



# ANNA MARIA COLLEGE

## **Initial License Teacher Preparation Programs Pre-Practicum Field Placement Handbook**

### **Education Preparation Programs**

Shelie Wells  
Director of Education  
508-849-3435  
swells@annamaria.edu

Diane Carroll  
Field Placement Coordinator  
508-849-3419  
dcarroll@annamaria.edu

Jonene Angelo  
Education Licensure Coordinator  
508-849-3379  
jangelo@annamaria.edu

# Anna Maria College

## Pre-Practicum Field Experience

### POLICY

Anna Maria College Teacher Candidates complete **Pre-Practicum** field experience in two 40-hour segments, and normally in conjunction with methodology courses. To qualify for the **Practicum** experience (student teaching), Anna Maria College students need a minimum of 80 hours of monitored field-based experience which correspond to the level and the field of the teaching license that they are seeking. A substantial amount of this experience should be acquired in a setting which has a student body diverse in terms of learning needs, social, cultural, race and ethnicity.

The Field Placement Coordinator in the Education Program **must approve all settings**. Supervising Practitioners in the field, the partner school principals, Program Supervisors, college course instructors, and the Field Placement Coordinator monitor these field experiences.

### REQUIREMENTS

The Pre-Practicum field experience is an integral part of an Anna Maria College student's program of preparation for classroom teaching. The Education Department at Anna Maria College sets forth the following requirements for each placement to ensure that a student is actively, responsibly, meaningfully, and constructively engaged with classroom students in a classroom setting during this important time.

- Students are expected to complete a minimum of 40 hours **across a span of 13-14 weeks**. Students will likely have well beyond 40 hours. All hours should be carefully recorded on the Pre-Practicum Field Experience Attendance Report. Five or more hours must include primary responsibility for teaching a small or large group of classroom students. Primary responsibility means that AMC Teacher Candidates plan and facilitate a learning activity with the guidance and support of the Supervising Practitioner. Teacher Candidates are encouraged to use the UDL (Universal Design for Learning) lesson plan format developed in their methods courses. Each methods teacher may provide a letter outlining student expectations in the Pre-Practicum experience as well as an evaluation sheet to be used after the Pre-Practicum student has prepared and presented a lesson.

Below is a general timeline that outlines the Pre-Practicum experience.

#### **0-3 hours of focused observations**

(Guidelines will be set by the methods teacher and the guidelines from the Massachusetts Department of Elementary and Secondary Education for Teacher Preparation.)

#### **3-20 hours of small group instruction at varying levels**

(This includes continued observation, ongoing meetings with the Supervising Practitioner for planning and feedback.)

#### **20-40 hours planning and presenting 2 lessons and continued small group instruction**

Lessons should be aligned with the Massachusetts Curriculum Frameworks. Lessons will be submitted to the Supervising Practitioner and methods teachers **at least 3 business days prior to the planned lesson** for feedback and approval. An evaluation provided by the methods teacher will be used to assess planning, performance and assessment of student learning.

- In addition to teaching, AMC Teacher Candidates should engage in some or all of the following activities by the end of each field experience:
  - Tutoring
  - Monitoring/assisting small groups of classroom students during a learning activity (e.g., cooperative learning) planned by the Supervising Practitioner
  - Assisting the Supervising Practitioner with special presentations or projects
  - Assisting in developing and/or supervising a learning center
  - Acting as editor during a process writing conference with a student
  - Evaluating classroom students work (e.g., in portfolios)
  - Other aspects of the teacher’s role deemed valuable by the Supervising Practitioner
  - Observation (While some observation can be beneficial, in the absence of a particular focus or guidelines provided by a course instructor, Anna Maria College prefers that college students become more directly involved with classroom students and classroom activities.)

