

Practicum Handbook

Education Department

Teacher Education Programs

<<<<<<<<< DRAFT DOCUMENT >>>>>>>>>

*This is a draft document. All items are subject to change, including policy-like statements. Watch for revisions and updates indicated by the version date in the footer.*

*Check with your supervisor for clarifications.*

*Please alert the instructor regarding errors, typos, or unclear passages.*

**Introduction**

Clinical placements provide prospective teachers with those essential learning experiences that enable them to establish a meaningful understanding of the relationship between educational theory and practice. Under the thoughtful direction of professionals who have several years of successful teaching experience, aspiring teachers have the opportunity to apply their academic knowledge and unique perspectives to the current best practice in the field of education.

This handbook presents policies and procedures of the teacher education programs at Johnson State College. The intent of this handbook is to set the parameters for the placement experience, and to provide the structure through which Johnson State College’s teacher candidates gain the knowledge, strategies, perspective, and vision that will enable them to prepare for their work as professional educators.

We appreciate the opportunity to work with the professionals who have accepted the responsibility for educating Vermont’s children, and are willing to share their skills and wisdom with Vermont’s future teachers.

**Program Theme: *Teach With Intention***

Students in JSC Teacher Education programs gain both an understanding of the discipline of education and a practical grasp of effective professional practice. Connecting these two realms provides a foundation for achieving the four objectives for each student: the use of academic study in the formation of content-specific professional knowledge, the use of action research to design deliberate pedagogical strategies, the use of critical theory to confidently serve as a progressive colleague and advocate, and the use of transformative learning in the pursuit of continuous personal growth. Taken together, the four strands of learning and inquiry constitute a fifth, systemic approach to the work of professional education—*teaching with* *intention*.

**Please note: Students are responsible for all information in the Syllabus and Handbook.**

**Consult your course instructor for additional details. Guidelines & Responsibilities for JSC Students in a Practicum**

The list below is not exhaustive. Attend to all guidelines, duties, and responsibilities outlined here, in the course syllabus, provided by the course instructor, the Cooperating Teacher, and the host school.

1. Arrange a meeting with the Cooperating Teacher to discuss expectations.
2. Provide the Cooperating Teacher with a copy of this Handbook before beginning the practicum.
3. Arrange a schedule for your practicum hours.
4. Discuss background check procedures with the principal.
5. Complete and submit all forms.
6. Remember that you are a guest of the school and be sensitive to the expectations of the community for dress and conduct.
7. Be cautious with your language: Use formal, professional language and a professional tone. Form your comments as questions when unsure.
8. Arrive on-time and prepared to engage with classroom activities immediately.
9. Discuss schedule conflicts in advance with the teacher.
10. Give 24 hours notice regarding absences. Ask the teacher for information about the best way to make contact. This is your professional responsibility. Failure to comply will result in the termination of your practicum and you will be asked to drop the course.
11. Determine a make-up schedule for missed hours
12. Determine the best means to communicate last-minute, unexpected scheduling difficulties.
13. Discuss JSC breaks. Make sure the teacher knows when to expect you.
14. Find out when the school is on break. Plan accordingly.
15. Provide the teacher with evaluation forms, if applicable, well in advance of the due dates. Understand that penalties apply if the evaluation forms are not submitted on time.
16. Provide the teacher with the professional performance skills & dispositions rubric, if applicable, well in advance of the due dates.
17. The teacher’s evaluations are taken into consideration when final grades are assigned by the instructor.
18. Take responsibility for establishing effective communication with the teacher: Inform the course instructor at the earliest opportunity if you are unhappy with your placement so that effective solutions may be found.
19. Initiate ongoing conversations with the teacher about your involvement and performance in the classroom. Your involvement occurs at the discretion of the teacher and is governed by classroom needs. It is your responsibility to find suitable, active means of participating in the classroom.
20. Help out in the classroom in every way possible, including occasional administrative or clerical duties.
21. Work with individual students, a small group, or the whole group, depending on your classroom teacher’s preferences.
22. Attend to all accommodations identified for particular students.
23. Use pseudonyms for the school, teacher, students, and all other people in all your course fieldnotes or assignments.
24. At the first meeting with the teacher, discuss the possibility of fulfilling the instructional assignments for the practicum. Most practicum require students to instruct at least 2 lessons and obtain feedback from the classroom teacher. Before asking a teacher to agree to host your practicum, be sure s/h understands this and other assignments.
25. For each lesson, you are to work with the teacher to plan, implement, assess learning based on student work or activities, and evaluate your own performance. Some practicums require you to use the JSC lesson format.
26. Check lesson plans with the course instructor in advance.
27. Schedule each lesson at least 2 weeks in advance and notify the course instructor. Be sure the Cooperating Teacher is prepared to observe and provide feedback. Submit a formal, prepared lesson plan prior to the lesson. In advance, arrange a time to review the lesson with the Cooperating Teacher. Submit the lesson plan, samples of student work, the teacher’s feedback, and your self-evaluation to the course instructor. For some practicums, you will write an academic paper analyzing the lesson.
28. Successful completion of this course (B- or better) is required for continued progress in the teacher education program.
29. Professional behavior is taken into consideration when the final grade is assigned.
    1. Attendance and Punctuality
    2. Effective Oral and Written Expression
    3. Positive Interaction with Others
    4. Reliability and Dependability
    5. Collegiality
    6. Professionalism and Judgment,
    7. Self-initiative and Independence
    8. Positive Response to Feedback
    9. Your performance will b e assessed through the Professional Skills and Dispositions Rubric.

