



Teacher Education
Practicum Placement Guide
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PRACTIUM PLACEMENT GUIDE

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PRACTICUM PLACEMENT GUIDE

Table of Contents

OVERVIEW	4
REGENT UNIVERSITY’S TEACHER EDUCATION PROGRAM OUTCOMES.....	4
VALUE OF THE PRACTICUMS	4
PRACTICUM OUTCOMES	5
DESIGN OF PRACTICUMS AT REGENT	5
PRACTICUMS (FIELD EXPERIENCES) DEFINITIONS AND DESCRIPTIONS	5
BACHELOR OF EDUCATION IN ELEMENTARY EDUCATION AND SECONDARY EDUCATION PRACTICUM DESCRIPTIONS:	6
PRACTICUM REQUIREMENTS	6
ARRANGING THE PRACTICUM	7
STEP 1 REGISTER AND COMPLETE REQUIREMENTS FOR PRACTICUM.....	7
STEP 2 CONFIRMATION OF PLACEMENT AND COMMUNICATION WITH COOPERATING TEACHER	7
STEP 3 DOCUMENT COMPLETION OF PRACTICUM.....	8
IMPORTANT DATES/CUTOFFS.....	8
PARTICIPANT ROLES	9
CLASSROOM TEACHER	9
FACULTY	9
PROGRAM CHAIR.....	9
PROFESSIONAL DISPOSITIONS	10
PROFESSIONALISM AND CHRIST-LIKE DEMEANOR SURVEY	10
EVALUATION OF PRACTICUM	10
ASSIGNMENTS ASSOCIATED WITH PRACTICUM	10
INFORMAL ASSESSMENT	11
FORMAL EVALUATION	11
GRADING.....	12
CRISIS RESPONSE	12
APPENDIX A INSURANCE COVERAGE	13
APPENDIX B CRIMINAL BACKGROUND CHECK.....	14
APPENDIX C COURSE ASSIGNMENTS FOR PRACTICUM PLACEMENTS	16
APPENDIX D SAMPLE LETTER FOR PRACTICUM.....	27
APPENDIX E PRACTICUM HOURS LOG	28
APPENDIX F PRACTICUM EVALUATION FORM.....	29
APPENDIX G RUBRIC FOR ASSESSING PRACTICUM STUDENT PERFORMANCE.....	31
APPENDIX H PROFESSIONALISM AND CHRIST-LIKE DEMEANOR SURVEY	32
APPENDIX I SAMPLE VIRGINIA BEACH PRACTICUM APPLICATION	34
APPENDIX J SAMPLE CHESAPEAKE PUBLIC SCHOOLS PRACTICUM APPLICATION	35

PRACTICUM PLACEMENT GUIDE

Overview

The practicum guide addresses the practicum experiences for students enrolled in UED 480A Practicum I and UED 480B Practicum II for the Elementary and Secondary Education programs.

Regent University's Teacher Education Program Outcomes

The philosophy of teacher preparation at Regent University's Department of Teacher Education serves as the major premise upon which teacher expectancies are established. These expectancies are interpreted as performances required of a teacher candidate who has completed the Regent University undergraduate program.

Upon completion of the program the Bachelor of Education in Elementary Education (preK-12) and Secondary (6-12) the teacher candidate is expected to:

1. Demonstrate knowledge and understanding of content knowledge and pedagogy of the elementary or secondary curriculum (VA SOL content).
2. Demonstrate specific skills in the implementation of basic principles of teaching and learning, the integration of theory with practice, and classroom management. Specifically, he/she will demonstrate knowledge of the dimensions of learning and will employ appropriate teaching and remediation strategies for ensuring their acquisition by the learner.
3. Demonstrate a commitment to continuous professional growth by regularly examining his/her own academic knowledge and competence, practices, assuming responsibility for his/her own learning and development through engaging in the study of current research, participating in the activities of professional organizations, and manifesting an attitude of acceptance of change and a willingness to experiment with new alternatives in teaching and learning.
4. Demonstrate an understanding of the unique learning characteristics, needs, and capacities of children on different ages and developmental levels, of different cultural and language backgrounds, and of varying exceptionalities and how to appropriately address those needs and capacities.
5. Demonstrate a functional knowledge of the changing roles of education in our society, the goals of public and private education, and the organization of the school curricula as reflected in these goals.
6. Develop self-awareness and an understanding of their own worldview and how that perspective influences their own learning and teaching.
7. Use educational technology in innovative ways to enhance classroom learning.
8. Demonstrate intellectual, spiritual, social, and emotional maturity and a professional attitude in relating to and communicating with learners, fellow teachers, school administrators, parents, and members of the community at large.

Value of the Practicums

- Allows teacher candidates to learn and grow as teachers through observation and participation in the day-to-day realities of teaching in educational settings.

PRACTICUM PLACEMENT GUIDE

- Provides a context within which teacher candidates are able to question, reflect, and entertain uncertainty as they articulate and examine their own understandings of teaching, learning, and teachers.
- Provides teacher candidates with periods of observation and classroom interaction.
- Allows teacher candidates to appreciate and gain insights regarding school culture and the professional community in which they work.
- Enables teacher candidates to demonstrate an increased understanding of their developing self as a professional and how they relate to social, cultural, and political contexts of teaching and schooling.

Practicum Outcomes

By the end of the practicum/field experience, teacher candidates will have accomplished the following:

1. Master specific course objectives as they align to professional preparation standards.
2. Demonstrate learning through artifacts submitted to professors.
3. Achieve significant professional growth in pedagogical knowledge, skills, and dispositions as evidenced through coursework.

Design of Practicums at Regent

Practicum/field experiences represent the heart of Regent University's programs in education at the undergraduate level. Through carefully structured placements, teacher candidates apply theoretical constructs and research-based practices in authentic settings. Performance tasks completed in clinical settings promote reflective thinking about these practices. University faculty, in collaboration with experienced professionals in the field design, implement, and evaluate experiences to prepare candidates for their roles in schools as reflective decision-makers. Professional educators serving as field partners are experienced practitioners that meet specific characteristics as outlined by Regent University. The university requires field partners associated with programs that lead to Virginia licensure to be certified practitioners.

