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## Practicum Syllabus

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Practicum is a one or two credit hour classroom experience, depending on the endorsement(s). This is typically completed prior to their student teaching placement. Speak to their advisor if teacher candidates are interested in a practicum outside of the United States.





# Practicum Overview



## What to Know Before Your Practicum

Once the advisor has approved the practicum application and the Field Office has confirmed the placement, both teacher candidates and their cooperating classroom teacher will receive an email from the Field Office with details and requirements of the placement. Teacher candidates will also be assigned a university supervisor who reads their weekly journals, evaluates their assignments, and recommends their grade to the Field Office. The course is graded on a pass/fail basis. If teacher candidates have not received information regarding their placement or supervisor, please contact the Field Office.

Teacher candidates are encouraged to review the Chalk and Wire Anthology video tutorials before teacher candidates begin. A **Practicum Checklist** is provided to help teacher candidates monitor and complete the practicum requirements.

**All practicum work must be submitted to Chalk and Wire Anthology no later than one week beyond the ending date of the practicum experience.** Any extension of this timeline needs to be worked out with the University Supervisor.

The Practicum Overview and Student Requirements provides detailed information about what and how to submit artifacts to Chalk and Wire Anthology.

[Practicum Overview and Student Requirements](#)

## During the Practicum

### *Lesson Plans and Reflections*

Teacher candidates will prepare and teach three lessons during their practicum. The cooperating teacher will observe and evaluate the planning and delivery of the lesson(s). Submit the lesson plan(s) to the university supervisor for the Practicum in Chalk and Wire Anthology.

Use the [Lesson Plan Template](#) to create lesson plans. The lesson plans should include an analysis of the lesson taught including strengths and weaknesses, a reflection, and considerations for future practice. For more detailed instruction about using the template, refer to the [Lesson Plan Guide](#).

### ***Student Work Samples Analysis and Rationale***

For one of the lessons taught, teacher candidates will collect three samples of student achievement that demonstrate their ability to accurately plan and assess student learning. Teacher candidates will analyze the three samples and provide a rationale of why teacher candidates identified these artifacts as meeting the criteria of “Not Met”, “Met”, and “Exemplary”. (If the range of artifacts does not represent all three categories, include a description of what an artifact that exemplifies what the missing category would look like). **The goal is to be able to show convincingly that teacher candidates know how these achievement levels present themselves in the student performance.**

Teacher candidates may take pictures or record a video of the student work with their iPad, phone, or another device. Review [this handout](#) for instructions of how to add and format images in Chalk and Wire Anthology.

**STUDENT**  
work samples

*Timesheet*

The time sheet teacher candidates will use is available as a [word document](#) in Practicum forms, or it is also available as a fillable form under Timesheet on the Chalk and Wire Anthology Practicum portfolio. Teacher candidates do not need to complete both, only the one they prefer. Either option is acceptable. Teacher candidates will enter their time and activities every day while teacher candidates are in the classroom. Activities might include teaching, planning, observing, assisting, or professional development. At the end of the practicum, submit the time sheet in Chalk and Wire Anthology to their university supervisor. Show the timesheet screen to their cooperating teacher. The cooperating teacher will verify their hours on his/her evaluation form.

To finish a practicum successfully, teacher candidates must complete:

- 60 Hours (one semester hour)
- 80 Hours (two semester hours)

**Practicum Time Sheet**

*Record the date, arrival time, departure time, and daily activities. The cooperating teacher must verify your hours on his/her evaluation form.*

Practicum Student:				
School:	Dates of Practicum:			Grade Level/Subject:
Monday	Tuesday	Wednesday	Thursday	Friday

## *Journal*

Keep a **daily** journal to reflect on their school/classroom activities and to provide evidence that teacher candidates understand InTASC principles (2, 4, 5, 7, 8) and how they apply to their field experience. In their first journal, teacher candidates may include their plans for teaching three lessons. For every thirty to forty hours of practicum, a journal entry should be submitted in one document to their university supervisor in Chalk and Wire Anthology. A minimum of two journals are required for the practicum, but there can be up to will be three journals submitted. Teacher candidates should ask their supervisor when they expect them to submit their journal. Some supervisors might give a Friday deadline while others prefer Saturday or Sunday.

The purpose of the journal is to reflect on how the selected InTASC standards impact student learning. Since teacher candidates have five standards to write about during their experience, they can for example, focus on two standards in week one and three standards in the second week (or vice versa). Candidates should begin the week with a clear understanding of the standard and what they are looking for that week to write about using the DAR model (Descriptive, Analytical, and Reflective). Candidates will start out by describing what the standard is, then describing in detail what they saw that exemplified that standard, and lastly analyzing and explaining why it is important and how they might implement it in their classroom. When teacher candidates have finished addressing the standards, they may also reflect on the quality of their experiences that week. What will teacher candidates do differently in the future because of this experience? What worked well that teacher candidates intend to follow in the future?