**Guidelines & Responsibilities of the Cooperating Teacher of a Practicum**

Working with pre-service teachers can be rewarding and challenging. We appreciate your willingness to work with a JSC students during a practicum. Please review the items below for general guidelines. Discuss these with the student and feel free to contact the course instructor for additional details.

Initial Considerations

1. Discuss the assignments for the particular practicum with the student.
2. Review the guidelines in this Handbook.
3. Determine a schedule for the student’s classroom hours: Determine if the student’s availability provides a suitable arrangement for working in your classroom.
4. After considering the first three items, determine if a practicum placement in your classroom is feasible. If so, please complete the appropriate forms in the appendix.

General Guidelines for Cooperating Teachers

1. Make a plan with the student for a progression of involvement in the classroom. To begin with, students usually spend time observing the class and helping out with classroom routines. Students should learn names, routines, and the organization of the classroom. This usually evolves into working with individuals once the teacher and student are comfortable. At your discretion, allow the student to become involved on an individual basis, in a small group, or in whole group activities. When ready, arrange for the student to instruct lessons according the requirements for the particular practicum.
2. Arrange time for informal discussion with the student about classroom plans, practices, and procedures, at your convenience. Let the student know when you can be available.
3. Have high expectations regarding attendance, initiative, communication, planning ahead, independence, collegiality, and interactions with children and others in the school community.
4. Inform the course instructor, as soon as possible, if you have any questions or concerns about the student’s performance or professionalism.
5. Provide ongoing verbal feedback to the student.
6. Consider the student’s professional behavior when providing guidance.
   1. Attendance and Punctuality
   2. Effective Oral and Written Expression
   3. Positive Interaction with Others
   4. Reliability and Dependability
   5. Collegiality
   6. Professionalism and Judgment,
   7. Self-initiative and Independence
   8. Positive Response to Feedback
   9. Review the Professional Skills and Dispositions Rubric.

Instructional Tasks for Cooperating Teachers

1. Most practicums involve having students teach at least 2 lessons; these can be small group lessons or whole-class, depending upon the requirements for a particular practicum. Determine an arrangement that is suitable for your classroom. The lessons can be on any topic within the curriculum for your class.
2. For most practicums, students are not required to develop original lessons, instead they are asked to construct a formal lesson plan based on an existing lesson within your curriculum and classroom. The structure of the lesson plan will depend on the requirements for the particular practicum: Early practicums require a basic format; later practicums require an extensive format in-accordance with the JSC lesson plan outline. Make a determination with the student about the format for their lesson. The students should initiate this conversation based on course requirements. Feel free to make suggestions for the format or requirements.
3. You will be asked to provide written, open-forum observation notes for at least 2 lessons instructed by the student. JSC can provide observation forms; otherwise, a running narrative or bulleted list of observations is suitable. Discuss these observations with the student and provide h/h with the dated original.
4. You will be asked to provide the student with assistance evaluating the effectiveness of 2 lessons based on class work samples: Did the students achieve the objectives for the lesson? How can we tell? What might have been even more effective?
5. You will be asked to complete the Professional Skills and Disposition Rubric at least once during the practicum.
6. Depending upon the practicum, you might be asked to complete an instructional performance evaluation form.
7. Both forms, if applicable, should be sent to JSC by the indicated deadlines.

