

Practicum Requirements

The following represent minimum requirements to be met prior to beginning your Practicum Experience:

- Full acceptance into the School of Education
- Successful completion of all prerequisite courses
- Possess an overall GPA of 2.75 for undergraduate candidates and an overall GPA of 3.0 for graduate candidates
- Provide official results of a TB test
- Provide official RI Attorney General Criminal Background checks
- Successful completion of your Level II Portfolio

The following represent minimum requirements to be met while you are completing your Practicum Experience:

- Complete a minimum of **100 hours** of school based experience. Complete a Practicum Log documenting the hours spent in your Practicum setting.
- If your Practicum Experience occurs during the Winter Intersession or Summer Sessions, you are still required to complete the minimum of 100 hours of school based experience
- Classroom participation, planning sessions with classroom teacher, observations in the classroom, faculty meetings, and school committee meetings are all part of the 100 hours. The time Practicum students spend working on lessons outside of the field site will not be counted.
- Attend regularly scheduled seminar sessions with your Clinical Supervisor from RWU
- Keep a weekly, dated reflective journal
- Co-teach **2 Lessons with your Cooperating Teacher.** One of the lessons may be **co-taught with your Clinical Supervisor.**
- Design and implement at least **1 Lesson Plan.** The Clinical Supervisor will observe and evaluate your performance
- One of your lessons must be **videotaped and reviewed** by you Clinical Supervisor.
- Complete at least one **Collaborative Assessment Log** with your Cooperating Teacher
- Complete **2 Individual Learning Plans:** one at the midterm and one during the final portion of your Practicum Experience

- Submit your **Contextual Factors Report**
- Submit a **First Six Weeks of School Project**
- Submit a **Short and Long Term Planning Report**
- Complete a **District Initiative**: a description of the chosen professional initiative for Student Teaching
- Successfully complete your electronic **Level III A Portfolio** which contains:
 - **Documentation:**
 - Cover Letter
 - Resume
 - **Practicum Evidence:**
 - Collaborative Assessment Logs
 - Individual Learning Plan Midterm
 - Individual Learning Plan Final
 - Lesson Plan 1
 - Lesson Plan 2
 - Lesson Plan 3
 - First Six Weeks of School Project
 - Contextual Factors Report
 - Short and Long Term Planning Report
 - District Initiative
 - Cooperating Teacher Evaluation
 - Clinical Supervisor Evaluation

Practicum Grading:

Teaching	50 % (10 % each annotated lesson plan, 20 % synthesis of two final evaluations)
Contextual Factors	30 %
Short and Long term Planning	10 %
First 6 Weeks	10 %

Transitioning from Practicum into Student Teaching – Eligibility to Student Teach

1. Successfully complete an **Eligibility to Student Teach Presentation**
2. Your eligibility to Student Teach determination is a compilation of four performance-based evaluations. Three of the performance-based evaluations are completed during practicum and the fourth is your performance on the Eligibility to Student Teach presentation.
3. You must achieve a minimum score of 115/144 to move on to Student Teaching.
4. The eligibility rubric (which appears below) will be completed by your Clinical Supervisor and submitted to the Director of Partnerships and Field Experiences.

Performance Assessment System Level Three Part A (Practicum)

PERFORMANCE-BASED TEACHING EVALUATIONS **CRITERIA FOR RECOMMENDATION FOR STUDENT** **TEACHING**

	Score	Weighting	Total
Best of three observed lessons	_____/10	30%	_____/30
Practicum Presentation	_____/22	30%	_____/66
CS Final Evaluation	_____/12	20%	_____/24
CT Final Evaluation	_____/12	20%	_____/24
		FINAL SCORE	_____/144

Practicum Assignment Information

Practicum Assignment: Contextual Factors Report

Your task is to gather information from a variety of sources including cooperating teacher, principal, school secretary; school, district, or state web sites; and newspapers and other community resources in order to develop knowledge of the community and the school. Address geographic location, community and school population, socio-economic profile and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors.

