

TOUGALOO COLLEGE
500 West County Line Road
Tougaloo, Mississippi 39174

Division of Education, Supervision and Instruction

Clinical Field-Based Experiences

PRACTICUM COMPONENT

Name of Student

Course Instructor

Name of Course

Site Assignment and Grade Level

Initial Date of Practicum Assignment

Completion Date of Practicum Assignment

TOUGALOO COLLEGE
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PRACTICUM COMPONENT

I. Objective – The clinical field 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 or secondary school, including kindergarten. The practicum component is design for students enrolled in upper-division education methods and pedagogy courses.

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

_____	EDR 300	Literacy I
_____	EDR 301	Literacy II
_____	EDU 312	Reading Instruction, K-12
_____	EDU 313	An Integrated Approach to Literature, Language, and Communicative Arts, K-12
_____	EDU 314	Social Science for Children
_____	EDU 315	Science for Children
_____	EDU 316	Mathematics for Children
_____	PHE 411	Principles and Methods of Teaching Physical Education, K-12
		or
_____	SPED/EDU 333	Learning Disabilities
_____	SPED/EDU 334	Introduction to Education of the Developmentally Disabled
_____	SPED/EDU 413	Methods and Materials for Teaching the Learning Disabled
_____	SPED/EDU 414	Education of the Developmentally Disabled

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 specific field-based activities. Required assignments will be designed by the course instructor. Coordination of assignments will involve the course instructor, the student, and a classroom teacher at partner schools.

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 experiences.

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PRACTICUM COMPONENT

ATTENDANCE RECORD

Date	Arrival Time	Departure Time	Total Time	Teacher's Initials
TOTAL TIME				

Teacher's Signature _____ Date _____

Student's Signature _____ Date _____

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PRACTICUM COMPONENT

OBJECTIVE

The clinical field-based practicum component of the teacher education program is designed to developed skills in organizing, planning, and implementing learning activities at various levels in an elementary or secondary school, including kindergarten. The practicum component is designed for students enrolled in EDR 300, EDR 301, EDU 312, EDU 313, EDU 314, EDU 315, EDU 316, PHE 411, SPED/EDU 334, and SPED/EDU 414

For	Assignment	Visit #	Date	Classroom Teacher Signature
1A	General Observation (Observation #1)	1		
1B	General Observation (Observation #1)	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.*

	Response Item	Student's Response
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 classroom; 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 classroom?	
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 classroom 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.*

	Response Item	Student's Response
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 classroom; 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 classroom?	
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 classroom 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 _____

	Response Item	Student's Response
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 _____

	Response Item	Student's Response
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?	
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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 student 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 as 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 student 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 as 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 _____

	Response Item	Student's Response
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 _____

	Response Item	Student's Response
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"?	
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	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 #5A

Observer _____ Date _____

Teacher Observed _____ Grade Level _____

Subject Observed _____ Number of Students _____

	Response Item	Student's Response
1	What tasks did the teacher perform prior to the beginning of the class period/content lesson (i.e. great 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 #5B

Observer _____ Date _____

Teacher Observed _____ Grade Level _____

Subject Observed _____ Number of Students _____

	Response Item	Student's Response
1	What tasks did the teacher perform prior to the beginning of the class period/content lesson (i.e. great 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
Observing Lesson - Form #6A

Observer _____ Date _____

Teacher Observed _____ Grade Level _____

Subject Observed _____ Number of Students _____

	Response Item	Student's Response
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 _____

	Response Item	Student's Response
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 COMPONENT
Overall Evaluation Experience - Form #7

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.

	4	3	2	1
	Exemplary	More than Satisfactory	Satisfactory	Improvement Needed
PLANNING (LESSON)				
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?				
Rationale (for ratings of 1 and/or 2)				
ASSESSMENT				
Were assessment activities related to instructional objectives?				
Were appropriate formal and informal evaluation methods used?				
Overall, was appropriate feedback provided?				
Rationale (for ratings of 1 and/or 2)				

	4 Exemplary	3 More than Satisfactory	2 Satisfactory	1 Improvement Needed
HIGH EXPECTATIONS				
Were high expectations of all students noticed?				
Rationale (for ratings of 1 and/or 2)				
INSTRUCTIONAL STRATEGIES				
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?				
Rationale (for ratings of 1 and/or 2)				
CONTENT KNOWLEDGE				
Was the teacher knowledgeable of content?				
Oral communication skills				
Written communication skills				
Rationale (for ratings of 1 and/or 2)				
MONITORING				
Monitors students progress				
Gives supportive correction				
Adjusts lesson as needed				
Rationale (for ratings of 1 and/or 2)				

	4 Exemplary	3 More than Satisfactory	2 Satisfactory	1 Improvement Needed
CLASSROOM ENVIRONMENT				
Facilitates learning in a safe environment				
Rationale (for ratings of 1 and/or 2)				
CLASSROOM MANAGEMENT				
Utilizes instructional time effectively				
Establishes support with students				
Maintains 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				
Rationale (for ratings of 1 and/or 2)				
PROFESSIONAL/PERSONAL DEVELOPMENT				
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?				
Rationale (for ratings of 1 and/or 2)				

Student Signature _____ Date _____