**Universal Instruction Lesson Plan Outline**

*JSC Education Department*

**Title of Unit:** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Title of Lesson:** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* **Subject Area**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Projected Lesson Length: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date(s) of Lesson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cooperating/Host Teacher: ­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Description of Class and Classroom Climate:** *Provide a few details of the class and your experience with them.*

**Theoretical or Research Grounding**: *Provide a brief connection to educational theory or research that grounds your instructional approach to this lesson.*

**Guiding Question(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Standards:** *List VT Grade Expectations (GEs) and Common Core Standards that this lesson addresses.*

**Content Learning Objective(s):** *Provide objectives for each area.*

* **Know:** *What will the students know as a result of the lesson: facts, terms, definitions, etc.?*
* **Understand:** *What will the students understand as a result of the lesson: insights, connections, predictions?*
* **Do:** *What will students be able to do as a result of this lesson: strategy, process, procedure?*

**Assessment Plan:** *Clarify how you will assess each lesson objective. Make sure to include assessment criteria. Formal or informal assessment strategies may be used.*

**Procedure:**

* **Anticipatory Set/Hook:** *How will you activate background knowledge and engage them in the lesson?*
* **Instructional Procedure:** *How will you scaffold student understanding throughout the lesson?*
* **Closure:** *How will you bring the lesson back to the focusing questions and content objectives?*

**Universal Instructional Considerations:** *Describe how you will provide options for each.*

* **Multiple means of Representation**
* **Multiple means of Expression**
* **Multiples means of Engagement**

**Differentiation Considerations:** *Describe adaptations (if any) for including students with unique needs.*

**Resources/Materials:** *List the texts, materials, human resources, etc. needed to make this lesson successful.*

**Support Considerations:** *What additional support is necessary (if any)? Describe how teacher aides, paraprofessionals, student teachers, etc. will be directed during the lesson.*

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**Review**: After implementing the lesson, take time to record notes for each of the following items:

* **Overview:** *What actually occurred in comparison to what was planned?*
* **Analysis:** *How well was the lesson implemented; Why is this your assessment?*
* **Reflection:** *What points of learning will you take away from this experience.*

**Unit Design Process:**

**For Practicum II and Student Teaching**

Derived from *Understanding by Design*

*JSC Education Department*

Stage 1: Ground the Unit

Study the topic using the academic study process.

Identity settled, enduring, and ongoing questions about the topic.

Consider level-appropriate critical, social justice, and equity questions about the topic.

Examine the related professional and state learning standards regarding the topic.

Stage 2: Identify Desired Results

What “enduring” understandings are desired for this unit of study?

What should students know, understand, and be able to do as a result of participating in this unit?

What is worth understanding regarding the topic of study?

Stage 3: Determine Acceptable Evidence of Learning

How will we know if students have achieved the desired results and met the standards?

What will we accept as evidence of student understanding and proficiency?

Stage 4: Design Intentional Unit Plan: Connect Learning Objectives to Instruction to Assessment

Take an integrative view that makes connections across discipline areas.

Refer to the portfolio requirements for unit development.

Organize the sequence and flow of the various subtopics and elements

Design lesson plans according to JSC format for 2 weeks of instruction that employ a variety of activities.

Consider ways to adapt the unit as a whole and/or the lessons and activities for a variety of specific learner accommodations.

Prepare to make a digital recording of at least 2 lessons.

Prepare to schedule an observation by the College Supervisor and Classroom Teacher, or another observer to provide detailed notes and analysis of 2 lessons.

Prepare record-keeping procedures for a summary of the student work/experience.

Prepare to collect and make digital copies of samples of student work/experience.

Prepare to analyze the unit using the Principles for VT Educators

Construct a Unit Plan.