## **MINIMUM GRADE REQUIREMENT FOR PRE-PRACTICUM EXPERIENCE**

The final grade for the Pre-Practicum course experience will be determined by the college instructor. The final grade for the Pre-Practicum field experience will be determined by the Supervising Practitioner (SP) and the Program Supervisor. The Pre-Practicum field experience is a Pass/Fail, non-credit experience. Students must Pass (P) all of their field placement experiences in order to student teach. A student must score as “Proficient” or “Needs Improvement” on the lesson observation rubric (see attached), growth will also be considered. In addition, students must complete the minimum requirement of 40 hours of field experience in each placement.

Supervising Practitioners will collaborate with the Program Supervisor to evaluate student performance after each lesson taught (2 in total). Performance will be documented and feedback will be provided via a lesson observation form. Observations will occur approximately mid and end semester. The observation forms will be emailed and provided as a printed copy (included in this handbook). Upon completion, these forms should be emailed/mailed back to the Field Placement Coordinator and the Program Supervisor. Initial feedback regarding professionalism and preparedness will be sought at approximately the 4-week mark of the field placement experience. The Field Placement Coordinator will email Supervising Practitioners to request assessment of professionalism. If concerns exist, the Candidate will meet with the Education Council to determine next steps which could result in the requirement of an additional Pre-Practicum or removal from the placement and a failing Pre-Practicum grade.

## **SUPERVISING PRACTITIONER’S ROLE**

- Mentoring and Supervision: As a mentor, the Supervising Practitioner helps the college student to prepare for an active role in the classroom, providing opportunities to plan, teach and interact with students. The Supervising Practitioner also guides the Pre-Practicum student in reflecting on areas of refinement and reinforcement.
- The Supervising Practitioner signs the Pre-Practicum Field Experience Attendance Report after the student lists the appropriate hours (on a weekly basis). A copy of the signed attendance form should be returned to the student for submission to the Field Placement Coordinator. The Supervising Practitioner will be provided documentation of mentoring hours from the College that *may* count for PDPs.
- Course instructors require that students teach a minimum of two lessons. UDLPs will be submitted ahead for each lesson to the course instructor, Program Supervisor, and Supervising Practitioner for

feedback. Anna Maria College appreciates whatever support of these lessons the Supervising Practitioner can provide.

- Evaluation: The Supervising Practitioner supervises the Teacher Candidate, observes and assesses student performance during 2 lessons (mid and end semester) and collaborates with the Program Supervisor to complete an evaluation (attached) after each lesson.
- Communicate any concerns to the Field Placement Coordinator as early as possible.

## **ANNA MARIA COLLEGE TEACHER CANDIDATE'S ROLE**

The Anna Maria College Teacher Candidate is responsible for the following:

- Establishing and maintaining a regular (usually weekly) schedule with the Supervising Practitioner.
- Reviewing the field experience requirements (listed on page 2 and page 3) with the Supervising Practitioner and ensuring, with the Supervising Practitioner, that they are fulfilled.
- Maintaining a record of hours on the Pre-Practicum Field Experience Attendance Report and ensuring that the Supervising Practitioner reviews and signs it (weekly). Providing the Field Placement Coordinator with a final copy of the Pre-Practicum Field Experience Attendance Report at the end of the field placement experience.
- Completing any field-based requirements established by course instructors (e.g., specific observations and lessons required in methods courses).
- Communicate with the Supervising Practitioner to seek assistance in planning and for feedback. Please communicate with your Supervising Practitioner, Program Supervisor, and the Education Program in a timely manner.
- Submit lesson plans in UDLP format , **at least 3 business days prior to the planned lesson**, to methods instructor, Supervising Practitioner, and College Program Supervisor.
- Acting on feedback provided by the Program Supervisor and Supervising Practitioner to demonstrate reflective practice.
- Completing a self-evaluation as part of the reflective process necessary for professional preparation.
- Submitting the following documentation to the Field Placement Coordinator:
  - Pre-Practicum Site Approval – within two weeks of the start of the semester
  - Demographics/Profile of placement school – attached to Pre-Practicum Site Approval <http://profiles.doe.mass.edu/search/map.aspx?county=Worcester>
  - Pre-Practicum Attendance Report (signed by Supervising Practitioner) – end of semester
  - Student Self-Evaluation – end of semester
  - Program Supervisor's completed observation forms – mid and end semester.

