

**TOUGALOO COLLEGE**

500 West County Line Road  
Tougaloo, Mississippi 39174

Division  
of  
Education, Supervision and Instruction

**Clinical/Field-Based Experiences**

**PRACTICUM COMPONENT**

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Name of Student

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Course Instructor

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Name of Course

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Site Assignment and Grade Level

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Initial Date of Practicum Assignment

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Completion Date of Practicum Assignment

TOUGALOO COLLEGE  
Division of Education, Supervision and Instruction  
**Clinical/Field-Based Experiences**

**PRACTICUM COMPONENT**

I. **OBJECTIVE:** The Practicum Component of the teacher education program is designed to develop skills in organizing, planning, and implementing learning activities at various levels in an elementary school, including kindergarten. The Practicum Component is designed for students at the junior level in conjunction with EDR 300, EDR 301, EDU 312, EDU 313, EDU 314, EDU 315, EDU 316, PHE 411, SPED/EDU 405, and SPED/EDU 413.

II. **COURSES:** Students are required to complete the Practicum Component while enrolled in the following courses:

_____	<b>EDR 300</b>	<b>Literacy I</b>
_____	<b>EDR 301</b>	<b>Literacy II</b>
_____	<b>EDU 312</b>	<b>Reading Instruction</b>
_____	<b>EDU 313</b>	<b>An Integrated Approach to Literature, Language, and Communicative Arts, K- 12</b>
_____	<b>EDU 314</b>	<b>Social Science for Children</b>
_____	<b>EDU 315</b>	<b>Science for Children</b>
_____	<b>EDU 316</b>	<b>Mathematics for Children</b>
_____	<b>PHE 411</b>	<b>Principles and Methods of Teaching Physical Education at the Elementary Level, K-12</b>
_____	<b>SPED/EDU 405</b>	<b>Teaching of the Hearing Impaired</b>
_____	<b>SPED/EDU 413</b>	<b>Methods and Materials for Teaching the Learning Disabled</b>

III. **LENGTH OF PRACTICUM COMPONENT:**

Students are required to complete a minimum of twenty-four (24) clock hours, during a period not less than three consecutive weeks.

IV. **PRACTICUM ACTIVITIES**

Students will be guided in the completion of specified activities. Required assignments will be designed by the course instructor. Coordination of assignments will involve the course instructor and the supervising teacher.

V. **DOCUMENTATION:**

It is the responsibility of the student to request verification of time by the appropriate person at the end of each visit. Evidence of practicum activities for each week should be submitted to the course instructor as requested throughout the practicum experience.

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**PRACTICUM COMPONENT**

ATTENDANCE RECORD

Date	Arrival Time	Departure	Total Time	Teacher's Initials
<b>TOTAL TIME</b>				

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

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**Clinical/Field-Based Experiences**

**PRACTICUM COMPONENT**

**OBJECTIVE:**

The Practicum Component of the teacher education program is designed to develop skills in organizing, planning, and implementing learning activities at various levels in an elementary school, including kindergarten. The Practicum Component is designed for students at the junior level in conjunction with EDR 300, EDR 301, EDU 312, EDU 313, EDU 314, EDU 315, EDU 316, PHE 411, SPED/EDU 405, and SPED/EDU 413.

*(Students' must assume responsibility the responsibility of obtaining required signatures)*

Form	ASSIGNMENT	Visit #	Date	Classroom Teacher's Signature
1A	General Observation (Observation #1)	1		
1B	General Observation (Observation #2)	2		
2A	Classroom Management (Observation #1)	3		
2B	Classroom Management (Observation #2)	4		
3A	Observing Student Learning (Obs. #1)	5		
3B	Observing Student Learning (Obs. #2)	6		
4A	Student On-Task Time (Observation #1)	7		
4B	Student On-Task Time (Observation #2)	8		
5A	Teacher Tasks (Observation #1)	9		
5B	Teacher Tasks (Observation #2)	10		
6A	Observing the Lesson (Observation #1)	11		
6B	Observing the Lesson (Observation #2)	11		
7	Practicum Overall Evaluation Form			

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**PRACTICUM OBSERVATION**  
**General Classroom Environment – Form #1A**