**Unit Plan Outline**

*JSC Education Department*

1. Introduce the unit by describing the work you have done to research and design it:

What in this topic interests you?

What scholarly & professional sources did you examine?

2. Provide overarching goals and purposes:

How does this unit connect to the heart of one or more academic subjects?

What essential questions or enduring understandings are central to this topic? Why are these important and appropriate at this grade level or for this class?

3. Make connections for students:

How does this topic connect to interests expressed by students in your class?

What do they already know?

How will this unit sustain, develop and expand their interest and knowledge?

4. Specify Objectives:

What skills and information are central to this unit?

Which Vermont standards/GE’s are being addressed?

Common Core?

What level of mastery is important and why?

What methods are you using to present, explore, develop unit content and what makes them suited to this content?

5. Assessment:

How will you and your students recognize and assess what is being learned (include intellectual,

social, physical and emotional development)? What types of activities will offer pre, formative, summative, and self assessments. Explain how you plan to use these assessments to change the content and structure of your unit and how you might teach it.

6. Environment:

How will you set up a learning environment to enhance this unit and encourage positive and

safe interactions with materials and classmates?

7. Personalization and adaptation:

How do you plan to adapt this unit to a particular group of students?

What in this unit offers potential for differentiation, personalization or individualization?

**Portfolio Development**

As students progress through the teacher education program at Johnson State College, the development of the Level I Licensure Portfolio is required. This portfolio is developed in accordance with the guidelines approved by the Vermont Standards Board for Professional Educators and demonstrates how the preservice teacher meets the Five Standards for Vermont Educators, the 16 Principles, and the competencies for the candidate’s endorsement area.

In developing the portfolio, preservice teachers demonstrate their readiness by completing six assignments. Each assignment is included in the portfolio as an *entry*. Students should complete Entry 1 through Entry 4 prior to Student Teaching; otherwise, all entries must be completed during Student Teaching. See the *JSC Portfolio Handbook* for additional details.

* Entry 1 – Analyzing a Learning Environment *completed in* EDU-2370 or EDU-5011
* Entry 2 – Examinijng Systems of Accommodation for

Students Identified as Having Special Needs *completed in* EDU-3311 or EDU-6235

* Entry 3 – Colleagueship and Advocacy *completed in* EDU-3440 or *Critical Practitioner*
* Entry 4 – Teaching Episodes *completed in* Practicum I and/or Practicum II
* Entry 5 – Teaching over Time *completed in* Student Teaching
* Entry 6 – Analysis and Reflection *completed in* Capstone Seminar

**Confidentiality**

As students move into the professional arena during a placement experience, it is necessary that they develop a strong sense of confidentiality as it relates to the teaching profession. The requirements of the Buckley Amendment (on the Privacy Rights of Parents and Students) make it clear that any information that relates to students with whom JSC students are working is confidential. Under no circumstances may JSC students discuss the educational programs or records of their students with individuals other than those who are directly or indirectly involved in the educational programming of those students (the classroom teacher must be consulted in all matters relating to the sharing of student information). JSC students must under no circumstances discuss the students with whom they are working in such establishments as restaurants, bars, grocery stores, or other informal settings, or through any form of social media. JSC students may only take photographs or make digital recordings that include students in accordance with the host school’s policies. All photographs and digital recordings should be for educational purposes only and not shared publicly. Photographs are not required for the portfolio. Digital recordings of lessons should be treated as confidential educational material.

**Confidentiality Statement**

It is the responsibility of those entrusted with the education of our students to protect the confidentiality of all personally identifiable information. Personally identifiable information might include the following items:

a. The name of the student and/or the name of the student’s parents or other family member(s).

b. The address of the student.

c. A specific personal identifier, such as the student’s social security number or student number.

d. A list of personal characteristics or other information which would make it possible to identify the student with reasonable certainty

“We believe that the keeping of accurate and appropriate records on students is a necessary part of a sound educational program. Furthermore, we believe that the information contained in students’ education records belongs primarily to the students and/or their parent, parents or guardians. The school, as trustee of this information, maintains these records for educational purposes to serve the interests of its students” (Vermont Policy and Procedures for Education Records, 1984). The principle of confidentiality underlies all policies and procedures for the collection, maintenance, disclosure and destruction of education records. Education records entrust information to others and as such obligate others to safeguard and to protect the confidentiality of any personally identifiable information.

