SAINT LOUIS UNIVERSITY
EST. 1818

Practicum Handbook

School of Education

"Reflective practitioners dedicated to excellence in service with others"

Fitzgerald Hall
3500 Lindell Blvd.
St. Louis, MO 63103
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EDI 3305 Practicum in Teaching Secondary English
EDI 3315 Practicum in Teaching Secondary Science
EDI 3325 Practicum in Teaching Secondary Mathematics
EDI 3345 Practicum in Teaching Secondary Social Studies
EDI 3355 Practicum in Teaching World Language
EDI 3505 Practicum in Teaching Middle School English
EDI 3515 Practicum in Teaching Middle School Science
EDI 3525 Practicum in Teaching Middle School Mathematics
EDI 3540 Practicum in Teaching Middle School Social Studies
EDI 4540 Field Experience: Early Childhood Practicum
EDI 4550 Practicum: Elementary Ed
EDI 4560 Practicum: Middle School
EDSP 4540 Supervised Practicum in Early Childhood Special Education
EDSP 4660 Practicum in Mild/Moderate Elementary
EDSP 4670 Practicum in Mild/Moderate Secondary

Updated August 2019

PRACTICUM EXPERIENCE

The Practicum Handbook is intended for Saint Louis University practicum students, their cooperating teachers at their assigned schools, and their university supervisors. It may also serve as a useful reference for the administrators of their cooperating schools and for other individuals directly or indirectly involved with the Saint Louis University School of Education. The handbook is designed to provide an orientation, to promote uniform application of practicum policies, and to enhance communication among all parties involved in the fieldwork experience.

The **practicum semester** will be intense; preparation is crucial and seeking support is vital. The purpose of the practicum experience is to provide practicum students with extended teaching opportunities while they are collaboratively teaching with a cooperating teacher at a local educational setting.

It is critical that we, **together**, prepare practicum students with the best training for their increasingly diverse classrooms. We hope that you will find the practicum experience to be a rewarding and enjoyable endeavor. The Saint Louis University School of Education trusts that you will find this guide to be helpful in answering many of your questions.

With best wishes for a successful practicum teaching experience,

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TERMINOLOGY

Although the vocabulary for student teaching has never been completely standardized, most of the following definitions are generally accepted by both the Association for Teacher Education and the National Council for the Accreditation of Teacher Education (CAEP). It appears here as an aid to the reader and will be employed throughout the balance of this handbook.

Practicum Teaching Experience (PT) – The period of guided teaching when the practicum student gradually takes on the responsibility of a full-time teacher under the direction of Saint Louis University professors and cooperating teacher at their field site. During the practicum **semester**, the practicum student will have the opportunity to learn from outstanding professionals in the field of teacher education and master teacher practitioners in local schools in their specialized field of study.

Practicum Cooperating Teacher (CT) – A certified teacher at the local school, with at least three (3) years of experience. Practicum Cooperating Teachers play a vital role in the practicum experience as the practicum student's chief mentor. They are role models as teachers. They facilitate the practicum students in analyzing and reflecting upon their own observations and teaching, problem-solve with their practicum student, and provide timely and detailed feedback to the practicum student. They play a key role in helping their practicum student fit into the complete social system of the school as it relates to the broader community.

University Supervisor (US) – A university faculty member who supervises the practicum student in close cooperation with the cooperating teacher. They serve as the direct line of contact between Saint Louis University School of Education, the local school, the cooperating teacher, and the practicum student.

Cooperating School – An off-campus school which provides the facilities and personnel for professional laboratory experiences. All cooperating schools have a mutually agreed upon written agreement with Saint Louis University School of Ed.

Missouri Department of Elementary and Secondary Education (DESE) - The Department of Elementary and Secondary Education. Teacher preparation programs must operate according to guidelines set forth by this department.

Missouri Standards for Preparation of Educators (MoSPE) – Practicum student evaluations are prescribed by the Missouri Standards for the Preparation of Educators and the Missouri Teacher Standards. http://dese.mo.gov/sites/default/files/MoSPEStandards.pdf

Missouri Educator Evaluation System (MEES) The Missouri Educator Evaluation System contains thirty-six Quality Indicators across nine standards. The Practicum Student is assessed on each of the nine standards by the University Supervisor and the Cooperating Teacher during the practicum semester. *MEES Assessment Rubric from DESE*

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Phone #:
Email Address:

Practicum Seminar Instructor:
Phone #:
Email Address:

Cooperating Teacher:
School/Grade Level:
Phone #:
Email Address

School of Education Shared Vision: Shape Minds, Hearts and Spirits

At the School of Education, we believe a student's education is more than filling heads with facts, but caring for the whole person – intellectually, emotionally and spiritually.

All of our programs share a commitment to intellectual rigor and the use of knowledge for the betterment of our local, national and international communities.

The Bachelor of Arts in Education program at Saint Louis University aims to develop reflective individuals educated in the liberal tradition and committed to service, inquiry and value-centered learning. It also seeks to prepare students who want an education background and have leadership qualities including risk-taking, civic responsibility and ethical character. An education degree is a valuable asset for a number of careers related to education and schooling.

The main objective of all of SLU's education programs is to prepare dedicated, reflective scholar-practitioners who exhibit the knowledge, skills and dispositions embedded in the conceptual framework of the school. As reflective scholar-practitioners, the shared values that guide the School of Education include social justice, cura personalis (care for the whole person), excellence, integrity and trust, and respect. Students are prepared to be reflective educators who can implement educational programs consistent with their areas of expertise.

The School of Education provides a well-rounded liberal arts background to enhance students' educational experience.

- Students enter into a tight-knit community of faculty and peers committed to innovative learning, diversity and the intellectual ideas of the Jesuit tradition.
- Students are prepared to practice "Cura Personalis" — care for the whole person — and work for social justice in their communities.
- Students will graduate prepared to collaborate with families, build classroom communities, have high expectations for all students and advocate for social change.

Saint Louis University
Clock Tower

School of Education Mission

The mission of the School of Education is the preparation of undergraduate and graduate students for professions to serve as reflective practitioners and leaders in partnership with and for the human community. The School is dedicated to the pursuit of truth and excellence in all academic pursuits. It embraces innovative learning through commitment to diversity and social justice guided by the spiritual and intellectual ideas of the Jesuit tradition. The School advances the University's mission by research and service to family, school, community, and government.