Although the journal is not intended to be used as a daily “diary”, it may be beneficial to also include any concerns or problems teacher candidates might have had that day. This is their opportunity to talk to their supervisor about their experiences and ask for input. Finally, teacher candidates should look at the “My Results” screen in Chalk and Wire Anthology to view their supervisor’s assessment and comments regarding their journal. Teacher candidates may want to review the Chalk and Wire Anthology tutorial demonstrating [how to use the My Results](#) screen. Their supervisor’s feedback will be valuable as they continue to grow and develop into a successful educator.

The supervisor evaluates journal entries with the Practicum Journal rubric. To receive a “Pass” grade, the journals must be submitted at the end of each 30-40 hours of practicum, addressing each rubric item.

See the next page for more detailed InTASC information.



## ***InTASC Standards***

Practicum students will reflect and be evaluated on INTASC standards 2, 4, 5, 7, and 8

### **The Learner and Learning**

InTASC 1: Learner Development

***InTASC 2: Learner Differences***

InTASC 3: Learning Environments

### **Content Knowledge**

***InTASC 5: Application of Content***

InTASC 10: Leadership and Collaboration

### **Instructional Practice**

***InTASC Standard 7: Planning for Instruction***

InTASC Standard 9: Professional Learning and Ethical Practice

### **Professional Responsibility**

InTASC Standard 4: Content Knowledge

***InTASC Standard 8: Instructional Strategies***

***InTASC Standard 5: Application of Content***

Practicum student teacher candidates will reflect on and be evaluated on InTASC standards 2, 4, 5, 7, and 8

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#### *InTASC Resource Links*

- [Suggested Journal Activities](#)
- [InTASC Descriptions and Alignment](#)
- [InTASC \(At a Glance\)](#)
- [Differentiating Instruction for Teacher candidates with Exceptionalities](#)

### *Cooperating Teacher*

A confirmation email with placement information, evaluation forms, and cooperating teacher requirements are sent to the cooperating teacher. The [evaluation forms](#) are provided in electronic format for both teacher candidates and their cooperating teacher. If their cooperating teacher did not receive the forms, please direct him/her to the [Teacher Support for Practicum](#) page in My Graceland. The cooperating teacher should complete and return the forms electronically.

Teacher candidates should plan to review the completed evaluation forms with their cooperating teacher and verify on the last page that teacher candidates have seen their evaluation. Candidates are encouraged to remind their cooperating teacher to return all forms to the Field Office at the completion of the practicum. The cooperating teacher's evaluation is needed before teacher candidates receive a grade for the course.

### *After Your Practicum*

To receive a passing grade for the practicum, teacher candidates must receive Developing ratings or above on assignments. Ratings from the cooperating teacher's InTASC and Disposition evaluations must be at the Developing, Basic, or Proficient level.

**Teacher candidates may not begin student teaching until they have successfully completed their pre-requisite practicum.**







# Practicum FAQ

- **What is the practicum requirement for student teaching?**

The practicum requirement is a clinical field experience required by the State of Iowa, intended to prepare teacher candidates for student teaching and teacher certification. Teacher candidates must successfully complete the pre-requisite practicum experiences and earn a passing grade for the practicum before teacher candidates may begin student teaching.

- **If I am earning more than one teaching endorsement, do I need to complete more than one practicum?**

Consult your advisor for specific requirements of each endorsement.

- **What are the pre-requisites for enrolling in a practicum?**

Teacher candidates must be admitted to the Teacher Education Program and complete any prerequisites for the practicum.

- **May I make my own placement?**

No. Teacher candidates may not call the school or make their own placement. Making contacts on their own complicates the process for teacher candidates and can cause problems for other teacher candidates. The Field Office will use the information provided on their application to make the placement for teacher candidates.

- **What is the minimum number of hours that will count as a day and how long should I attend?**

The length of a school day will vary from one school to another. The Iowa requirement states that practicums are counted as hours, not as days. The number of hours in one day is not important. Instead, keep track of the number of total hours. A one credit-hour course requires 60 hours, and a two credit-hour course requires 80 hours.

- **What if school is dismissed early?**

If school is dismissed early for professional development or other in-service meetings, teacher candidates must attend with their cooperating teacher. Teacher candidates may count in-service hours towards their required number of practicum hours if they occur after teacher candidates begin the time with the students.

- **When can I start my practicum?**

Teacher candidates may begin after the practicum has been confirmed and teacher candidates have received an email from the Field Experience Office with specific information for their practicum. Hours completed prior to confirmation will not count nor will professional development days prior to the start of the semester count.