BUCKLEY AMENDMENT REGULATIONS

PRIVACY RIGHTS OF PARENTS AND STUDENTS

(34 CODE OF FEDERAL REGULATIONS PART 99)

**APPENDIX**

**Note: Each practicum has different requirments.**

**Select those forms required for your practicum.**

**Performance Prescription:** This form is completed by a JSC course instructor for a student who has been identified as in need of additional coursework, study, or guidance before being recognized as having successfully completed a placement experience, that is, a practicum or student teaching. Cooperating Teachers are asked to discuss any reservations regarding a student’s performance with the JSC course instructor and student. In consultation with the Cooperting Teacher, the course instructor will determine the prescriptipon.

**Teacher Education Fieldwork Overview**: This form provides an outline of the types of fielwork projects embedded in the JSC Teacher Education Programs. For Cooperating Teachers, please complete this form if you are interested future opportunities to host a JSC student and consider sharing the form with other teachers in your buiding.

**Host or Cooperating Teacher Verification & Feedback Form:** For Cooperating Teachers, please complete this form at the end of the placement and send it to JSC; the JSC student can submit the form for you.

**Professional Skills and Dispositions Rubric:** For Cooperating Teachers, please complete this form at least once during the practicum and send it to JSC; the JSC student can submit the form for you.

**Host or Cooperating Teacher Placement Agreement:** For Cooperating Teachers, please complete this form at the beginning of the placement and send it to JSC; the JSC student can submit the form for you.

**Performance Prescription**

*JSC Education Department*

TO: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

FROM: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RE.: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

As a result of your performance during \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Practicum or Student Teaching), based on my observations and my discussions with you and your Cooperating Teacher, your grade for the course will be marked as *no grade* (NG) until you complete the items listed below by the noted deadlines. These courses and/or assignments will serve to strengthen your competence in the areas indicated.

Successful completion of these requirements is prerequisite to your continued progress in the Teacher Education Program. It is your responsibility to arrange a schedule that will enable you to meet all requirements by the deadline.

Courses (# and titles) and/or Assignments:

1.

2.

3.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor Name & Date

Additional Notes and Comments:

I have received a copy of this letter and understand that my failure to complete the above requirements will jeopardize my eligibility for a licensure recommendation and, possibly, my graduation. Furthermore, I understand that I am to make no substitutions for the items listed above without the written permission from the Education Department.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name & Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Education Department Chair & Date

Copy: Placement Coordinator

**Teacher Education Fieldwork Overview**

*JSC Education Department*

As educators, we know that the best way to truly learn how to do the work of our profession is to gain experience in schools under the mentorship of practicing teachers. As part of JSC’s Teacher Education programs, we have developed the following opportunities for our students to learn with you in the classroom. If you are interested in working with JSC teacher education students, please complete this form and return it to your building administrator or Vicky Sanborn at JSC [vicky.sanborn@jsc.edu](mailto:vicky.sanborn@jsc.edu).

For students conducting ***Inquiry Projects***, we would ask you to

- Host a student in your classroom for observation & participation

- Allow the student to interview you and/or chat adout informal questions

- Introduce the student to other members of the school, specifically a Special Educator

- Sign-off that the student has completed approximately 20 hours of fieldwork in your school

For students in ***Practicum I (Ia & Ib for Undergraduate Elementary Ed.)*** we would ask you to

- Mentor a student in your classroom for practicum hours

(15-20 hrs for Secondary Ed. up to 60hrs for Elementary & Unified Arts Ed.)

- Facilitate the student’s teaching of 2 lessons in your classroom

- Observe and provide written feedback to the student on his/her teaching

- Complete the Professional Skills & Dispositions rubric based on the students’ performance

(TBD stipend)

For students in ***Practicum II***, we would ask you to

- Mentor a student in your classroom for practicum hours

(45 to 60hrs for Secondary & Unified Arts; 4 days per week for Elementary Ed.)