## **PROGRAM SUPERVISOR'S ROLE**

The Program Supervisor is a member of the professional Education faculty in the Education Program at Anna Maria College. The role of the Program Supervisor includes:

- Facilitating communication between the Education Program, partner school, Supervising Practitioner, and Teacher Candidate regarding the philosophy, expectations, requirements, and effectiveness of the Education Preparation Program, and, specifically, the Pre-Practicum experience.
- Alerting the Field Placement Coordinator or Director of Education of any concerns that include attendance, punctuality, or any professional issues.
- Review UDLP and provide feedback.
- The Program Supervisor conducts at least two formal observations and evaluations during a 13-14 week Pre-Practicum. These are usually done towards the middle and end of the Pre-Practicum experience. The Program Supervisor completes the *Pre-Practicum Mid and End Semester Evaluation of Teacher Candidate Form* and writes a summary of his/her observations and evaluation following each observation.
- Share a working draft of the observation document with the Supervising Practitioner and request feedback from the Supervising Practitioner.
- Share final draft observation document with Teacher Candidate.



## Pre-Practicum Mid and End Semester Evaluation of Teacher Candidate

(Derived from the MA Dept. of Education Candidate Assessment of Performance CAP)

<b><u>Standard I Curriculum, Planning and Assessment</u></b>			
<b><u>I-A-1: Subject Matter Knowledge</u></b>			
Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments.			
	<b><u>Proficient</u></b>	<b><u>Needs Improvement</u></b>	<b><u>Unsatisfactory</u></b>
Demonstrates subject knowledge including use of subject-specific vocabulary.			
Adjusts content to assist students to use evidence-based claims and/or arguments.			
Pedagogy engages students and provides opportunities to practice subject specific skills and vocabulary.			
<b><u>I-A-3: Well-Structured Lessons</u></b>			
Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula. (CAP Proficient Descriptor)			
	<b><u>Proficient</u></b>	<b><u>Needs Improvement</u></b>	<b><u>Unsatisfactory</u></b>
Lesson objective is clear and measurable.			
Selects and/or adapts curriculum to meet needs of students.			
Pacing and sequencing of the lesson is appropriate.			
Materials are prepared in advance, appropriate and readily available.			
Lesson planning and delivery demonstrates strategies to meet diverse needs and reflect Universal Design for Learning.			

Additional resources and/or technology is utilized to enhance student learning.			
<b><u>1-B-2: Adjustment to Practice</u></b> <b>Analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement differentiated interventions and enhancements for students.</b> <b>(CAP Proficient Descriptor)</b>			
	<b><u>Proficient</u></b>	<b><u>Needs Improvement</u></b>	<b><u>Unsatisfactory</u></b>
Utilizes formative assessment strategies during the lesson			
Adjusts teaching accordingly, based on formative assessments, to maximize student-learning opportunities.			
<b><u>Standard II</u></b> <b><u>Teaching all Students</u></b>			
<b><u>II-A-3: Meeting Diverse Needs</u></b> <b>Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students' learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners.</b> <b>(CAP Proficient Descriptor)</b>			
	<b><u>Proficient</u></b>	<b><u>Needs Improvement</u></b>	<b><u>Unsatisfactory</u></b>
Instruction was scaffolded and supports were provided to meet all learning levels.			
Student levels, interests, learning styles and language abilities are considered to ensure lesson meets readiness levels.			
<b><u>II-B-1: Safe Learning Environment</u></b> <b>Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.</b> <b>(CAP Proficient Descriptor)</b>			
	<b><u>Proficient</u></b>	<b><u>Needs Improvement</u></b>	<b><u>Unsatisfactory</u></b>
Classroom management skills ensure a safe learning environment.			
Students are encouraged to take academic risks.			

**II-E-1: High Expectations**

Clearly communicates high standards for student work, effort, and behavior, and consistently reinforces the expectation that all students can meet these standards through effective effort, rather than innate ability.