Specifically, teacher candidates will be placed in a given a practicum placement. These placements must be in an accredited private or public school and must be set up through the Coordinator of Field Placements. Teacher candidates will be required to successfully complete a minimum of ninety (90) practicum field experience hours. A designated faculty member will supervise these experiences and will do so in conjunction with mentor teachers and administrators as appropriate. In addition, programs that lead to Virginia teacher licensure include a student teaching field experience component with requirements above and beyond the (90) practicum field experience hours (see Student Teaching Handbook).

Practicums (field experiences) Definitions and Descriptions

Regent offers two practicum courses for the Licensure Track: UED480A and UED480B. Each course provides a unique practical experience aligned with program coursework. Practicum descriptions for each program are outlined below:

PRACTICUM PLACEMENT GUIDE

Bachelor of Education in Elementary Education and Secondary Education practicum descriptions:

UED 480A Practicum I (1 credit). An observation and participation practicum taking place in a public or private school for at least 45 hours under the supervision of Regent faculty. Teacher candidates will complete reflective journals and coursework demonstrating an understanding of the roles of teachers. Middle school placement for secondary teacher candidates.

UED 480B Practicum II (1 credit). Additional In-depth participation and micro-teaching practices in public or private school settings for at least 45 hours under supervision of Regent Faculty. Instruction and follow-up will occur. Prerequisite: UED 480A Practicum I. High school placement for secondary teacher candidates.

Practicum Requirements

To be eligible to be enrolled in Practicum, teacher candidates must have been formally admitted to the (UED) professional studies coursework:

- Complete most general education courses (grade C or higher)
- Complete a minimum of 45-55 credit hours
- Attain 2.7 GPA or higher
- Pass the VCLA (beginning Fall 2022 catalog year)
- Apply for the licensure track by completing the [Teacher Education Major Entrance Application and Faculty Recommendation Request form](#).
- Order background check through CastleBranch.com – Package Code RQ14

Once admitted to the Licensure Track (Level 2), teacher candidates complete upper-level teacher preparation coursework called professional studies courses. Professional studies course numbers begin with UED. Teacher candidates will also undertake their initial clinical teaching experiences that require registration in two courses, UED 480A Practicum I and UED 480B Practicum II. Each practicum course is a semester long and pairs students with a licensed teacher. Teacher candidates must log 45 hours for each course in a local school classroom

After registering for UED 480A and UED 480B, teacher candidates must also provide to the Coordinator of Field Placements proof of up-to-date practicum placement requirements that include:

- Negative tuberculosis screening results
 - [Tuberculosis Screening Report](#)
- First Aid, CPR, AED certification
 - [First Aid CPR AED Certification Classes](#)
- Professional liability insurance
 - [Professional Liability Insurance Coverage](#)

PRACTICUM PLACEMENT GUIDE

Once these items are submitted, the Coordinator of Field Placements will coordinate a placement for each teacher candidate with one of our partnering school divisions. Note: Teacher candidates are responsible to maintain a copy of all above documentation for their personal records.

Arranging the Practicum

Coordinating practicum placements is a complex process based on the following factors:

- The availability of mentor teachers at various grade levels or subject areas.
- The approval of the administrator at the placement school and the approval of the school division.
- **Note: Regent students are *not* to contact schools or associate teachers.** See program specific information above pertaining to placement locations.

In order to secure a practicum, a teacher candidate must communicate with the academic advisor about practicum requirements and complete a practicum placement request form as appropriate for the placement school (Appendix I VBCPS or J CPS. This form must be returned it to the Coordinator of Field Placements, who also manages the Teacher Education practicum placements.

Step 1 Register and Complete Requirements for Practicum

Elementary and Secondary Ed students must communicate with the academic advisor to determine course schedule and register for the first practicum course.

Teacher candidates will work directly with the Coordinator of Field Placements to fulfill practicum requirements and complete appropriate paperwork. The placements for UED480A, Practicum I, will occur within Virginia Beach City Public Schools (VBCPS) or Chesapeake Public Schools (CPS). Once the form is received by the Coordinator of Field Placements, the request for hours will be submitted to the appropriate school division. During UED480B, Practicum II, teacher candidates may request to do their practicums in VBCPS, or CPS.

Step 2 Confirmation of Placement and Communication with Cooperating Teacher

Once the school division confirms placements to Regent University, the Coordinator of Field Placements will provide the school name, cooperating teacher's name and contact information to Director of Student Teaching.

Following this confirmation, the Director of Student Teaching will send an introductory email letter (Appendix D) to the cooperating teacher. Once this email is sent, the Director of Student Teaching will notify the Coordinator of Field Placement who will send information to the teacher candidate.

Once teacher candidates are notified of their placement, they will contact the cooperating teacher to introduce themselves. At the Orientation Meeting, your professor will go over the assignments that are to be completed during the practicum and will alert you to set up consistent hours of observations with your cooperating teacher.

PRACTICUM PLACEMENT GUIDE

Step 3 Document Completion of Practicum

At the end of the semester, teacher candidates will remind their cooperating teacher to complete the Practicum Evaluation Form via the link emailed to them by the Director of Student Teaching. A copy of this evaluation can be found in Appendix F and the rubric can be found in Appendix G. Teacher candidates must also submit via Blackboard the Practicum Hours Log (Appendix E) to the course professor. The completed form provides documentation of practicum hours served as well as the classroom teacher's evaluation of the student's performance during the practicum/field experience.

Teacher candidates will have successfully completed a practicum course when all required practicum hours have been served, the classroom teacher provides a favorable recommendation, and the student has successfully completed all course assignments. The student must earn an overall grade of "C" or better in the course.

In order to remain and continue in Level II of the program, teacher candidates must maintain the following:

- Complete all remaining coursework (except UED 495 and UED 496)
- Earn a minimum cumulative GPA of 3.00 or higher,
- Take and pass all assessments required by the state of Virginia for licensure prior to student teaching application.