- Facilitate the student’s teaching of 2-4 lessons in your classroom

- Observe and provide feedback to the student on his/her teaching

- Provide opportunities for you and your students to provide constructive feedback to the JSC student on a unit plan he/she will be developing for methods coursework

- Complete the Professional Skills & Dispositions rubric based on the students’ performance

(TBD stipend)

For students in ***Student Teaching***, we would ask you to

- Mentor a student in your classroom for a 15 week internship.

(TBD stipend)

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ school would be interested in working with a JSC pre-service teacher in the following ways during

***Fall 20\_\_\_\_\_***  or ***Spring 20\_\_\_\_\_ (*** *fill-in dates and**circle one or both)*

\_\_\_\_\_ Inquiry Project \_\_\_\_ Practicum I \_\_\_\_ Practicum II \_\_\_ Student Teaching

My content area & grade level are: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The best way to reach me is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Host or Cooperating Teacher Verification & Feedback Form**

*JSC Education Department*

The JSC Education Department would appreciate confirmation of the placement hours and feedback of your experience as a Host or Cooperating Teacher. Please complete this form at the end of the placement experience and send it to **Vicky Sanborn, Education Department, Johnson State College, McClelland Hall, 337 College Hill, Johnson, VT 05656. <vicky.sanborn@jsc.edu>**

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Placement: ­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*course number, title, section*

Teacher (Print):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-Mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I can confirm that the student named above completed a placement of approximately \_\_\_\_\_\_\_ hours in my school during the following semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I enjoyed the experience and would welcome a student from JSC in the future, either in a practicum or student teaching internship.

I enjoyed the experience, but will be taking a break from student placements for a while

Please call me.

Comments:

**Board of Reviewers**

The Education Department invites you to join our Board of Reviewers for students’ Level I Licensure Portfolios. After an orientation session, for which a professional stipend is awarded, members of the Board review and score preservice teachers’ portfolios. Board members also serve as advisors for the program. You will be welcome to the Board for a renewable 1-year term.

I am interested in receiving more information about the Board of Reviewers.



Professional Skills and Dispositions Assessment

Education Department

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Person Completing Assessment**:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Education Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **SKILLS** | **Area of Concern** | **Meets Expectations** | **Exceeds Expectations** | **Evidence/Examples to Support Assessment** |
| Written | Ideas not clearly presented. Errors in grammar, usage, and/or mechanics distract and make meaning hard to comprehend. Writing style not suited to the purpose. | Ideas are clearly presented. Writing style is suited to purpose. Writing contains minor errors in grammar, usage, and/or mechanics, but errors do not distract from meaning. | Ideas are clearly presented in a professional style. Writing is well suited to purpose. Skillful use of grammar and vocabulary. Writing is well organized and free of errors. |  |
| Oral | Makes frequent language/grammatical errors. Language may be unprofessional. Volume may be unnecessarily loud or quiet. Tone may be inappropriate for the context. | Oral expression is articulate and professional. Voice and resonance are clear. Intonation and volume are appropriate. | Oral expression is articulate, cogent, and professional. Sophisticated use of vocabulary and/or communication of ideas and insights. |  |
| Non-verbal | Non-verbal communication may be unprofessional (i.e. be unwelcoming, exude lack of confidence, or negatively impact student self-efficacy). | Body language is welcoming, exudes confidence, and encourages positive student-teacher interaction. | Body language is professional. Student is consistently seen as approachable and exudes a positive attitude and warm charisma. |  |
| Collegiality/  Collaboration | May experience difficulties when working with others. May be insensitive to others’ feelings and opinions as evidenced by abrupt and/or critical statements. May not self-censor, talk too much, or be hesitant to contribute to conversations. | Perceives what to do or say in order to maintain good relations with others and responds accordingly. Regularly contributes to discussions. Is dependable and a good collaborator. | Sensitive to others’ feelings and opinions, diplomatic. Consistently contributes to discussions in a way that advances the topic. Is collaborative. May display leadership qualities. |  |
| Response to Feedback | May be defensive and unreceptive to feedback. May not make appropriate changes based on feedback or take advantage of available resources. | Receptive to feedback. Evidence of changes/improvements to practice based on feedback. May take advantage of available resources when needed. | Solicits feedback and suggestions. Consistently makes appropriate adjustments to practice. Takes advantage of available resources as needed. |  |
| Organization | May appear disorganized. Has trouble managing time, including being on time. May have multiple absences. | Manages time and commitments well; attendance is good; arrives on time. | Attendance is excellent and is not only on time, but is always well prepared. |  |
| **DISPOSI-TIONS** | **Area of Concern** | **Meets Expectations** | **Exceeds Expectations** |  |
| Self-Initiative | Fails to complete assigned tasks or duties. May be passive, or rely on others. | Attends to assigned tasks and duties without prompting. Shows follow through. | Anticipates duties and tasks that need attention. Shows initiative and follow through. |  |
| Flexible Thinking | Rarely sees problems as solvable learning opportunities. May not be flexible or open-minded. | Usually sees problems as solvable learning opportunities. An open-minded and flexible thinker. | Sees problems as solvable learning opportunities. An open-minded and flexible thinker. |  |
| Reflection | Demonstrates little ability or desire to reflect upon observations/experiences and/or readings. | Engages in critical analysis (e.g., *questions* ownexperiences, actions, ideas, beliefs, and assumptions); hypothesizes about causes and effects; suggests possible changes/improvements. | Analyzes observations /experiences and/or readings in-depth. Links theory and practice, offers astute observations, makes personal/emotional connections and poses additional questions. Identifies opportunities to change/improve practice. |  |
| Attitude Towards Students and Student Learning | May be hesitant to work with students; interactions with students may be uncomfortable or inappropriate. Expresses belief that some students cannot learn. | Relates easily and positively with students. Expresses belief that all students can learn and accepts responsibility for all student learning. | Relates easily and positively with students; interactions are sensitive, appropriate, and supportive. Advocates for all students and fully accepts responsibility for all student learning. |  |
| Diversity | Little evidence that the candidate is aware of or comfortable addressing issues of gender, ethnicity, language, class and/or exceptionally. | Understands and is sensitive to issues of gender, ethnicity, language, class and exceptionality. Is inclusive. | Advocates for social justice. Appropriately addresses issues of gender, ethnicity, language, class, and exceptionality. |  |