Saint Louis University undergraduate teacher education program prepares teachers who are ethical, caring and knowledgeable professionals, who uphold the rights of others, advocate for diversity, are dedicated to service and are committed to the success of each student. Our graduates are collaborative, creative problem solvers who are reflective, responsible, resourceful scholar practitioners who have a passion for teaching and learning.

School of Education Values

The following six core values of the School of Education at Saint Louis University serve as our basic fundamental beliefs in which our attitudes and actions are rooted.

Social Justice – We are committed to prepare practitioners who think on systems levels about inequality – who bring critical consciousness to their work each day and actively work for greater justice. We believe that education is a human right. We hold a preferential option for the poor. We work toward building cultural competence in ourselves and our students. Words to consider: embracing diversity, learning to serve and contributing to change

Reflective Scholar-Practitioners – We honor the whole person in pursuit of the truth. We value the process of learning, recognizing that all practitioners must be scholars in order to be effective educators and leaders. Reflection is a valued tool in our work as scholars, educators and leaders. We hold ourselves and our students to high academic standards. Words and phrases to consider: Life-long learner, critical thinking, responsive to change, growth, pursuit of truth, seeking knowledge, collaborative, innovative, doing our best, sustainable use of resources, environmental consciousness, self-aware, improvement, creativity

Cura Personalis - We care for each person and appreciate each person's unique gifts. Students receive individual attention from their advisors and mentors. Students are valued and have a sense of belonging in our positive learning community. Words to

consider: Compassion, student centered, inclusion, self-awareness, inclusive, humility, compassion, kindness, sensitive to other's needs, encouragement

Excellence - We strive for excellence in education and as global citizens. Striving for excellence is key to growth. Words and phrases to consider: Opportunities to grow, innovation, critical thinking, effort (doing our best), high expectations, commitment, global, rigor, academic rigor

Integrity and Trust - We have strong moral principles and serve as positive role models. We acknowledge that all persons work best when trust is cultivated, and thus present. We search for truth, provide honest results, earn trust, and develop empathy. Words to consider: Truth, honesty, trust, empathy

Respect - Everyone deserves to be treated with respect and dignity. We acknowledge, respect, and embrace diversity. Words to consider: Culture, positive intent, inclusion, open, receptive, openness, humility, conflict resolution, seek to understand multiple perspectives, receptive

IGNATIAN PEDAGOGY

Every faculty member at a Jesuit institution finds her own way to connect to her university's particular mission. Whether or not this connection is rooted in shared religious belief, it is at least minimally connected to the Jesuit commitment to the *transformational power of education*. This commitment manifests itself in various ways, from community-based service learning to addressing social justice issues in the classroom to *cura personalis* (Latin for "care of the whole person") in our dealings with students.

One way faculty can connect to the larger mission of Jesuit education is to be intentional about using the Ignatian Pedagogy Paradigm to shape students' learning experiences. The five elements of Ignatian pedagogy - context, experience, reflection, action, and evaluation - derive from the underlying principles, values, and actions in St. Ignatius' Spiritual Exercises. They can inform a course implicitly (e.g., in the instructor's orientation toward his students) or be used explicitly to frame the course (e.g., in the course syllabus). Whether we call them "Ignatian" or not, research on learning confirms that these are the conditions for learning.

Ultimately, the elements of Ignatian pedagogy offer a way of understanding how deep, transformative learning occurs. The figure below offers a snapshot of how the process works:

All learning is . . .

- Situated in a specific context.
- Rooted in previous experience and the result of new *learning experiences*.
- Dependent upon - and deepened by - reflection about those experiences.
- Made meaningful when new knowledge is put into some kind of action.
- Reinforced by explicit evaluation (and ultimately, *self*-evaluation) of those actions and the degree to which learning has occurred.

Ultimately, these elements should be understood as representing a *process*, not a *prescription*, for teaching. They function not as discrete segments or stages of a linear process, but as interdependent facets of any deep learning experience.

Oath of Inclusion

Saint Louis University's Oath of Inclusion is a student-led initiative that sets the expectation for all Billikens to promote inclusion on campus. Though it may seem like a lofty feat to accomplish, the Oath serves as an inspiration of what we can accomplish together.

The Oath

We, as students, form a diverse and vibrant university community.

We do not enter into this community by proximity, but by virtue of a shared Jesuit vision — to pursue higher truths, obtain greater knowledge and strive for a better world. In this endeavor, we do not succeed by our individual ambitions, but by our discovery of each other.

We find higher truths when we seek to understand the complexity of our neighbors' identities, we obtain greater knowledge when we consider the perspectives of our fellow students and we begin to strive for a better world when we build a stronger community.

As a student and a member of the SLU community, I will live by this oath.

I will embrace people for the diversity of their identities, creating a community inclusive of race, ethnicity, sex, age, ability, faith, orientation, gender, class and ideology.

I will challenge my worldview through education inside and outside the classroom.

I will show that I am proud to be a Billiken by enriching the culture of our University.

I will foster a community that welcomes all by recognizing the inherent dignity of each person.

I will work for social justice in the Saint Louis community and beyond.

This is the SLU I believe in.

This is the community I am building.

This is our SLU.

Saint Louis University Conceptual Framework

Saint Louis University directs its educational efforts to help students develop to be critically reflective, socially responsible, and creatively engaged with the problems facing schools and families. These efforts are based on the Five Dimensions of the Saint Louis University experience: scholarship and knowledge leadership and service, community building, spirituality and values, and intellectual inquiry and communication. In addition, the aim of St. Louis University's Educator Preparation Program is to produce teacher candidates who demonstrate the proficiencies delineated by the Missouri Standards for Preparation of Educators (MoSPE) and the Missouri Teacher Standards.

School of Education Motto

Reflective practitioners dedicated to the service of others

Five Dimensions of the Saint Louis University

SCHOLARSHIP & KNOWLEDGE - Developing a well-rounded education foundation that incorporates learning through experience and scholarship and is dedicated to the advancement of knowledge.