Important Dates/Cutoffs

Student Teaching & Major Entrance Online Application Due Dates:	Fall Entrance Applicants	Spring Entrance Applicants
Application Due Date:	March 1st	September 1st
Placement Requirements** Due Date:	March 1st*	September 1st
Coordinator of Field Placements will Send Out Pending Letters By:	March 15th	September 15th
Advisor Note: As soon as the student teaching application is received, I will send out the appropriate placement request forms that must be submitted back to me by March 15th		
**Advisor will not process any add/drop requests for UED courses (including student teaching) until teacher candidate has turned in all placement requirements.		

PRACTICUM PLACEMENT GUIDE

Placement Request Forms Due Dates:	Fall Placement Requests	Spring Placement Requests
Student Teaching Placement Request Forms Due Date:	March 15th	October 15th
Practicum Placement Request Forms Due Date:	April 15th	November 15th
Coordinator of Field Placements will Forward All Placement Requests to the School Districts By:	April 1st (student teaching)	November 15th (student teaching)
	September 15th (practicum)	January 21st (practicum)

Participant Roles

Teacher Candidate

First and foremost, as you participate in practicum/field experiences, you represent Regent University as well as the Teacher Education as an ambassador. You may be the first and only example of Regent University to many professionals and members of the general population in your assigned area.

Second, as a teacher candidate, you are also a learner. Your role as a learner includes observing the classroom teacher, meeting the practicum assignment competencies, and submitting assignments that demonstrate applied learning. During the course of practicum, you are also learning the professional dispositions necessary for teaching. These will be explained further in this document.

Classroom Teacher

The classroom teacher, also referred to as the cooperating teacher, is defined as the teacher hosting the learner. The classroom teacher's responsibility focuses on the students in his/her classroom, rather than on the learner. The teacher's role includes modeling effective instructional practice, planning instructional lessons with students, and providing feedback on students' performance.

Faculty

The University faculty member assigned to teach the course. The course professor is responsible for deploying course assignments, as required through the curriculum, which relate to the learner's practicum/field experience, particularly lesson planning and instructional design.

Program Chair

The University faculty member responsible for the particular program is the Program Chair. The role of the chair is to monitor the quality of the curriculum and instruction of the program.

PRACTICUM PLACEMENT GUIDE

Professional Dispositions

Practicum/field experiences serve as an opportunity for teacher candidates to build relationships with school districts, schools, school staff, and teachers. Through actions and interactions with these individuals, you will make an impact and create an impression of who you are personally and professionally. Therefore, you are required to adapt to the preferred policies and procedures of the host school (e.g. dress code, scheduling, etc.).

Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and which affect student learning and achievement, motivation, and development, as well as the educator's own professional growth. If sincerely held, dispositions should lead to actions and patterns of professional conduct. For Regent University students, these dispositions flow from the school's mission statement: *The Department of Teacher Education, through its commitment to excellence in teaching, research and service, provides a Biblically based, Christian education to equip men and women in mind, heart and character for lives of educational and transformational leadership. A values-based education emphasizing community, character, and citizenship in the context of a Christian worldview seeks to teach, reinforce, support, and draw learners to contemplate certain foundational values which Christianity contends lead to a good life. These normative Christian values are integral to the development, maturity, and education of ethical and morally respectable citizens who continue on the path of life-long learning and service. For learners, this is manifested in the professional dispositions each carries into the educational community.*

Professionalism and Christ-Like Demeanor Survey

Teacher candidates' professionalism and Christ-like demeanor are evaluated at several points during the teacher education program. During the application process, faculty are asked to rate teacher candidates. Teacher candidates complete a self-evaluation during UED 480B and the professor of UED 480 B also conducts an evaluation. The University Supervisor conducts a final evaluation at the complete of Student Teaching. Teacher candidates also complete a self-evaluation again at the conclusion of student teaching. See Appendix H for a copy of this survey.

Evaluation of Practicum

Evaluation is an important part of the practicum experience. Feedback from educational professionals provides teacher candidates with information for professional growth. Teacher candidates are evaluated in a variety of ways. The various assignments and types of assessment are outlined in this section.

Assignments Associated with Practicum

During the practicum field experience, teacher candidates will complete practical assignments related to their required professional studies courses. The assignments may include but are not limited to: observations; interviews; lesson planning and preparation; one-on-one tutoring/instruction; small group tutoring/instruction/remediation; teaching lesson(s).

Teacher candidates are required to provide descriptions of their experiences that will include preparation, recording, and reflection as determined by the supervising faculty member. The practicum

PRACTICUM PLACEMENT GUIDE

experience will be included as part of the faculty members overall assessment of the student's performance as related to required professional studies courses.

The following professional education courses relate to the ninety (90) hour practicum requirement and related assignments:

Bachelor of Education:

UED 442	Foundations in Education (3)
UED 441	Child & Adolescent Growth & Development (3)
UED 406	Classroom Management & Instructional Strategies (3)
UED 451	Characteristics of Students with Disabilities (3)
UED 400	Curriculum Design & Assessment Techniques (3)
UED 405	Teaching Reading & Language Arts across the Curriculum (3)

Secondary Education:

UED 442	Foundations in Education (3)
UED 441	Child & Adolescent Growth & Development (3)
UED 407	Classroom Management for Secondary Classrooms (3)
UED 444	Content Reading and Differentiation (3)
UED 401	Secondary Curriculum Fundamentals (3)

Teaching in Sec Ed (student will complete the course assignment related to his or her major)

UED 487	Teaching History & Social Sciences in Secondary Ed (2)
UED 489	Teaching Math in Secondary Ed (2)
UED 491	Teaching English in Secondary Ed (2)

Appendix C provides a list of the courses outlined above with a description of the associated assignment for each course.

Informal Assessment

Throughout the practicum/field experience, the learner will be in direct contact with a classroom teacher who will provide informal feedback and modeling. In addition, the course professor and/or the Teacher Education and Academic Advisor are available to discuss progress, offer suggestions, help solve problems, and provide vital mentoring functions.