Observer \_\_\_\_\_

Date \_\_\_\_\_

Teacher Observed \_\_\_\_\_

Grade Level \_\_\_\_\_

Subject Observed \_\_\_\_\_

Number of Students \_\_\_\_\_

**Directions:** *As you observe, complete the following worksheet as thoroughly as possible. Think about what you see. Look for various ways in which the classroom environment promotes learning.*

	<b>Response Item</b>	<b>Student's Response</b>
1	Describe the tone of the teacher's voice. (i.e. soft, kind loud, shrill, etc.)	
2	Describe the teacher's body language when interacting with the students. (i.e. eyebrow raised, pause in teacher's speech, proximity, stare, crossed arms, etc.)	
3	Describe the layout of the room; please use as much detail as possible. Use an additional sheet if necessary.	
4	Did the teacher modify the seating arrangement while you were observing, if so, why?	
5	Are rules and consequences positively and clearly stated and posted in the room?	
6	What other techniques did you observe that were conducive to teaching and learning? (i.e. individual or group work, class discussion)	

**SELF-REFLECTION:**

Given the same room design, how would you place desks, chairs, bulletin boards, and other furniture to make the room student friendly?

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**PRACTICUM OBSERVATION**  
**General Classroom Environment – Form #1B**

Observer \_\_\_\_\_

Date \_\_\_\_\_

Teacher Observed \_\_\_\_\_

Grade Level \_\_\_\_\_

Subject Observed \_\_\_\_\_

Number of Students \_\_\_\_\_

**Directions:** *As you observe, complete the following worksheet as thoroughly as possible. Think about what you see. Look for various ways in which the classroom environment promotes learning.*

	<b>Response Item</b>	<b>Student's Response</b>
1	Describe the tone of the teacher's voice. (i.e. soft, kind loud, shrill, etc.)	
2	Describe the teacher's body language when interacting with the students. (i.e. eyebrow raised, pause in teacher's speech, proximity, stare, crossed arms, etc.)	
3	Describe the layout of the room; please use as much detail as possible. Use an additional sheet if necessary.	
4	Did the teacher modify the seating arrangement while you were observing, if so, why?	
5	Are rules and consequences positively and clearly stated and posted in the room?	
6	What other techniques did you observe that were conducive to teaching and learning? (i.e. individual or group work, class discussion)	

**SELF-REFLECTION:**

Given the same room design, how would you place desks, chairs, bulletin boards, and other furniture to make the room student friendly?

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**PRACTICUM OBSERVATION**  
**Classroom Management – Form #2A**

Observer \_\_\_\_\_

Date \_\_\_\_\_

Teacher Observed \_\_\_\_\_

Grade Level \_\_\_\_\_

Subject Observed \_\_\_\_\_

Number of Students \_\_\_\_\_

	<b>Response Item</b>	<b>Student's Response</b>
1	Where was the teacher during class changes, or at the start of the class? What effect may this location have on classroom management?	
2	During attendance and other pre-class activities, what are the students doing? Are the students involved in this process? Are they doing class work? What effect does this activity have on classroom management?	
3	Describe the transition into the lesson. Was it a smooth and natural process, or sudden? Do the students have an idea of what will be accomplished during the lesson?	
4	How are students involved in the lesson? Is it equal involvement for all students, or a focus on a particular group? How does the teacher address questions? What effect does this have?	
5	When a discipline problem arises (Example: A student is talking), what does the teacher do? Is it verbal or nonverbal? What does he/she say? How does he/she say it?	

**Other Observable Ideas:**

During the lesson, script what the teacher says to keep students on task. Look for common phrases.

Record the number of times the teacher deviates from the lesson and describe what happened?

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**PRACTICUM OBSERVATION**  
**Classroom Management – Form #2B**

Observer \_\_\_\_\_

Date \_\_\_\_\_

Teacher Observed \_\_\_\_\_

Grade Level \_\_\_\_\_

Subject Observed \_\_\_\_\_

Number of Students \_\_\_\_\_

	<b>Response Item</b>	<b>Student's Response</b>
1	Where was the teacher during class changes, or at the start of the class? What effect may this location have on classroom management?	
2	During attendance and other pre-class activities, what are the students doing? Are the students involved in this process? Are they doing class work? What effect does this activity have on classroom management?	
3	Describe the transition into the lesson. Was it a smooth and natural process, or sudden? Do the students have an idea of what will be accomplished during the lesson?	
4	How are students involved in the lesson? Is it equal involvement for all students, or a focus on a particular group? How does the teacher address questions? What effect does this have?	
5	When a discipline problem arises (Example: A student is talking), what does the teacher do? Is it verbal or nonverbal? What does he/she say? How does he/she say it?	

