minimum. During this time they are expected to be in the classroom for a minimum of 30 hours, 6+ hours weekly.
- Preservice teachers, with mentor teacher approval, may exceed practicum attendance/hour requirements.
- Preservice teachers should be prompt – even early – as they arrive at school and are to sign in at the school office.
- If ill or unable to attend a scheduled practicum time, preservice teachers have a responsibility to contact the classroom teachers, school office, and course instructor before the absence. This time should be made up.
- Preservice teachers are to maintain and submit a Practicum Log.

Dress, appearance, behavior, confidentiality:
- Preservice teachers should be professional in dress, appearance, and behavior. They should dress appropriately for the standards of the building in general and the classroom in particular. Appearance should always incorporate neatness and cleanliness.
- Behavior is to be professional at all times. This applies to situations in the classroom as well as out of the classroom and in the community.
- The preservice teachers must keep student information confidential as dictated by professional standards. This includes information they may be given by the mentor teachers that will allow them to function to the best of their abilities in the classroom setting and may also include information acquired by being in the practicum setting.

Involvement:
- Because preservice teachers have only a limited time in the classroom, some observation time is necessary and expected. The college would, however, like preservice teachers to be active participants in the classroom. EDST 3000 students are to show initiative in asking for ways to be involved. Several ideas have been shared in classes and in this assessment information, but mentor teachers likely will have many things for preservice teachers to do that can support the learning community.
- Students must, in collaboration with the mentor teacher, plan, teach, and videotape at least one lesson to the practicum class.

Completion:
- At the completion of the practicum, mentor teachers will complete the Mentor Teacher Evaluation. This form should be forwarded to the course instructor either by the mentor directly or via the preservice teacher. Additionally, preservice teachers must submit the Practicum Log, Video, and Practicum Reflection Paper (see syllabus for specific due date).
SUGGESTED PRACTICUM ACTIVITIES

The following are suggested field experiences for EDST 3000 students/preservice teachers. Their work in the classrooms is not limited to these activities. This is just a set of suggestions. Feel free to add to this list.

- Provide remedial or enrichment tutoring/assistance to students
- Assist students who have been absent with make-up work
- Create and/or distribute materials
- Take and record attendance
- Set up demonstrations or learning centers
- Provide practice and review
- Teach small and/or whole group lessons
- Supervise and assist classroom study time
- Check notebooks, journals and student projects
- Plan and guide class discussions
- Learn school procedures for: fire drills / lock down drills / assemblies / student sign in/out procedures / etc.
- Grade papers, provide feedback
- Participate in mentor teacher assigned duties (hall duty, lunch duty)
- Prepare bulletin boards, displays, or teaching materials
- Attend a faculty meeting, department meeting, or IEP meeting (with appropriate permissions)
- Attend a professional organization or school board meeting
- Accompany the class on a field trip or to a special class or school assembly