LEADERSHIP & SERVICE - Serving others and promoting social justice.

COMMUNITY BUILDING - Welcoming and working with others regardless of race, ethnicity, religion, or gender.

SPIRITUALITY & VALUES - Developing spirituality, values, and openness to the transcendent that guide all actions and relationships.

INTELLECTUAL INQUIRY & COMMUNICATION - Developing the abilities of intellectual inquiry and communication,and application of resultant knowledge to new situations.

DISPOSITIONS

SLU Dimension	School of Education Dispositions	Teacher Candidate Dispositions
	All candidates will display commitment to:	***All teacher candidates will:***
Scholarship & Knowledge	Continuous Learning	1. Develop positive expectations for learning and achievement.
		2. Seek opportunities to enhance knowledge and pedagogical skills.
Intellectual Inquiry & Communication	Reflective practice	1. Persist in seeking approaches for students who need accommodations. 2. Reflect in a thoughtful and accurate manner on lesson effectiveness. 3. Demonstrate the ability to use reflection to shape future teaching.
Community Building	Collaboration	1. Seek opportunities to build supportive and cooperative relationships with colleagues. 2. Participate in team/school decision making.
Leadership & Service	Advocacy	1. Proactively participate in service to students. 2. Demonstrate advocacy skills (particularly for those traditionally underserved)
Spirituality & Values	A. Ethical Practice	1. Demonstrate ethical behavior.
	B. Dignity of Others	1. Select appropriate instructional goals suitable for students from diverse backgrounds. 2. Create an environment in which the teacher's interactions with students demonstrates care and respect of others. 3. Create an environment in which student interaction demonstrates caring for others.

Teacher Education Program Outcomes

Upon completion of the undergraduate teacher education program at Saint Louis University, the teacher candidate should be able to:

1. Demonstrate facility in the skills of reading, writing, and mathematics.
2. Demonstrate knowledge of the subject(s) to be taught.
3. Demonstrate knowledge of human growth and development as it relates to the teaching-learning process.
4. Demonstrate knowledge of the American public-school system.
5. Organize and manage varied learning groups as appropriate to the needs and/or interests of students and the goals of the lesson.
6. Effectively implement instructional plans and use appropriate instructional techniques including technology.
7. Effectively communicate with students.
8. Help students develop positive self-concepts.
9. Facilitate the independence of the student as learner.
10. Effectively meet the needs of exceptional students.
11. Effectively assess students' needs and progress.
12. Establish a positive learning environment.
13. Meet professional responsibilities.
14. Demonstrate an understanding of family and community relations, including communication with and involvement of parents.
15. Demonstrate a comprehension of diversity: ethnic, gender, social class, race, religion, region, disability, and its implications.
16. Demonstrate knowledge of the Missouri Learning Standards and curriculum frameworks as applicable to the area/grade level(s) to be taught.

SOE Practicum Experience Objectives

Every practicum student must exhibit that he/she knows and can perform the following expectations. The course expectations are built on good educational practice and state standards for teacher licensure. Demonstration of every component is required and will be documented on the **Practicum Student Formative and Summative Assessments During the Practicum Experiences** form and the **MEES Teacher Candidate Assessment Rubric adjusted for Practicum Experiences** form.

Major objectives are based on the Missouri Standards for Teachers
https://dese.mo.gov/sites/default/files/TeacherStandards.pdf

Standard 1: Content knowledge aligned with appropriate instruction

1.1 Content knowledge and academic language

1C1) The preservice teacher demonstrates knowledge of accurate content and academic language of the appropriate discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri, as well as an awareness of and efforts to use possible strategies to allow students to process content and increase academic language.

1.2 Student engagement in subject matter

1C2) The preservice teacher demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes in order to engage students in content.

Standard 2: Student Learning, Growth and Development

2.4 Differentiated Lesson Design

2C4) The preservice teacher recognizes diversity and the impact it has on education, and is able to describe and attempt possible ways to adjust instruction and differentiate based on student needs.

Standard 3: Curriculum Implementation

3.1 Implementation of curriculum standards

3C1) The preservice teacher understands the components and organization of an effective curriculum; is able to plan, create and attempt to implement learning experiences that are aligned to local, state, and/or national standards/learning outcomes; posts the learning objective in student friendly language.

Standard 4: Critical Thinking

4.1 Student engagement in critical thinking

4C1) The preservice teacher can demonstrate knowledge of researched-based models of critical thinking and problem-solving. This includes explaining and attempting strategies to engage students 1) to self-monitor and/or self-reflect, 2) to analyze and discuss problems, 3) to share ideas and possible solutions with one another, 4) by including questions that promote critical thinking in lesson plans, and 5) by incorporating rigor and relevance.

Standard 5: Positive Classroom Environment

5.1 Classroom management techniques

5C1) The preservice teacher knows how classroom management, motivation, and engagement relate to one another. He or she explains and attempts strategies and techniques for monitoring student behavior and communicating expectations in order to promote student interest and learning.

5.2 Management of time, space, transitions, and activities

5C2) The preservice teacher describes and tries different strategies to minimize disruptions and to manage time, space, transitions, and activities to create an

effective learning environment which is aligned with the school's behavior system.

Standard 6: Effective Communication

6.1 Verbal, non-verbal communication

6C1) The preservice teacher understands the importance of and develops the ability to use effective verbal, non-verbal, and media communication techniques, with attempts to provide clear instructions, model desired outcomes, and exhibit suitable oral and written communication.

Standard 7: Student Assessment and Data Analysis

7.1 Effective use of assessments

7C1) The preservice teacher has knowledge of the development, use, and analysis of formative and summative assessment strategies and collects data to monitor the progress of students.

7.2 Assessment data to improve learning

7C2) The preservice teacher understands how data can be accessed, analyzed, and appropriately used, and attempts to use formative assessment strategies to guide/plan future instruction and improve learning activities.

7.5 Communication of student progress and maintaining records

7C5) The preservice teacher can explain the ethical and legal implications of confidentiality of student records and also can describe and analyze strategies for communicating student progress to students, families, colleagues, and administrators, using these strategies if given an opportunity to do so.