**Other Observable Ideas:**

During the lesson, script what the teacher says to keep students on task. Look for common phrases.

Record the number of times the teacher deviates from the lesson and describe what happened?

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**PRACTICUM OBSERVATION**  
**Observing Student Learning – Form #3A**

Observer \_\_\_\_\_ Date \_\_\_\_\_

Teacher Observed \_\_\_\_\_ Grade Level \_\_\_\_\_

Subject Observed \_\_\_\_\_ Number of Students \_\_\_\_\_

1. Observe the students in the class and determine if you think the teacher clearly presented the *essential knowledge* of the lesson. Explain how you determined through student observations if the essential knowledge was presented clearly or not presently clearly.

2. Observe the students in the class and determine which students truly *understood the lesson content* and which students did not understand the *lesson content*. Explain how you determined through student observations which students understood the lesson content and which students did not understand the lesson content.

3. Observe the teacher in the class and determine if the teacher used any of the following behaviors to engage students in the learning process.

*Provided Time for Student Practice of Lesson Content* Circle One: *Yes* or *No*

Provided Feedback to Student Circle One: *Yes* or *No*

Used Meaningful Verbal Praise for Students Efforts Circle One: *Yes* or *No*

Used a Number of Different Teaching Strategies Circle One: *Yes* or *No*

4. *Describe the rapport the teacher appears to have with the students.*  
Does the teacher appear to have a strong rapport with the students? If so, why do you think the teacher has a strong rapport with the students? If not, why do you think the teacher does not have a strong rapport with the students?

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**PRACTICUM OBSERVATION**  
**Observing Student Learning – Form #3B**

Observer \_\_\_\_\_ Date \_\_\_\_\_

Teacher Observed \_\_\_\_\_ Grade Level \_\_\_\_\_

Subject Observed \_\_\_\_\_ Number of Students \_\_\_\_\_

5. Observe the students in the class and determine if you think the teacher clearly presented the *essential knowledge* of the lesson. Explain how you determined through student observations if the essential knowledge was presented clearly or not presently clearly.

6. Observe the students in the class and determine which students truly *understood the lesson content* and which students did not understand the *lesson content*. Explain how you determined through student observations which students understood the lesson content and which students did not understand the lesson content.

7. Observe the teacher in the class and determine if the teacher used any of the following behaviors to engage students in the learning process.

*Provided Time for Student Practice of Lesson Content* Circle One: *Yes* or *No*

Provided Feedback to Student Circle One: *Yes* or *No*

Used Meaningful Verbal Praise for Students Efforts Circle One: *Yes* or *No*

Used a Number of Different Teaching Strategies Circle One: *Yes* or *No*

8. *Describe the rapport the teacher appears to have with the students.*  
Does the teacher appear to have a strong rapport with the students? If so, why do you think the teacher has a strong rapport with the students? If not, why do you think the teacher does not have a strong rapport with the students?

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**PRACTICUM OBSERVATION**  
**Student On-Task Time – Form # 4A**

Observer \_\_\_\_\_ Date \_\_\_\_\_

Teacher Observed \_\_\_\_\_ Grade Level \_\_\_\_\_

Subject Observed \_\_\_\_\_ Number of Students \_\_\_\_\_

	<b>Response Item</b>	<b>Student Response</b>
1	Randomly select five students from several different locations in the classroom. Approximately what percentage of time during the class period/content lesson were the students focused and “on-task”?	
2	In your opinion, what made the students get “off-task”? What did the teacher do to get the students back “on-task”?	
3	Of the five selected, were there some students who had more difficulty staying “on-task” than others in your selected group? If so, what do you think contributed to this?	
4	As you observe the entire class, what activities caused students to get “off-task”? Why do you believe this activity caused the students to lose focus?	
5	Which activities were more successful in keeping students “on-task”?	