Formal Evaluation

The practicum/field experience classroom teacher should complete the Practicum Evaluation Form and Hours Log (Appendix E) to provide feedback on the learner's effectiveness and professionalism and verify practicum/field experience hours served. It will be important for classroom teachers and students to understand the contents of the evaluation. If clarification is needed, direct questions to the course professor. All learners are evaluated based on the degree to which they demonstrate the competencies of

PRACTICUM PLACEMENT GUIDE

the essential professional standards. Appendix G provides a rubric that evaluators should use as a reference to ensure accurate evaluation.

Grading

In order to earn a final grade for the practicum/field experience and its related assessments, teacher candidates must complete all projects, forms, documents needed to fulfill course requirements accurately, professionally, and in a timely manner. Teacher candidates must also meet all attendance requirements. The course instructor will use the grading scale and rubrics identified in the syllabus to determine the final grade.

Crisis Response

To assist school divisions in promulgating safe school cultures and climates, Regent University's Teacher Education faculty impart safe school best practices to all student teachers. Teacher Education and staff developed crisis response protocols in the event of an emergency or crisis at a school where a Regent University teacher candidate is placed.

What is a school crisis? A circumstance or event that is a surprise to school personnel and evokes a sense of threat.

Who determines an event as a crisis? Participating school division personnel and/or Regent University faculty and administration.

Immediately following a crisis event, faculty will (in cooperation with school division personnel):

1. Immediately ascertain the effect of the crisis (proximity, intensity, relation, etc.) on the Regent teacher candidate
 - a. Interview the Regent teacher candidate (academic advisor and chair).
 - b. Refer the teacher candidate to Regent University Psychological Services.
 - c. Consider recommendations from school personnel.

2. The Regent Teacher Education Chair will take one of three actions contingent on the outcome of the effect of the crisis on the teacher candidate:
 - a. Remove the Regent teacher candidate from the current school assignment and assign a different school.
 - b. Remove the Regent teacher candidate from the current Cooperating Teacher and assign a different Cooperating Teacher in the same school.
 - c. Remove the Regent teacher candidate from the Student Teaching Internship without penalty.

*All Regent University practicum teacher candidates are required to meet the minimum number of practicum hours as outlined in the Practicum Placement Guide.

Appendix A Insurance Coverage

The College of Arts and Sciences requires that candidates enrolled in any license granting program acquire Educators Professional Protection liability insurance prior to registration for placement and internship. This insurance is a safeguard for you and must be maintained throughout the duration of your program placement. This policy should name the teacher candidate as insured, and Regent University as additional insured. A certificate of insurance must be provided to the Coordinator of Field Placements for Licensure Programs before the semester's registration takes place.

The required minimum amount of one hundred thousand dollars incidental coverage with a three hundred-thousand-dollar aggregate is needed for annual liability coverage (\$100,000/\$300,000). Rates for this coverage vary depending on the insurance company. Generally, premiums range from \$20-\$50 per year of coverage. Though membership in a professional organization is highly encouraged by the College of Arts and Sciences, it is not required. Total cost for insurance and a professional membership normally will be about \$20- \$120 per year. Teacher candidates must show evidence of insurance liability coverage prior to registration of the student teaching experience; without it, he or she will not be permitted to begin the student teaching experience. The teacher candidate is responsible for renewing this coverage each year in the program and for turning in a copy of the insurance documentation to the Coordinator of Field Placements for Licensure Programs.

The College of Arts and Sciences recommends the following providers:

1. **Christian Educators**

P.O. Box 45610; Westlake, OH 44145 (888) 798-1124; Fax (440) 250-9584

Website: www.christianeducators.org

Up to \$2,000,000 liability coverage during membership.

2. **Student Virginia Education Association (SVEA)**

Students interested in joining the SVEA should contact Donna Hamilton at VEA (1-800-552-9554 or dhamilton@veanea.org) for a membership form or join online at

<http://www.veanea.org/home/student-vea.htm>

3. **Virginia Professional Educators**

For more information call (888) 873-9661 or visit the

website: <http://virginiaeducators.org/index.html>

Appendix B Criminal Background Check

Teacher candidates are required to order a background check through CastleBranch.com. the Background Check cost is \$52. Teacher candidates s are responsible for this cost and will order the Regent University background check package using code RQ14. The background check is reviewed by the SOE Field Placement Coordinator and communicates with the Teacher Education Chairperson if any issues are noted.

Teacher candidates who do not comply with this requirement will not be allowed to enroll in the internship, and lack of the required teaching experience could delay a teacher candidate's graduation from his or her degree program.

If there are areas of concern surrounding a background check, a meeting will be arranged with the Teacher Education Chairperson to discuss those concerns. Any needed response plan will be developed on an individual basis. If the teacher candidate is not satisfied with the response plan, he/she may appeal the decision in accordance with the procedure for Academic Appeals, found in the Regent University College of Arts and Sciences handbook.

Areas of concern shall include but not be limited to: child abuse or neglect, felony convictions, especially those involving harm to others, theft or fraud convictions, drugs, sexual assault, and misdemeanors other than minor moving traffic violations.



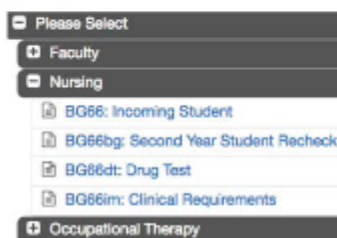
Here's How To Order Your Background Check:

1: Go to

<https://portal.castlebranch.com/RQ14>



2: Select the appropriate account or program needed. Then select the desired package.



3: This will bring you to our Acknowledgment Page which provides information about your selected package. Users will confirm that they have viewed the information given and then be forwarded to their Order Review Page.



About CastleBranch

Regent University - School of Education and CastleBranch -one of the top ten background screening and compliance management companies in the nation – have partnered to make your onboarding process as easy as possible. Here, you will begin the process of establishing an account and starting your order. Along the way, you will find more detailed instructions on how to complete the specific information requested by your organization. Once the requirements have been fulfilled, the results will be submitted on your behalf.

Payment Information

The cost for your background check is \$52. Your payment options include Visa, Mastercard, Discover, Debit, electronic check and money orders. Note: Use of electronic check or money order will delay order processing until payment is received.

Accessing Your Account

To access your account, log in using the email address you provided and the password you created during order placement. Your administrator will have their own secure portal to view your compliance status and results.