Standard 8: Professionalism

8.1 Self-assessment and improvement

8C1) The preservice teacher understands strategies for reflecting on teaching practices to refine their own instructional process in order to promote the growth and learning of students. He or she reflects on the lesson and/or practice, accepts feedback, and monitors/adjusts through prompting or self-assessment for continuous improvement and attainment of goals. The preservice teacher also attends and participates in school or district professional development as appropriate.

Standard 9: Professional Collaboration

9.3 Cooperative partnerships in support of student learning

9C3) The preservice teacher recognizes the importance of developing relationships and cooperative partnerships with students, families, and community members to support students' learning and well-being. He or she seeks to communicate and build appropriate relationships with students, staff and families and participates in collaborative meetings and schoolwide functions as appropriate.

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g., sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU's Title IX coordinator (or that person's equivalent on your campus) and share the basic facts of your experience**. This is true even if you ask the faculty member not to disclose the incident. The Title IX contact will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

For most students on the St. Louis campus, the appropriate contact is Anna R. Kratky (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy, and for resources, please visit the following web addresses: https://www.slu.edu/here4you and https://www.slu.edu/general-counsel.

Student Success Center

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit https://www.slu.edu/life-at-slu/student-success-center/ to learn more about tutoring services, university writing services, disability services, and academic coaching.

University Writing Services

Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit https://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/index.php or call the Student Success Center at 314-977-3484.

Basic Needs Security

Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the Dean of Students Office (deanofstudents@slu.edu or 314-977-9378) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.

Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact Disability Services to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact Disability Services, located in the Student Success Center and available by email at Disability_services@slu.edu or by phone at 314.977.3484. Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from Disability Services and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact to Disability Services. Confidentiality will be observed in all inquiries.

St. Louis University Academic Integrity Statement

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.
The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at:

https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf

School of Education Honesty Policy

Students are expected to be honest in their academic work. The University reserves the right to penalize any student whose academic conduct at any time is, in its judgment, detrimental to the University. Such conduct shall include cases of plagiarism, collusion, cheating, giving or receiving or offering or soliciting information in examinations, or the use of previously prepared material in examinations or quizzes. Violations should be reported to your course instructor, who will investigate and adjudicate them according to the *Policy on Academic Honesty* of the School of Education. If the charges are found to be true, the student may be liable for academic or disciplinary probation, suspension, or expulsion from the University. Students are also expected to adhere fully to the Saint Louis University School of Education Code of Ethics (see below).

"*Reflective practitioners dedicated to the service of others***."**

Field Experience Code of Ethics and Conduct

The Field Experience Code of Ethics and Conduct documents expectations of Saint Louis University Preservice Teacher, Teacher Candidate, Graduate Students engaged in field work associated with School of Education (SOE) programs and courses, which include visits to schools, observations of classrooms, tutoring, research, practicum and student teaching experiences and other tasks associated with assigned field work. The Saint Louis University Preservice Teacher, Teacher Candidate, Interns, and Fellows, as a representative of the School of Education in his/her fieldwork, agrees to abide by the following code of ethics and conduct:

1. The SOE undergraduate and graduate student shall comply with all policies, statutes, and rules established by state and local agencies as well as those of Saint Louis University. The teacher candidate shall also comply with all rules and regulations of the local school(s) for any field assignment or class assignment (ie. including social network policies).
2. The SOE undergraduate and graduate student will not upload or share photos or videos of the school or students to social media or email.
3. The SOE undergraduate and graduate student shall maintain professional dress and appearance and comply with the school dress code. Casual business attire is suggested. Revealing or tight clothing, shorts (unless required by the field experience) or beachwear are not permitted.
4. The SOE undergraduate and graduate student shall display responsible behavior throughout the field experience. Attendance and punctuality are vital to all field experiences. If the SOE student cannot attend on a scheduled day, he/she must notify the Cooperating Teacher/Mentor and the university supervisor prior to the start of the day. Contact information should be exchanged prior to the start of the field experience.
5. The SOE undergraduate and graduate student shall recognize and respect the diversities that exist in the classroom and plan accordingly.
6. The SOE undergraduate and graduate student shall create and maintain a safe physical and emotional learning environment.
7. The SOE undergraduate and graduate student shall collaborate with others in a positive, cooperative and courteous manner. He/she will avoid making negative remarks about the university program, the cooperating school, the teachers or the community. Constructive criticism should be shared with the appropriate person in a responsible position.
8. The SOE undergraduate and graduate student shall not falsify or misrepresent any facts, documents, student work, reports or information given to faculty, staff, supervising teachers, university supervisors, cooperating teachers, mentor, students, colleagues or others.
9. The SOE undergraduate and graduate students will maintain the highest level of confidentiality when discussing students, their academic achievement, and personal conduct. He/she will discuss students only with university faculty, cooperating teachers, and school supervisory staff. Communications with students and parents of students must be conducted under the supervision of the cooperating teacher/mentor.
10. The SOE undergraduate and graduate student shall develop and adhere to appropriate professional relationships. Developing a friendship that conflicts with professional roles or developing a romantic and/or sexual relationship with a student of the school or local agency is unacceptable. All forms of communications with students shall be conducted at the school or local agency and with the supervision of the cooperating teacher/mentor.
11. The SOE undergraduate and graduate student shall not use any form of harassment such as phone calls, email or any other forms of written communication toward a student of the school or local agency, faculty, staff or colleagues.

I have read, understand and accept the provisions of the School of Education Field Experience Code of Ethics and Conduct as Saint Louis University. A breach of this document may result in the removal from the site and/or hearing procedures to determine consequences.