(CAP Proficient Descriptor)

	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Unsatisfactory</u>
Models and provides strategies to assist students in meeting the learning goal.			
High standards for student work, effort and behavior are clearly communicated.			
Questioning strategies and student tasks allow opportunities for students to practice higher-order thinking skills.			

**Standard IV**  
**Professional Culture**

**IV-A-1: Reflective Practice**

Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning. (CAP Proficient Descriptor)

	<u>Proficient</u>	<u>Needs Improvement</u>	<u>Unsatisfactory</u>
Lesson plan (UDLP) is provided three days prior to teaching for feedback.			
Seeks and utilizes feedback from AMC Supervisor and course instructor to improve teaching. Reflects on effectiveness of lesson with SP and/or AMC Supervisors.			



**Please comment on:**

**Areas of Reinforcement (Strengths)**

**Areas of Refinement (Goals)**

**Name**

**Signature**

**College Program Supervisor**

**The Pre-Practicum experience is considered incomplete without the submission of this documentation.**



**EDUCATION LICENSURE PROGRAMS**

**PRE-PRACTICUM SITE APPROVAL**

Date \_\_\_\_\_ Semester/Year \_\_\_\_\_

Anna Maria College Student \_\_\_\_\_

Licensure Program (type and level) \_\_\_\_\_

Anna Maria College Course(s) # \_\_\_\_\_ Course Title: \_\_\_\_\_

School Site \_\_\_\_\_

Phone \_\_\_\_\_

Principal \_\_\_\_\_ Grade/Subject \_\_\_\_\_

Supervising Practitioner(s)

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Supervising Practitioner has Professional Status and a minimum rating of Proficient on their last evaluation.  
\_\_\_\_\_ yes \_\_\_\_\_ no

Your signature below indicates your approval of your school and classroom as the site of a pre-practicum field experience for Anna Maria College Student \_\_\_\_\_, given in accordance with the general guidelines for this experience as they are described in the Anna Maria College's *Pre-Practicum Field Placement Handbook* and the more specific guidelines that may be provided through the course(s) the student is taking in conjunction with the pre-practicum.

\_\_\_\_\_  
(Supervising Practitioner)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Principal)

\_\_\_\_\_  
(Date)




TOTAL HOURS \_\_\_\_\_

A minimum of 40 hours to be completed over a 13-14 week period is required.

**The Teacher Candidate should record the number of hours for each day and ask the Supervising Practitioner to sign the appropriate box at the end of each week**



***PRE-PRACTICUM EXPERIENCE  
TEACHER CANDIDATE SELF-EVALUATION***

Name of Student \_\_\_\_\_ Date \_\_\_\_\_

Name of Supervising Practitioner \_\_\_\_\_

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

Host School \_\_\_\_\_

School Address \_\_\_\_\_

**Please evaluate your Pre-Practicum Field Experience by responding to the following questions.**

**Add specific evidence to your responses.**

1. Share one example of a student engagement strategy that resulted in increased learning.
  
  
  
  
  
  
  
  
  
  
2. Share one example of how you used formative assessment to adjust your practice to meet student needs.





**To:** All Pre-Practicum Students

**Re:** Initial Visit

It is your responsibility to review the Pre-Practicum Handbook with your Supervising Practitioner prior to the start of your pre-practicum hours.

You must contact your Supervising Practitioner for an initial visit. During this first meeting, you will review the Pre-Practicum Handbook and your course syllabus and decide on your weekly schedule. The purpose of this meeting is to alleviate confusion or concerns later in the semester and optimize your time in the classroom.

At the end of this initial visit, you are both asked to sign and date this form and return it to the Field Placement Coordinator. This is part of your required documentation and without which, no credit will be given for the pre-practicum experience.

Review of the Pre-Practicum Handbook is complete.

\_\_\_\_\_ (student) \_\_\_\_\_ (date)

\_\_\_\_\_ (Supervising Practitioner) \_\_\_\_\_ (date)