Contact Us

For additional assistance, please contact the Service Desk at 888-723-4263 or visit <https://mycb.castlebranch.com/help> for further information.

Appendix C Course Assignments for Practicum Placements

Teacher candidates will complete at least 45 practicum hours when enrolled in UED480A Practicum I, at least 45 practicum hours when enrolled in UED480B Practicum II, and at least 90 hours when enrolled in UEC 480. Learners will demonstrate and provide evidence of competency related to the Teacher Education and professional studies courses outlined below.

Teacher candidates will complete benchmark assessments as assigned below. Teacher candidates who entered the practicum program prior to Fall 2016 will work with the course professor during the first class meeting to develop an Individual Practicum Plan (IPP) that considers previously completed practicum assignments and those yet to be completed.

Teacher candidates are encouraged to collect and chronicle teaching artifacts during their practicum/field experiences to be used later as evidence of teaching competency in their UED 496 student teaching ePortfolios.

Practicum Level	Benchmark Assessment (Related courses)
UED480A	<p>Foundations in Education (UED442) This assignment has four components.</p> <ul style="list-style-type: none"> • Teacher Interview (1 practicum hour) – Interview your classroom teacher (15 to 30 minutes). Ask the teacher about his or her personal philosophy on education and student learning. What does the teacher believe about the role of education in society, children’s ability to learn, discipline, and classroom management? What is the teacher’s approach to instruction or teaching style? What are the teacher’s overall goals for students this year? Summarize the teacher’s responses (1 to 2 pages) • Observation Report (12 practicum hours) - Record your observations, ideas, and resources. In your opinion, how does the teacher’s philosophy on education impact selection of lesson strategies and materials, lesson implementation, and lesson outcomes? Do you observe any actions or procedures in place that seem contrary to the teacher’s stated beliefs? Why might that be? (3 to 4 pages). • Lesson Plan (2 practicum hours) – Work with your classroom teacher to select one <i>social-skills</i> topic that is appropriate for the students’ developmental level (e.g. sharing or listening for K-2, teamwork skills for 6-12). Using the Madeline Hunter lesson-plan template, plan and implement a short <i>social-skills</i> lesson for a small group of students. Make sure the length of the lesson and selected activities are appropriate for the developmental age. Teach the lesson to one or more small-groups or a whole-group. Submit the actual lesson plan (pages will vary). • Reflection Paper - Critically reflect on your lesson. Write a reflection for the lesson. Briefly summarize the lesson. What was the lesson outcome? What went well? What did not go well? How would you adjust instruction next time? Reflections should also discuss how your personal philosophy on education,

PRACTICUM PLACEMENT GUIDE

<p>Practicum Level</p>	<p>Benchmark Assessment (Related courses)</p>
	<p>Christian faith, views on classroom management, and your current attitudes and aptitudes for teaching impacted your lesson planning process, lesson implementation, and lesson outcomes. (1 to 2 pages).</p>
<p>UED480A</p>	<p>Classroom Management & Instructional Strategies (UED406, UED407) This assignment has three components.</p> <ul style="list-style-type: none"> • Observation Report (13 Practicum Hours) – Record your observations, ideas, and resources related to classroom management and instructional strategies. What classroom management techniques/tools do you observe in the classroom? To guide students’ behavior? To guide students through processes and procedures? What instructional strategies does the teacher use to ensure academic success? (4 to 5 pages). • Two Lesson Plans (2 practicum hours) - Using the Madeline Hunter lesson plan model, develop two lessons, one-hour each, for a group of students. Work with your classroom teacher to select the topics and determine when you will teach the two lessons. Consider the students’ developmental level. Create developmentally-appropriate lessons using applicable instructional strategies/techniques. Each lesson must include a transition from one learning activity to another during the same lesson (e.g. large-group to small-group, small-group to small-group). Use Classroom Teacher’s Survival Guide, Ch. 3 as a resource. Teach the lessons. • Reflection Papers (2) - Critically reflect on your lessons. Write a reflection for each lesson. <i>Briefly</i> summarize the lesson. What was the lesson outcome? What went well? What did not go well? How would you adjust instruction next time for improved instruction and/or behavior? How does your faith impact your decision-making in this area? (2 to 3 pages for <i>each</i> reflection paper)
<p>UED480A</p>	<p>Child & Adolescent Growth & Development (UED441) This assignment has two components.</p> <ul style="list-style-type: none"> • Observation Report (15 practicum hours) – Record your observations, ideas, and resources. Specifically note what you observe in regards to student behaviors, communications, and interactions with one another and adults in regards to child development and growth. Here are some ideas. You may observe and note how students relate to each other in whole group, in small group, or in pairs. How is one student’s behavior different from another child’s behavior during the same scheduled activity? How do students respond during transitional periods? How do they relate to the adults in the room? Consider cognitive, physical, social, emotional, and spiritual growth and development, when observing. (3 to 5 pages). • Reflection Paper –After you complete 15 hours of observation, write a reflection paper in which you evaluate the effectiveness of the teaching practices you observed. Reflect upon the eight lenses for classroom observation as outlined by