Agreed and accepted by: _____ Date: _____

Printed name: _____

"*Reflective practitioners dedicated to the service of others*"

General Guidelines and Expectations for the Practicum Experience

Expectation Category	Practicum Student (PS)	Cooperating Teacher (CT)	University Supervisor (US)
Orientation	Prior to the first day, contact school, introduce yourself and schedule a time for CT and administrator to meet you and provide an orientation to expectations in place at the school. Ask for access to the student and/or staff handbooks and become familiar with them. (Check website for this.) Follow the guidelines established by the school. Review the Practicum Handbook with US and CT. Read and sign the Field Experience Code of Ethics and Conduct form sharing it on your SOE Field Office Google folder.	Along with your administrator, provide the PS with an orientation to the expectations in place at the school. Provide access to the student and/or staff handbooks. If possible, arrange a desk or table in the classroom for the PS to use as a "home base" for organizing and keeping materials. Review the Practicum Handbook with US and CT.	The university supervisor should review the Practicum Handbook with the PS and CT. The supervisor should discuss overall expectations for the PS as well as addressing specific requirements. The university supervisor will become informed of the professional expectations of individual schools and agencies and act accordingly during school visits and professional interactions.
Attendance The number of practicum hours should be 35 times the number of credit hours. (ex. 35 x 3 credit hrs. = 105 hrs.)	Establish the weekly schedule with the CT and US. Keep an accurate Fieldwork Log daily. If you are absent for a valid reason, you must contact the CT and US during the morning of the absence or prior. ****Unexcused absences or lack of	Establish the weekly schedule with the PS and the US. Initial the PS Fieldwork Log daily and sign at the end of the practicum experience. If PS is absent without contact, let your US know.	Communicate with CT about PS's attendance and promptness. Deduct grade for unexcused or lack of notification in absences.

	notification will result in a reduction of practicum grade. Required hours must be fulfilled by the summative evaluation. Share completed Fieldwork Log into your SOE field office Google folder.		
Planning Schedule	Collaborate with CT and consult with the US to create a planning schedule that reflects the practicum objectives (p. 8-10) and a broad array of experiences relevant to your specific practicum. See sample planning schedule and template in appendices.	Collaborate with PS and consult with the US to create a planning schedule that reflects the practicum objectives (p. 8-10) and a broad array of experiences relevant to your specific practicum. See sample planning schedule and template in appendices.	Ask to review the planning schedule to ensure inclusion of practicum objectives as well as any specific requirements. Provide assistance or input as requested or needed.
Ensuring a Safe, Healthy Environment	Become familiar with the school's health policies for illness. Also become aware of any student allergies or other conditions that are pertinent to ensuring a safe environment.	Assist with PS expectations as needed.	Assist with PS expectations as needed.
Lesson Plans for Formal Observations	Lesson Plans should be provided to the US and the CT **at least 48 hours prior to a formative or summative observation**; therefore, allowing time for review, discussion, possible revision, and preparation. The lesson plan is your guide. Changes can be made	Review the PS's lesson plan, discuss any questions or suggestions.	Review the PS's lesson plan, discuss any questions or suggestions.

	in the lesson plan prior to implementation.		
Lesson Plans for Other Times	Additional lesson planning (written or not) should be agreed upon by the CT, PS, and US. All activities must be planned cooperatively by the PS and CT with the US available for consultation. The PS should receive approval from the CT for lessons prior to their presentation.	Additional lesson planning should be agreed upon by the CT, PS, and US. All activities must be planned cooperatively by the PS and CT with the US available for consultation. Encourage PS to apply a variety of teaching styles and techniques throughout the practicum semester.	Additional lesson planning should be agreed upon by the CT, PS, and US. All activities must be planned cooperatively by the PS and CT with the US available for consultation. Encourage PS to apply a variety of teaching styles and techniques throughout the practicum semester.
Co-Teaching Models (see appendices)	Attempt and utilize several of the 7 approaches to co-teaching with the CT.	Attempt and utilize several of the 7 approaches to co-teaching with the PS.	Note and encourage any co-teaching approaches used.
Self-Evaluation and Reflective Practice	The PS should set goals at the beginning of the practicum to assist in the process of self-evaluation (see *Practicum Goals and Self Evaluation* form in the Appendices) For the midterm point and summative evaluation, the PS should reflect on progress and next steps, and then review his/her goals with the CT and US. For the final evaluation, the PS should again reflect, and also identify goals which are appropriate for the next semester.	The CT should discuss the PS's initial goals, midterm reflection and final reflection/goal setting for next semester. Provide encouragement and support where needed.	The US should discuss the PS's initial goals, the midterm reflection and final reflection/goal setting for next semester. Provide encouragement and support where needed.

Course Objectives and Variances	The Practicum Objectives/ Quality Indicators and the MEES tool should be consulted and used throughout the planning and implementation of the practicum. If the individual practicum has additional course objectives, the US will provide and discuss the additional requirements.	The Practicum Objectives/ Quality Indicators and the MEES tool should be consulted and used throughout the planning and implementation of the practicum. If the individual practicum has additional course objectives, the US will provide and discuss the additional requirements.	The Practicum Objectives/ Quality Indicators and the MEES tool should be consulted and used throughout the planning and implementation of the practicum. Individual practicum experiences may have additional course objectives. If so, provide and discuss the additional requirement with the PS and CT.
Observing Other Classrooms	Arrange to observe other classes with varied age groups and subject matter. You might also observe any specialists available at the school. Ask your CT for suggestions.	Arrange for the PS to observe other classes with varied age groups and subject matter. You might also suggest observing any specialists available at the school.	Check to see if the CT has arranged for the PS to observe other classes with varied age groups and subject matter, as well as any specialists available in the school.
Substitute Teachers	PSs are not to serve as substitutes for CTs who are absent from class. They are to work under the supervision of the substitute teacher who has been hired by the school; **unless the PS has been hired by the school/ school district and registered with DESE for Substitute Certification.**	Please communicate Substitute Teachers expectation in the PS column to administrators and others who are involved in making decisions regarding covering classes.	Monitor the observance of the Substitute Teachers expectation in the PS column.
Observations, Feedback and Evaluations	Help the CT and US understand the Chart Indicating Practicum Hours and Related Observations in the appendices to determine	Use the Chart Indicating Practicum Hours and Related Observations in the appendices to determine how many	Use the Chart Indicating Practicum Hours and Related Observations in the appendices to determine how many