Instructor/Mentor Recommendation: (Please check one)

\_\_\_\_ I recommend a review of the student’s career options and consideration of a profession other than teaching.

\_\_\_\_ I recommend conditional continuation in the teacher education program. Careful monitoring is recommended.

\_\_\_\_ I recommend continuation in the teacher education program. Student demonstrates qualities of a suitable candidate.

\_\_\_\_ I recommend continuation in the teacher education program. Student demonstrates qualities of a strong candidate.

Comments:

Student Reflection: (Please reflect upon the following questions and attach your comments.)

1. What are three strengths that you have demonstrated that have supported your development into a better teacher?
2. What are three areas that you need to improve upon to become a better teacher?
3. How could you use your available resources (human and other) to improve in these three areas?

**Host or Cooperating Teacher Placement Agreement**

*JSC Education Department*

**JSC Student**: Complete this form upon obtaining an agreement with a teacher to host you for the placement. Have the teacher review it and sign it. Provide copies for the teacher, yourself, and JSC. Send or e-mail the JSC copy to, Vicky Sanborn, Education Department, Johnson State College, McClelland Hall, 337 College Hill, Johnson, VT 05656. <vicky.sanborn@jsc.edu>

Placement: ­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*course number, title, section: Inquiry Project, Practicum, Student Teaching*

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester: \_\_\_\_\_\_\_\_

Address and Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Ed. Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

College Instructor & Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cooperating Teacher(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Daytime Contact Information (Classroom Phone?): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade or Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Additional: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Day1 for the placement will be: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

For an Inquiry Project or Practicum, describe the schedule for completing the fieldwork hours:

***Host or CooperatingTeacher:***

I have met with the JSC student named above and agreed to host her/him for a placement in my classroom. I have received a copy of the approprite JSC handbook and have read the description of the specific roles for the student and classroom teacher. I accept those responsibilities that are outlined as expectations for the classroom teacher. In recognition for my service as a mentor for a Student Teacher, I realize that I will receive a certificate from the Education Department of Johnson State College describing the services I provided. The certificate can serve as documentation for meeting the goals identified in my Individual Professional Development Plan.

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*signature and date*