PRACTICUM PLACEMENT GUIDE

<p>Practicum Level</p>	<p>Benchmark Assessment (Related courses)</p>
	<p>Borich (2011) and upon faith integration: (a) Consider the learning climate, (b) Focus on classroom management, (c) Look for lesson clarity, (d) Verify instructional variety, (e) Observe task orientation, (f) Examine student engagement, (g) Measure student success, (h) Look for higher thought processes and performance outcomes, and (i) Faith integration. (2 to 3 pages).</p>
<p>UED480B</p>	<p>Curriculum & Assessment (UED 400, UED401, ECUR 500) This assignment has three components.</p> <ul style="list-style-type: none"> • Observation Report (11 to 13 Practicum Hours) – Record your observations, ideas, and resources related to curriculum and assessment. What lesson standards and objectives are being taught? What strategies is the teacher using to insure the lesson objective is being met? To what degree are the learning activities aligned with the lesson standards and objectives? What formal and/or informal assessment techniques/tools do you observe the teacher using? (3 to 4 pages). • Using Data from Pre-Assessment (2 to 4 Practicum Hours) - Working with your classroom teacher, select and give the students a classroom-level pre-assessment for a core subject. Analyze the data to identify areas of academic strength and weakness as related to the content assessed. Create a chart or table that shows the data you collected. After analyzing the data, discuss with your classroom teacher your thoughts and recommendations on how you would differentiate your lesson to meet the needs of the students based off your analysis of the data. Specifically discuss how you would introduce the lesson to the whole group and then how you would use flexible grouping to ensure all students are challenged. Ask for the teacher’s feedback. • Reflection Paper - Write a two to three page paper. The paper should include the following: <ul style="list-style-type: none"> ○ Description of Students (1 para.) - Describe the class of students. How many students are identified gifted? Identified special education? Other demographic information? ○ Pre-Assessment Tool - Describe the pre-assessment tool you used. How long is it? What types of questions does it ask? What standards is it aligned to? ○ Altering Instruction - Analyze your data Identify what your students already know with regards to the standards/objectives for the upcoming unit. What do students not know? What skills do they know? Still need to practice? How will you use whole group instruction? Flex groupings? How many groups will you have? How could you use this data to alter/modify the lesson you taught? ○ Reflection -What general remarks do you wish to make about your practicum experience in relation to curriculum, instruction, and/or assessment? ○ Attach and submit a copy of the assessment instrument

PRACTICUM PLACEMENT GUIDE

<p>Practicum Level</p>	<p>Benchmark Assessment (Related courses)</p>
	<ul style="list-style-type: none"> ○ Attach and submit a chart or table of the data you collected.
<p>UED480B</p>	<p>Teaching Reading across the Curriculum (UED 405, UED444, UED487, UED489, UED 491) This assignment has three components.</p> <ul style="list-style-type: none"> ● Observation Report (11 to 13 Practicum Hours) – Record your observations, ideas, and resources related to teaching reading in the content area. How is the teacher integrating reading and language throughout the school day as related to all content? What strategies do you observe in this regard? (3 to 4 pages). ● Mini-Lesson that Incorporate Reading & Language Arts (1 hour) - Working with your cooperating teacher, develop a mini-lesson (20-30 min.), using the Madeline Hunter lesson plan model that incorporates and teaches reading in another content area. Teach the lesson to a small or large group of students. For example, an elementary student teacher may teach a lesson on homophones while a secondary student teacher might teach about an historical poem or reading passage in the context of a key event. ● Reflection Paper - Critically reflect on your lesson. Write a reflection for the lesson. <i>Briefly</i> summarize the lesson. What was the lesson outcome? What went well? What did not go well? How did students’ reading readiness levels affect the outcome for each child/teen? How would you adjust and differentiate instruction next time for improved instruction? Attach and submit the lesson plan and all lesson materials with the reflection paper (2 to 3 pages + lesson materials).
<p>UED480B</p>	<p>Meeting the Needs of All Learners (UED451, UED 444, ETSP551) This assignment has four components.</p> <ul style="list-style-type: none"> ● Observation Chart (13 practicum hours) - Spend at least 13 practicum hours observing students with disabilities (i.e., students must be identified and have IEPs). You may divide your hours observing students in special education classes, inclusive settings, regular class, elective classes, or during lunch or recess, depending on your school setting. <i>Create a chart</i> and record hours spent observing in <i>each</i> setting. Note the date of the observation, the type of disability that you are observing (i.e., LD, MR, ED, etc.), and the time spent in class (get teacher’s initials verifying time in class). This chart is different from your overall practicum time log are requires teachers initials because you may visit a variety of classrooms for this assignment and therefore, may have several different teachers initial your chart (1 page). ● Interview Special Educators (1.5 practicum hour) – Set up a 15- to 30-minute interviews with at least two special educators. Ask about career/job highs and lows. Find out what the job is really like. Ask how general educators might best

PRACTICUM PLACEMENT GUIDE

Practicum Level	Benchmark Assessment (Related courses)
	<p>collaborate as part of a team in order to support special needs students. Summarize teacher comments (1 to 2 pages <i>per</i> interview).</p> <ul style="list-style-type: none"> • Interview an Administrator (.5 practicum hours) - Set up a 15-minute interview with the special education administrator or child study team coordinator in the building. Ask about the referral process. Ask what general education teachers should be doing prior to referral. Ask about laws and timelines. Ask if the administrator can share a <i>sample</i> IEP with you (remember: all information is confidential and is to remain confidential). Summarize the administrator’s comments (1 to 2 pages). • Observation/Interview Report - Record your comments and thoughts on your observations and interviews in a journal-type report. There will be one entry for each observation and one entry for each interview as well as a conclusion section. All information is to remain CONFIDENTIAL. It is not permissible to share specifics, student names, etc. with family and friends. Write in generic terms such as “a third-grade boy”. <ul style="list-style-type: none"> ○ For each observation, write down the identified area of the student(s). Then, record your observations and reflections. Describe what you see and share thoughts about the various student characteristics and differing teaching methods you observed. Reflections should not be critical or judgmental - just thoughts, questions, something you might use, something you might change, goals, etc. Observation entries will vary in length depending on the length of your visit, the activity you are describing, and the length of your reflection (count on 1 to 2 pages <i>per entry</i>). ○ Conclusions - complete your interview/observation report with conclusive remarks. Critically discuss what you gained from your observations and interviews. Also, discuss how your faith impacts your views in regards to students with disabilities (1 to 2 pages). <p>Note: You will submit the chart, interview summaries, and observation and interview report.</p>

Appendix D Sample Letter for Practicum
Professor will send official copy on Regent Letter Head

(Insert Date Here)

Dear Teacher,

Thank you for hosting a practicum teacher candidate from Regent University! Your willingness to help with the development of a future educator is deeply appreciated.

Teacher candidates enrolled in (UED480A Practicum 1; UED480 Practicum II; UEC 480 ECE Practicum) must complete (at least 45 hours; at least 90 hours) of a practicum experience. Teacher candidates will be required by the university to meet professional standards, communicate well both orally and in written format, to complete an observation report, and possibly the following: interviews and application activities.