	how many observations/formative and summative evaluations they are to complete for your particular practicum. Use the Suggested Evaluation Calendar (also in the appendices). The dates are flexible suggestions, but the items listed are to be completed throughout the semester. Collect and present evidence/ artifacts to the CT and US to show standards you have met that might not be easily observed. Also, note that the Practicum Goals and Self-Evaluation reflections are part of the mid-term and summative evaluations.	observations/formative and summative evaluations you are to complete. Use the Suggested Evaluation Calendar (also in the appendices). The dates are flexible suggestions, but the items listed are to be completed throughout the semester. Meet with the PS after each observation/ evaluation to discuss and utilize any artifacts the PS presents in addition to your observations. Submit all formative and summative evaluations to the US by placing these documents in the student's practicum folder (Google Folder).	observations/formative and summative evaluations you are to complete. Use the Suggested Evaluation Calendar (also in the appendices). The dates are flexible suggestions, but the items listed are to be completed throughout the semester. Meet with the PS after each observation/ evaluation to discuss and utilize any artifacts the PS presents in addition to your observations. The US is to collect all formal written observations from the CT. For the midterm and final evaluation, you will be given a form to enter your scores and the CT's scores. More instructions with these forms will follow.
Communication	Be sure to reach out to the CT and US for any needed support or resources, as well as to share artifacts or anecdotes that show your growing comfort and performance along the MEES continuum. It is expected that you will communicate with the US weekly or bi-weekly and with the CT more frequently.	In addition to the formal discussions you have with the PS during evaluations, please have frequent informal dialogue and give feedback that enables the PS to grow in comfort and performance along the MEES continuum. In addition, communicate with the US weekly or bi-weekly.	In addition to the formal discussions you have with the PS during evaluations, please be a support and resource to both the PS and CT, communicating informally with the PS and CT weekly or bi-weekly, including an initial visit early in the semester and being available through phone/email and in person. Ongoing

			communication is vital to ensure growth in comfort and performance along the MEES continuum. Remember the US serves as the direct line of contact between Saint Louis University School of Education, the CT and school, and the PS.
The 4 Ps: Professional, Prepared, Punctual and Passionate	Be professional in conduct and attire. Be prepared and punctual with attendance and tasks/deadlines. Be passionate regarding your work with students.	Model the 4 Ps for the PS	Model the 4 Ps for the PS
Final Practicum Grade	The final grade for the practicum experience is determined by the US, but in collaboration with and input from the CT and PS. The US should communicate this grade to the PS and CT.	The final grade for the practicum experience is determined by the US, but in collaboration with and input from the CT and PS. The US should communicate this grade to the PS and CT.	The final grade for the practicum experience is determined by the US, but in collaboration with and input from the CT and PS. The US should communicate this grade to the PS and CT.
Addressing Questions or Concerns	If you have concerns or questions throughout the experience, please contact the US first. Then feel free to contact: Dr. Joy Voss – Clinical Coordinator, Office of Educational Field Experiences soefieldoffice@slu.edu 314-977-1977.	If you have concerns or questions throughout the experience, please contact the US first. Then feel free to contact: Dr. Joy Voss – Clinical Coordinator, Office of Educational Field Experiences soefieldoffice@slu.edu 314-977-1977.	If you have concerns or questions throughout the experience, please feel free to contact: Dr. Joy Voss – Clinical Coordinator, Office of Educational Field Experiences soefieldoffice@slu.edu – 314-977-1977.

Higher Purpose. Greater Good.

A Note About the Practicum Experience

Planning the experiences of a practicum student is not an easy task, but should certainly be a rewarding one! It is especially difficult for the Saint Louis University Department of Education to suggest any set pattern because of the uniqueness of each practicum student, cooperating educator, and classroom setting. Consequently, cooperating educators are in the best position to formulate a plan by which their practicum student will experience meaningful classroom responsibilities tailored to meet the needs of the practicum student as well as the needs of the children they will serve. Below you will find some suggestions/things to consider. The practicum student and cooperating educator should co-develop the semester plan. This plan should allow the preservice teacher to gradually increase responsibilities, knowledge, skills, and dispositions in the classroom.

- We suggest the practicum student starts the first week with observing, and then after the first week s/he have responsibility for at least one aspect in the classroom (ex. Daily morning tasks – lunch count, attendance, calendar).
- *The Planning Schedule for Practicum Students* form is included in this packet. Our goal is for the practicum student to engage in the same activities as the cooperating teacher usually performs.
- Each week the practicum students has the opportunity to maintain or relinquish previous teaching responsibilities. We encourage our practicum students to plan a variety of experiences (for ex. Theme Unit, Portfolio on one student) for the classroom. We also encourage our practicum student to try all teaching aspects/co-teaching (lead assist, parallel teaching, separate teaching – outline provided)
- We encourage the cooperating educator to provide a realistic perspective of the work required of a full-time teacher. The cooperating educator is to maintain supervision throughout each task.
- During the last week we encourage our practicum students to observe in other classrooms.

You're off to great places! Today is your day! Your mountain is waiting. So.... get on your way!

Dr. Seuss

Appendix I

What does the Co-teaching Model look like?

With co-teaching, the practicum student typically becomes involved in the classroom immediately. Lessons are planned and taught by both the teacher and the practicum student, resulting in the practicum student being seen by students as a "real teacher" from the beginning of the experience. The co-planning process is designed for the practicum student to hear and discuss the thoughts and strategies that are used in lesson planning by their mentor teacher. The co-teaching strategies do not need to be used on every lesson.

What are the seven approaches to co-teaching?

1**.** ***One Teach, One Observe*** – The key is to focus the observation. The co-teaching pair determines which specific behaviors to observe. It is important to remember that either the cooperating educator or the teacher candidate could take either role.

2. ***One Teach, One Supports*** – This is an extension of one teach, one observe. One teacher has primary instructional responsibility, while the other assists students' with their work, monitors behaviors, or corrects assignments.

3. ***Station Teaching*** – The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups; groups then rotate or spend a designated amount of time at each station.

4. ***Parallel Teaching*** – Each teacher instructs half the students. The two teachers are addressing the same instructional material, using the same teaching strategies.

5. ***Supplemental Teaching***- This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.

6. ***Alternative (differentiated) Teaching*** **-** Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the avenue for getting there is different.

7. ***Team Teaching*** – Well-planned team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson.