You will also need to work with your cooperating teacher to gather data to develop knowledge of classroom factors and characteristics of your students. Address physical features, availability of technology equipment and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling and classroom arrangement. Address student characteristics you must consider as you design instruction and assess learning. Include factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles/modalities or students' skill levels. Address student's skills and prior learning that may influence the development of your learning goals, instruction and assessment.

It is recommended that you present this information in a report that utilizes easily readable formats such as graphs and charts, rather than as a narrative. It is acceptable to use graphs and charts taken from other sources as long as they are cited.

The second half of your report should include a two-page narrative addressing the implications for instructional planning and assessment based on the contextual factors you have presented. Address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment.

Some web resources include:

<http://www.rikidscount.org/matriarch/default.asp> (Kids Count)

<http://www.infoworks.ride.uri.edu/2008/default.asp> (Information Works)

<http://www.greatschools.net/> (Great Schools)

Also, consult the school or district website

Practicum Assignment: The First Six Weeks of School

We know from research that the first six weeks of school are an essential time for establishing a positive learning environment.

1. Create a web or other conceptual framework that addresses the aspects of classroom life you must consider as you prepare for the first six weeks.

2. Write an annotated bibliography of two resources that will support you in developing a positive learning environment in the first six weeks. These will be compiled and shared with the cohort.
3. Ask your CT to meet with you to discuss how she creates a positive learning environment during the first six weeks. Submit your meeting notes. (They do not need to be typed.)

Practicum Assignment: Short and Long-Term planning

1. Determine what format you will use for weekly planning (e.g., a plan book, a Xeroxed weekly sheet). Ask your CT whether weekly plans are required to be submitted to the principal. Make a copy of the format you will be using during student teaching. In one paragraph, discuss the strengths and weaknesses of this planning format.
2. Meet with your CT to discuss long-term planning at your grade level. Ask if there is a scope and sequence, a compilation of GLE's, etc. Ask to see how any guide books that are used address long-term planning. Choose one subject area and create a timeline, outline, or other method of recording the key concepts/skills/goals across the year.
3. Ask your CT to share her record-keeping strategies. Explore books and the web for record-keeping ideas and formats. Make a list of ongoing aspects of classroom life that you will need to record on a regular basis. Choose the 3 most important items and make a template for how you will record this information.

Practicum Assignment: District-based Initiative

1. Meet with your CT early in the semester to determine what opportunities you will have to participate in a school or district-based initiative. Choose one.
2. Write a one-page critical reflection on your experience. Briefly summarize the experience in one paragraph. Then reflect critically by analyzing, reconsidering, and questioning the initiative and your experience within a broad context of educational issues. Try to make meaning of the experience; Add depth and breadth by asking questions about, and relating meanings to, a range of relevant personal and professional issues.

Practicum Assignment: Eligibility to Student Teach Presentation:

Teacher Candidates will schedule a 30-minute presentation appointment during Finals Week. The purpose of the presentation is to demonstrate competency in making a larger connection among what occurred during practicum, how it relates to the standards and what has been learned during coursework, and what has been learned from the Practicum experience that will inform your Student Teaching experience.

The candidate will be assigned three evaluators. The Cooperating Teacher and Clinical Supervisor of the student may not be members of the student's evaluation team.

The presentation will be open to all interested members of the Roger Williams University community as well as the Cooperating Teachers of the students. The Clinical

Supervisors and Cooperating Teachers of the student are to be considered observers of the presentation. They are not active participants of the presentation or evaluation teams.

During the presentation the candidate will have 20 minutes to make a presentation using evidence from their portfolio that exhibits their growth as beginning teachers through Levels I and II of the School of Education Program. In addition, the candidate will demonstrate their proficiency in the six teacher competencies areas as related to the Rhode Island Professional Teacher Standards (RIPTS). A 10 minute question and answer discussion will follow the presentation.

Immediately following the question and answer period, the candidate's portfolio presentation will be assessed by the evaluators and a judgment (using a rubric) will be rendered regarding the candidate's readiness to student teach. The candidate and all invited guests will leave the room during evaluation deliberations.

The Teacher Candidate must be prepared to:

- **Exhibit Growth based on Levels I and II of the Performance Assessment System (PAS)**
- **Demonstrate Readiness to Student Teach.**
- **Answer Follow-up Questions from the Evaluators**