Additionally, as the instructor of (UED480A Practicum 1; UED480 Practicum II; UEC 480 ECE Practicum), I would like to ask that you allow the teacher candidate to complete the assignments as identified in the teacher candidate's Individualized Practicum Plan (see attached) as he or she prepares for the world of education.

Please contact me if you have any questions. The teacher candidate will provide you with information, as well as the Practicum Evaluation Form at the start of the experience so you will know what to expect. Please know that you must sign the log sheet on the Practicum Evaluation form to confirm his/her attendance at your school, as well as evaluate the practicum teacher candidate.

Thank you for your time and sharing your expertise!

Sincerely,

(Director of Student Teaching)

Contact information

Appendix E Practicum Hours Log

Sample only: Downloadable PDF version available at www.regent.edu/studentteacher

This section to be completed by the teacher candidate.

Teacher Candidate: _____	Semester/Year: _____
Cooperating Teacher: _____	Instructor: _____
Practicum Dates: (mm/dd/yyyy) _____ to _____	___ UED480A Practicum I ___ UED480B Practicum II
School Division/Organization _____	
School: _____	Phone: _____
Grade: _____ Subject: _____	Emergency Contact/PH: _____

This section to be completed by the classroom teacher.

I. Time Verification: *Please record times with teacher verification for each line below.*

Date	Hours/Minutes	Classroom Teacher's Signature or Administrator's Signature (ECE Program only)
Total Hours		Teacher Candidate: Please total your hours.

(Page 1 of 3)

Appendix F Practicum Evaluation Form

Please note-this form will be completed electronically. This is a sample only.

II. Practicum Evaluation: *Please rate the practicum student in relation to the categories and scale indicated below.*

5=Meets Expectation 3=Developing 1=Needs Improvement N/A=Not Applicable

Categories	5	3	1	N/A
Classroom Teacher Comments				
I. Professional Conduct				
Attendance/Promptness				
Professional Appearance				
Appropriately Courteous to All				
II. Communication Skills				
Oral Communication				
Written Communication				
III. Pedagogical Practices (if applicable)				
Assists Teacher with Preparatory Tasks				
Assists Teacher with Materials				
Assists Teachers with Instruction				
IV. Collaboration				
Works Well with Others				
Shares Ideas				
V. Collaboration				
Works Well With Others				
University Faculty Comments				
VI. Application				
Observation Report				
Application Activities				
Oral Communication				
Written Communication				

Signature of Classroom Teacher/Date

VI. Overall Evaluation. Please comment on the student's strengths and weakness as related to the practicum experience.

Strengths:

(Classroom teacher comments)

Areas for improvement:

(Classroom teacher comments)

Initial One: Do you recommend that this practicum student continue in the teacher education program?

___ YES

___ NO

Signature of Classroom Teacher/Date

Signature of Regent University Faculty/Date

Appendix G Rubric for Assessing Practicum Student Performance

Values Learning			
	5	3	1
Attendance	On time for practicum observations; communicates regularly with teacher to alert them when Regent student will be coming to complete practicum requirements.	Occasionally late for practicum observations; does not communicate with teacher when student is coming to observe.	Rarely communicates with teacher to notify when student will be in attendance for practicum.
Communication	Uses correct grammar in oral and/or written communication, ideas are expressed effectively.	Usually uses correct grammar; language use is appropriate. Can convey ideas accurately.	Uses incorrect grammar in oral and/or written work. Slang, inappropriate vocabulary, or offensive language is used. Does not express ideas clearly. Uses text or social networking communication while observing.
Values Personal Integrity			
Ethical Behavior	Honest in dealing with other people. Dependable in keeping personal information and professional confidences, follows through with word.	Is truthful and honest in dealing with others. Uses discretion in keeping personal or professional confidences.	Shows pattern of dishonest or deceitful behavior; fails to use discretion in keeping personal confidences.
Values Diversity			
Diversity	Willingly works with other from different ability, race, gender, or ethnic groups. Listens carefully and respects others opinions and ideas.	Accepts other who are different in ability, race, gender, or ethnicity. Respectful towards others and displays responsive ideas to others. Reacts in a professional manner.	Not willingly to work with other who are different in ability, race, gender, or ethnicity. Behavior is disrespectful, interacts in an unprofessional manner.
Values Professionalism: Professional Responsibilities			
Professional Conduct	Professional in all dealings with school staff and students.	Occasionally professional in all dealings with school staff and students.	Does not show professionalism in all they do.
Self-Discipline	Accepts responsibility for own actions. Dresses appropriately for all situations. Maintains confidentiality regarding grades and personal student information.	Accepts responsibility for own actions and for helping students learn. Dresses appropriately. Keeps information to themselves. Maintains confidentiality regarding grades and personal student information most of the time.	Does not accept responsibility for own actions, blames other students or situations for lack of success; lack of professional dress, does not maintain confidentiality with regarding too sensitive information.

Appendix H Professionalism and Christ-Like Demeanor Survey

The university supervisor rates teacher candidates' professionalism and Christ-like demeanor as demonstrated throughout the Internship using the following scoring rubric below, on the degree to which the teacher candidate has demonstrated each standard:

Scoring Rubric

Highly Effective - Demonstrates the standard in an exceptional, creative, and/or innovative way. Role model for others.

Effective - Consistently demonstrates the standard with adequate progress as a pre-service teacher.

Approaching Effective - Inconsistently demonstrates the standard and requires growth to become effective.

Ineffective - Rarely meets the standard and requires focused and substantial growth to become effective.