Appendix II

Chart Indicating Practicum Hours and Related Observations

Credit and Clock Hours (A time sheet will be provided for the practicum student to document time in the field.)	No. of Formative Observations for Cooperating Teacher	No. of Formative Observations for University Supervisor	No. of Summative Evaluations for Cooperating Teacher and University Supervisor* **
1 credit hr. = 35 clock hrs.	minimum of one	minimum of one	one
2-3 credit hrs. = 70/105 clock hrs.	minimum of one	minimum of two	one
4-5 credit hrs. = 140/175 clock hrs.	minimum of two	minimum of three	one

*Please note: An observation may or may not go along with the summative evaluation.
**Also, please remember that the summative evaluation is a collaborative effort between the university supervisor, cooperating teacher and the practicum student.

Appendix III

Suggested Evaluation Calendar

Suggested completion dates during the <u>week</u> of...

Week 1 **Practicum Semester Begins: Initial Contact to all members of the Practicum Team**

Week 2 **Informal visit from University Supervisor Semester Prof. Dev. Goals Due from Practicum Student**

Week 4 **University Supervisor Initial Formative Evaluation (for Practicum students with 2 or more credit hours)**

Week 6 **Cooperating Teacher Initial Formative Evaluation**

Week 8 **University Supervisor Mid-Formative Evaluation (for Practicum students with 4 or more credit hours only)**
University Supervisor Initial Formative Evaluation (for Practicum students with 1 credit hour)

Midterm Reflection Due from Practicum Student Discussion with University Supervisor/ Cooperating Teacher/ Practicum Student

Review Professional Development Goals

Week 11 **University Supervisor Final Formative Evaluation (for Practicum students with 2 or more credit hours)**

Week 12 **Cooperating Teacher Final Formative Evaluation (for Practicum students with 4 or more credit hours only)**

Week 13 **Final Reflection Due from Practicum Student**

Week 14 **University Supervisors /Cooperating Teacher/Practicum/Student Summative Evaluation** (NOTE: **A Discussion of the overall semester progress/final

**An observation may be scheduled before the Summative Evaluation grade

Appendix IV

Planning Schedule for Semester

Name:

Field Work Site:

Grade Level/ Content:

Week	Date	Responsibilities/Content:
1		
2		
3		
4		
5		
6		
7		

Week	Date	Responsibilities/Content:
8		
9		
10		
11		
12		
13		
14		
15		

Embrace your Practicum Experience!

Appendix V

Example Planning Schedule for the Semester

The practicum student and cooperating educator should develop a semester plan. This plan should allow the practicum student to gradually increase responsibilities, knowledge, skills, and dispositions in the classroom. Remember, every practicum and related participants are unique, but the following planning example shows several ideas you may wish to include.

Week 1 Overview/Observe

An orientation phase at the beginning of the semester provides practicum students with an opportunity to become familiar with school policies, classroom routines, building personnel, classroom objectives, procedures, and individual students. Become familiar with any IEP/student accommodations and modifications.

Week 2 Daily Tasks – lunch, attendance

Teaching Aspect: Cooperating educator leads and practicum student supports. Build home, school, and community relations – How?

Week 3 Familiarize with Assessment Tools/Curriculum and Objectives

Observe and document all children – interest, ability, and learning style.

Teaching Aspect: Practicum student observes students and documents as the Cooperating Educator teaches.

Week 4 Activity to Build Rapport

Teaching Aspect: Practicum student leads and Cooperating educator supports

Week 5 Assess the Environment

Identify an individual for mini portfolio. Obtain permission from family.

Identify a "theme" of interest which could be implemented later in the semester.

Week 6 Plan and Implement First Hour During your Practicum Experience

Teaching Aspect: Station Teach – The practicum student and the cooperating educator/therapist instructs one of the groups; groups then rotate or spend a designated amount of time at each station.

Week 7 Utilize Technology

Create and implement a lesson using technology as a tool.

*Teaching Aspect: **Alternative (differentiated) Teaching** - Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the avenue for getting there is different.*

Week 8 Plan and Implement Second Hour During your Practicum Experience

Teaching Aspect: Parallel Teaching- The practicum student and the cooperating educator have small groups teaching the same thing. The practicum student collects data on select child.

Week 9 Fall Break – Continue with teaching aspects from week 8.

Week 10/11 Differentiated Lesson Plan
Create and implement a differentiated lesson plan.

Week 12 Embedding Learning Strategies
*Teaching Aspect: **Supplemental Teaching**- This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.*

Week 13 Embedding Learning Strategies and/or Peer Coaching
Teaching Aspect: Separate Teaching: The practicum student and the cooperating educator both have a small group teaching a different aspect and then switch groups.

Week 14 Whole Group – Theme-
Create and implement a learning center related to the theme unit.

Week 15 Whole Group – Theme
Create and implement a learning center related to the theme unit.
*Teaching Aspect: **Team Teaching*** – Well-planned team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson.

Week 16 Observe at least 2-3 other settings.

Appendix VI

Saint Louis University School of Education
"Reflective practitioners dedicated to excellence in service with others."

PRACTICUM GOALS AND SELF EVALUATION

Name

Placement

Goals for practicum semester: (Goals may focus on any area related to teaching such as: organization, management, instructional skills, curriculum or professional development.)

Midterm Self Evaluation:

Final Self Evaluation:

Appendix VII

The *Lesson Plan Format* has been adapted from the outline used in the MoPTA assessment. It is designed to help a teacher candidate develop well-planned and structured lessons. This suggested format also can help a teacher candidate better understand and design meaningful daily lessons that can positively enhance his or her instructional practice and students' learning. An agreed upon lesson plan format should be discussed early and often.

Creator(s) of Lesson Plan	
GRADE/AGE of STUDENTS	
SUBJECT	
TOPIC within that Subject	
ESSENTIAL QUESTION(S)	
SUMMARY: What do you want your students to know and be able to do by the end of this lesson/experience?	
GUIDANCE NOTES *Information that will help build your lesson plan (e.g., the lesson is after lunch, a new student in the class, follow up from chapter test)*	

PRE-ASSESSMENT/ PRIOR LEARNING

What assessment tools are guiding this lesson? (e.g., observational notes, exit slips, checklist, student work sample)
What background knowledge /learning styles/interests/abilities/group dynamics/Individual needs are relevant for success?
How do I know they are ready for this lesson?
What questions are the students asking? (inquiry questions)?
What nonverbal cues did you observe the past lesson? (students' expressions, body language)

Differentiation/ Accommodations/ Modifications/ Increase in Rigor
Reflecting on my previous lesson, what changes do I need to make to support each learner?
How do I set up a flexible and supportive learning environment that promotes success?
How do plan lessons differentiated by readiness, interest, and learning profile?
How do I meet the needs of all learners, learning, cultural and language differences, etc.?
How do I differentiate content, process, and/or product?
How do I create an environment preparing students, parents, and myself for the challenges of differentiation?