**Other Observable Ideas:**

During the lesson, script what the teacher says to keep students on task. Look for common phrases.

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**PRACTICUM OBSERVATION**  
**Student On-Task Time – Form # 4B**

Observer \_\_\_\_\_

Date \_\_\_\_\_

Teacher Observed \_\_\_\_\_

Grade Level \_\_\_\_\_

Subject Observed \_\_\_\_\_

Number of Students \_\_\_\_\_

	<b>Response Item</b>	<b>Student Response</b>
1	Randomly select five students from several different locations in the classroom. Approximately what percentage of time during the class period/content lesson were the students focused and “on-task”?	
2	In your opinion, what made the students get “off-task”? What did the teacher do to get the students back “on-task”?	
3	Of the five selected, were there some students who had more difficulty staying “on-task” than others in your selected group? If so, what do you think contributed to this?	
4	As you observe the entire class, what activities caused students to get “off-task”? Why do you believe this activity caused the students to lose focus?	
5	Which activities were more successful in keeping students “on-task”?	

**Other Observable Ideas:**

During the lesson, script what the teacher says to keep students on task. Look for common phrases.

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**PRACTICUM OBSERVATION**  
**Teacher Tasks - Form # 5 A**

Observer \_\_\_\_\_ Date \_\_\_\_\_

Teacher Observed \_\_\_\_\_ Grade Level \_\_\_\_\_

Subject Observed \_\_\_\_\_ Number of Students \_\_\_\_\_

	<b>Response Item</b>	<b>Student Response</b>
1	What tasks did the teacher perform prior to the beginning of the class period/content lesson (i.e. greet students, organize materials, announcements, class roll, lunch count, etc.)?	
2	What were the major class activities during this class period/content lesson?	
3	Other than the scheduled class activities, did the teacher have to do any other tasks during the class period/content lesson (i.e. handle discipline problems, answer student questions, answer intercom/phone/door)?	
4	At the end of the class period/content lesson, did the teacher perform any other tasks (i.e. organize homework assignments, summarize lesson, work with students individually)?	
5	Evaluate the entire lesson and list the tasks on which the teacher spent most of his/her time during the class period/content lesson.	

**Self-Reflections:**

Reflect on the entire class period. What events impressed you most? With what were you least impressed? What would you have done differently and why?

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**PRACTICUM OBSERVATION**  
**Teacher Tasks - Form # 5 B**

Observer \_\_\_\_\_ Date \_\_\_\_\_

Teacher Observed \_\_\_\_\_ Grade Level \_\_\_\_\_

Subject Observed \_\_\_\_\_ Number of Students \_\_\_\_\_

	<b>Response Item</b>	<b>Student Response</b>
1	What tasks did the teacher perform prior to the beginning of the class period/content lesson (i.e. greet students, organize materials, announcements, class roll, lunch count, etc.)?	
2	What were the major class activities during this class period/content lesson?	
3	Other than the scheduled class activities, did the teacher have to do any other tasks during the class period/content lesson (i.e. handle discipline problems, answer student questions, answer intercom/phone/door)?	
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5	Evaluate the entire lesson and list the tasks on which the teacher spent most of his/her time during the class period/content lesson.	

**Self-Reflections:**

Reflect on the entire class period. What events impressed you most? With what were you least impressed? What would you have done differently and why?

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**PRACTICUM OBSERVATION**  
**Observing Lesson – Form 6A**

Observer \_\_\_\_\_

Date \_\_\_\_\_

Teacher Observed \_\_\_\_\_

Grade Level \_\_\_\_\_

Subject Observed \_\_\_\_\_

Number of Students \_\_\_\_\_

	<b>Response Item</b>	<b>Student Response</b>
1	What do you believe were the lesson objectives?	
2	What was the <i>essential knowledge</i> of the lesson?	
3	List in outline format and in sequential order the learning activities that occurred in the lesson.	
4	Describe the practice activities, if any, which occurred in this lesson.	