Standards:

Use of Discretion

Throughout this course, the student exhibited sound judgment and tact, being mindful of confidentiality and how spoken words and personal actions affect the outcome of situations and the response of others (Romans 14:19, Proverbs 3:21). (CAEP R1.4 Professional Responsibility; InTASC Standards Dispositions for 9 (o), VDOE 7)

Attitude of Compliance

During this course, the student displayed respect for authority and a willingness to accept directions from assigned mentors, teachers, or supervisors, doing so with an amenable attitude (Hebrews 13:17, Philippians 2:5). (CAEP R1.4 Professional Responsibility, InTASC Standards Dispositions for 10(p), VDOE 7)

Workmanship

The student exhibited diligence, perseverance, attentiveness, punctuality, and decisiveness while completing the necessary work for this course (Romans 15:17, Colossians 3:23). (CAEP R1.4 Professional Responsibility, InTASC Standards Dispositions for 10 (t), VDOE 7)

Attitude of Integrity

Throughout this course, the student demonstrated integrity by adhering to the policies and procedures of the University, being honest, trustworthy, and dependable in words and in conduct (Hebrews 13:17, 1 Thessalonians 5:21). (CAEP R1.4 Professional Responsibility, InTASC Standards Dispositions for 9(o), VDOE 7)

Teacher Disposition

For the duration of this course, the student's mannerisms, communication, and interactions with others demonstrated attributes that represent the Fruits of the Spirit- love, joy, peace, patience, kindness, goodness, faithfulness, and self- control (Galatians 5:22-23). (CAEP R1.4 Professional Responsibility, InTASC Standards Dispositions for 10(s), VDOE 7)

Attitude of Service

The student demonstrated initiative by communicating ideas, being creative and resourceful, and working effectively with limited supervision to serve others well (Philippians 2:4, Colossians 3:23-24). (CAEP R1.4 Professional Responsibility, InTASC Standards Dispositions for 9(1), 10 (r, t,); VDOE 7)

Attitude of Collegiality

The student worked well with others, as part of a team, willingly sharing information and materials, and actively seeking opportunities to work with school personnel (Proverbs 27:17, Ecclesiastes 4:9-12). (CAEP R1.4 Professional Responsibility; , InTASC Standards Dispositions for 9(n), 10 (r, s); VDOE 7)

Use of Communication

Throughout this course, the student's oral and written communication was articulate, clear, and demonstrated proper use of grammar (Ephesians 4:29, Colossians 4:6, Regent's QEP). (CAEP R1.4 Professional Responsibility, InTASC Standards Dispositions for 9(m), 10 (s); VDOE 7)

Attitude of Impartiality

Throughout this course, the student modeled and promoted respect for those with differing backgrounds, abilities, experiences, religions, and viewpoints and challenged injustice and oppression in all its forms (Micah 6:8, James 2:1-26). (CAEP R1.1 The Learner and Learning, InTASC Standards Dispositions for 9(m), 10 (q,s); VDOE 7)

https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

Appendix I Sample Virginia Beach Practicum Application



Department of Human Resources
Quality • Diversity • Passion • Commitment

Placement Requests for Observations/Practica/Student Teaching/Guidance Internships

1. Please complete a separate Placement Request Form (PRF) for each experience (Except for signature, PRF should not be handwritten.).
2. Please indicate the placement type.
3. Student should submit the completed and signed form to the university official responsible for field placements.
4. University field experience coordinator should submit the form electronically to bplatt@vbschools.com. (Note: Any PRFs received by VBCPS directly from students will be returned to the student.)
5. Please allow at least 3 weeks from receipt of this form in our office for placement confirmation.
6. Upon notification of the placement, student should contact the teacher/counselor in advance to arrange a schedule.

PLACEMENT TYPE: Observation Practicum Student Teaching Guidance Internship

(Duration less than 5 hours) (Duration of 5 hours or more)

PLACEMENT INFORMATION FROM THE STUDENT

Student's Name: _____
Phone: _____ Cell: _____
Email: _____
College or University: _____
Course Title: _____

Professor/Instructor: _____
Subject/Grade Level Requested: _____
Dates Requested: _____ (Beginning) _____ (Ending)

Total Number of Hours: _____
Duration of Placement: () 7 Weeks () 14 Weeks () Other: _____
School Requested: 1st choice: _____
2nd choice: _____
3rd choice: _____

(We will make every effort to honor your choices, but cannot guarantee these locations.)

Briefly explain any special requests: _____

Do you have relatives in the school requested? () No () If Yes, Who? _____

Date this form was submitted to the college or university: _____

I understand that **confidentiality** is a legal issue, and I agree not to discuss my experience in a manner that will allow identification of any individual. Once I am informed by my university, I will **contact the assigned mentor/cooperating teacher in advance** to arrange a mutually convenient schedule.

Student's Signature

Appendix J Sample Chesapeake Public Schools Practicum Application



Chesapeake Public Schools

School Administration Building
Post Office Box 16496
Chesapeake, VA 23328-6496

Human Resources Department

FIELD-BASED EXPERIENCE REQUEST FORM

Directions: Please complete this form by indicating below the type of field-based experience being requested. Use black ink and print clearly. Forward the form to the Human Resources Department. Allow at least three weeks from the receipt of this form in the Human Resources Department for placement confirmation.

Student Observation/Participation
 Student Practicum
 Student Teaching/Intern

STUDENT PLACEMENT INFORMATION

Student's Name _____

Phone _____ E-Mail _____

Local Address _____
 (Street) (City) (State) (Zip Code)

College _____ or _____ University _____
 Course _____ Title _____

Professor/Instructor _____

Subject Requested _____ Grade Level _____

Dates Requested _____
 (Beginning) (Ending)

Briefly explain any special requests: _____

Total Number of Hours _____

If you are a graduate of Chesapeake Public Schools, please list the name of the school from which you graduated. _____

- ❖ I understand that **CONFIDENTIALITY** is a legal issue; I agree to observe all applicable rules.
- ❖ I will be responsible for contacting the school point of contact at least one week prior to beginning my placement.
- ❖ I will notify my assigned teacher/school of any illness that requires my absence and/or of any intent to be absent from my assigned responsibility.
- ❖ I have verification of a negative tuberculin skin test taken within the last year.
- ❖ I have not been convicted of a violation of law other than a minor traffic violation.
- ❖ I have no criminal charges or proceedings pending against me.
- ❖ I have not been convicted of any offense involving sexual molestation, physical or sexual abuse, or rape of a child
- ❖ I understand that failure to comply with these conditions can result in **CANCELLATION** of the assignment.
- ❖ I am currently employed by Chesapeake Public Schools as a/an _____, and I am assigned to _____.

Student Signature: _____ Date: _____

College/University Personnel Signature: _____