DESE: Accommodations, Modifications, and Interventions...What's the difference?
https://dese.mo.gov/sites/default/files/se-accomodations-modifications-interventions.pdf
http://www.udlcenter.org/

STANDARDS/QUALITY INDICATORS/SKILLS
Which Missouri and/or national standards, quality indicators, and skills are addressed in this lesson?
What do I want my students to learn?
Why are these standards important?
What modifications might be considered? Am I differentiating content?

Differentiation/ Accommodations/ Modifications/ Increase in Rigor
Is this standard meeting the needs of all students?

LEARNING OBJECTIVES/GOALS
This is where you identify the specific skill, insight, concept you want them to learn -- not what you want them to DO in the lesson.
*What **measurable objectives** are you addressing in this lesson?*
Are the intended learning outcomes appropriate for meeting curricular and student needs? ((e.g., S.M.A.R.T. goal))

Differentiation/ Accommodations/ Modifications/ Increase in Rigor
How do I meet the needs of all learners, learning, cultural and language differences, etc.?
Is the learning objective appropriate for all students?
Do I need to consider differentiating the content or process?

ASSESSMENT
How will I determine student learning in relation to the goal(s)/objective(s)? (e.g., frequency, duration, accuracy)
How can I share the knowledge and skills the students demonstrate? (e.g., graph, checklist, anecdotal notes, photos)
Does my assessment provide students with a meaningful opportunity to show what they know? Is your assessment tool allowing the students to self-monitor or self-reflect?
Does the assessment tool inform my objective(s)?

Differentiation/ Accommodations/ Modifications/ Increase in Rigor
Does the assessment tool(s) inform all objectives? How are you differentiating the assessment tools to illustrate student success? (e.g., social/emotional, task focus, engagement, organization, participation)

LESSON STRUCTURE AND PROCEDURES
Write this as a script -- using the words the teacher will use in leading the lesson. Include specific questions the teacher will pose; include the specific directions that the teacher will provide.

Include Instructional Strategies
What approach will I use to best meet the learning goal(s) and the needs of the students?
What academic or social emotional strategies should I consider when planning?
What strategies can help ensure student understanding?
e.g., Content or skill specific strategies may include: graphic organizer, chunking, SQR4, think aloud, KU sentence writing strategy, etc.) Padlet Resource: https://padlet.com/dorie_ranheim/9s0to7ekdnbh

Before the lesson: (guiding notes/pre-assessment driving the lesson/ *What expectations need to be clearly defined? Do I need visuals? /What instructional activities will I use to help students meet the learning goals? / What opportunities will I create for my students to develop a deeper knowledge? How will I transition the students to the learning setting?)*

Opening: (How will I hook the student's interest/engagement? How will you begin the lesson? What will you do to communicate the purpose or goal?)
During the lesson: (*How is the pace/time allotment of the lesson meets the needs of each student? /How do the instructional strategies link to what I know about each student? How are students fostering their own inquiries? / How can I gradually release more responsibility to students for their own learning? How are you promoting Critical Thinking? What posing will promote higher levels of thinking?) Include specific details about TEACHING important vocabulary related to the content of this lesson. Include specific details about how you will use READING to learn, and WRITING to learn the content of the lesson.*
Closure: *(What will happen at the end? How will you wrap up and debrief what students have learned in this lesson? Can the students illustrate what they learned? / Are the students applying their learning effectively in new situations (e.g., transfer)?*)

Differentiation/ Accommodations/ Modifications/ Increase in Rigor
How do I set up a flexible and supportive learning environment that promotes success? this might apply to one student or groups of students)

How do plan lessons differentiated by readiness, interest, and learning profile?
How do I meet the needs of all learners, learning, cultural and language differences, etc.?
How do I differentiate content, process, and/or product?

Resources and Materials
What tool(s) will foster learning? How can I embed technology into the lesson to enhance instruction?
How can students acquire authentic, reliable information from experts/community members? (e.g., firefighters, skype with an architect)

Differentiation/ Accommodations/ Modifications/ Increases in Rigor
What high or low assistive technology tools do I need to incorporate?

Classroom Climate/ Classroom Management

How am I establishing procedures and expectations for student behavior that encourage the development of positive interpersonal skills? Am I providing visual and auditory cues?
How am I creating a cooperative and respectful classroom climate in which students and teachers work through behavioral challenges together?
What are some strategies to develop a non-confrontational rapport with even the most challenging students?
How will I consider implementing conflict resolution strategies that prioritize relationship building and mutual understanding?
http://schottfoundation.org/restorative-practices
https://casel.org/
https://www.leaderinme.org/
https://www.pbis.org/
https://www.character.org/

Differentiation/ Accommodations/ Modifications/ Increases in Rigor

Do I need tools for individual students to support their learning? (e.g., behavior plan, individual goals, social story)

Extensions

What activities have I planned for early finishers that extend the students' understanding of and thinking about the learning objectives by applying their new knowledge in a different way?
https://www.weareteachers.com/teaching-gifted-students/

Reflective Thinking (*To be completed within 24 hours after the lesson)* ***PK-12 Student Learning:*** *How well did my students progress toward the goal(s)? How do I know? Evidence? Artifacts? (academic, social/emotional, engagement) What follow up resources are needed to foster student learning?* ***Teacher Candidate's Instruction:*** *If I taught this lesson again or extend the lesson, I would be sure to make the following changes or additions to meet the needs of each student*	

Follow-Up to Today's Lesson/Start Again *Based on my analysis of student performance in this lesson, I will make the following change to deepen student understanding and interconnect concepts. The changes may be incorporated tomorrow or throughout the unit?*	

Additional Information *Is there any area or lesson component that may not have been covered by this format that you think is vital to include in this lesson?*	