**Reflections About Lesson Structure:**

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**PRACTICUM OBSERVATION**  
**Observing Lesson – Form 6B**

Observer \_\_\_\_\_

Date \_\_\_\_\_

Teacher Observed \_\_\_\_\_

Grade Level \_\_\_\_\_

Subject Observed \_\_\_\_\_

Number of Students \_\_\_\_\_

	<b>Response Item</b>	<b>Student Response</b>
1	What do you believe were the lesson objectives?	
2	What was the <i>essential knowledge</i> of the lesson?	
3	List in outline format and in sequential order the learning activities that occurred in the lesson.	
4	Describe the practice activities, if any, which occurred in this lesson.	

**Reflections About Lesson Structure:**

## Practicum Overall Evaluation Experience Form

Observer \_\_\_\_\_ Site Location \_\_\_\_\_

Subject / Grade Level \_\_\_\_\_ Teacher \_\_\_\_\_

**Scale: 4 – Exemplary; 3 – More Than Satisfactory; 2 – Satisfactory; 1 – Improvement Needed; U – Unsatisfactory**

As you reflect on your overall Practicum Component experiences, respond to the following areas as indicated. Make certain that you complete the “Rationale” section for each of the areas included.

**REMINDER: Your assessment should rate the “OVERALL” Practicum Experience.**

	<b>4 Exemplary</b>	<b>3 More Than Satisfactory</b>	<b>2 Satisfactory</b>	<b>1 Improvement Needed</b>
<b>PLANNING (LESSON)</b>				
Were the objectives appropriate for the lesson presented?				
Were the appropriate procedures, materials, and equipment used?				
Were the appropriate assessment procedures used?				
Were accommodations employed for differences (rates, ability, etc.)?				
Were all students actively involved in the learning process?				
<b>Rationale</b> (for ratings of 1 and/or 2).				

<b>ASSESSMENT</b>				
Were assessment activities related to instructional objectives?				
Were appropriate formal and informal evaluation methods used?				
Overall, was appropriate feedback provided?				
<b>Rationale</b> (for ratings of 1 and/or 2).				
<b>HIGH EXPECTATIONS</b>				
Were high expectations of all students noticed?				
<b>Rationale</b> (for ratings of 1 and/or 2).				
<b>INSTRUCTIONAL STRATEGIES</b>				
Were the purpose and value of the lesson communicated?				
Did the teacher relate subject to the outside world?				
Was the lesson directed toward the instructional objectives?				
Were techniques and activities varied?				
Were student groupings used?				
Was technology used appropriately?				
Were accommodations made for individual differences (rate, abilities, etc.)?				
Did questioning involve higher order skills?				
Did the teacher actively involve all students?				

Were appropriate questioning and wait time employed?				
Did the teacher foster the students' interest?				
Did the teacher use methods to reduce ethnocentrism?				
<b>Rationale</b> (for ratings of 1 and/or 2).				
<b>CONTENT KNOWLEDGE</b>				
Was the teacher knowledgeable of content?				
Oral communication skills				
Written communication skills				
<b>Rationale</b> (for ratings of 1 and/or 2).				
<b>MONITORING</b>				
Monitors student progress				
Gives supportive correction				
Adjusts lesson as needed				
<b>Rationale</b> (for ratings of 1 and/or 2).				
<b>CLASSROOM ENVIRONMENT</b>				
Facilitates learning in a safe environment				
<b>Rationale</b> (for ratings of 1 and/or 2).				

<b>CLASSROOM MANAGEMENT</b>				
Utilizes instructional time effectively				
Establishes rapport with students				
Maintains student attention and interest				
Maintain student attention and interest				
Obtains student cooperation				
Firm, fair and consistent in management				
Recognizes and encourages appropriate behavior				
Manages material and equipment				
Models desired behaviors				
<b>Rationale</b> (for ratings of 1 and/or 2).				
<b>PROFESSIONAL/ PERSONAL DEVELOPMENT</b>				
Did the teacher seem to foster an appreciation of diversity?				
Did the teacher seem confident, poised, and courteous?				
Did the teacher display creativity?				
Was the teacher enthusiastic with a sense of humor?				
Did the teacher seem reflective and analytical?				
<b>Rationale</b> (for ratings of 1 and/or 2).				

Student Signature \_\_\_\_\_ Date \_\_\_\_\_