Practicum Placement Guide

© Department of Interdisciplinary Studies
1000 Regent University Drive
Administration Building Suite 255
Virginia Beach, VA 23464

888.713.1595
757.352.4147
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Practicum Overview

Congratulations! You are ready to start a practicum/field experience. A practicum/field experience is an exciting learning opportunity that affords you the chance to observe and participate in diverse educational settings, and to apply the theories and concepts learned in program course work. Faced with the challenge to meet the needs of PK-12 students in low performing schools and the national movement towards 21st century learning built around standards, a practicum/field experience affords Regent student learners the unique opportunity for introspection, personal change, professional growth, and self-assessment, all of which will empower a sense of development as a professional. The opportunity to work in a practical setting within the field coupled with supportive guidance from the university instructor will provide each learner with a strong sense of professional self-reflection. Please read this manual thoroughly as it is a practical guide to experiencing and enjoying a successful practicum/field experience.

This manual addresses the practicum experiences in the following programs and their emphasis: Interdisciplinary Studies program.

Regent University’s Teacher Preparation (IDS) Program Outcomes

The philosophy of teacher preparation at Regent University’s Department of Interdisciplinary Studies serves as the major premise upon which teacher expectancies are established. These expectancies are interpreted as performances required of a teacher who has completed the Regent University teacher preparation (graduate and undergraduate) programs. Hence, a teacher is expected to:

1. Demonstrate knowledge and understanding of content knowledge and pedagogy of the elementary curriculum (VA SOL content).

2. Demonstrate specific skills in the implementation of basic principles of teaching and learning, the integration of theory with practice, and classroom management. Specifically he/she will demonstrate knowledge of the dimensions of learning and will employ appropriate teaching and remediation strategies for ensuring their acquisition by the learner.

3. Demonstrate a commitment to continuous professional growth by regularly examining his/her own academic knowledge and competence, practices, assuming responsibility for his/her own learning and development through engaging in the study of current research, participating
in the activities of professional organizations, and manifesting an attitude of acceptance of change and a willingness to experiment with new alternatives in teaching and learning.

4. Demonstrate an understanding of the unique learning characteristics, needs, and capacities of children on different ages and developmental levels, of different cultural and language backgrounds, and of varying exceptionalities and how to appropriately address those needs and capacities.

5. Demonstrate a functional knowledge of the changing roles of education in our society, the goals of public and private education, and the organization of the school curricula as reflected in these goals.

6. Develop self-awareness and an understanding of their own worldview and how that perspective influences their own learning and teaching.

7. Use educational technology in innovative ways to enhance classroom learning

8. Demonstrate intellectual, spiritual, social, and emotional maturity and a professional attitude in relating to and communicating with learners, fellow teachers, school administrators, parents, and members of the community at large.

Value of the Practicums
- Allows the teacher candidates to learn and grow as teachers through by observing and participating in the day-to-day realities of teaching in school settings;
- Provides a context within which teacher candidates are able to question, reflect, and entertain uncertainty as they articulate and examine their own understandings of teaching, learning, and teachers;
- Provides teacher candidates with periods of observation and classroom interaction in two different classrooms and in Primary/Junior, Junior/Intermediate and Intermediate/Senior Divisions;
- Allows the teacher candidates to appreciate and gain insights regarding school culture and the professional community in which they work;
- Enables teacher candidates to demonstrate an increased understanding of their developing self as a teacher and how they relate to social, cultural, and political contexts of teaching and schooling.

Practicum Outcomes
By the end of the each practicum/field experience, students will have accomplished the following:
- Successful mastery of specific course objectives as they align to professional teacher preparation standards.
- A demonstration of learning through artifacts submitted to professors.
- Significant professional growth in pedagogical knowledge, skills, and dispositions as evidenced through coursework.
Design of Practicums at Regent

Practicum/field experiences represent the heart of Regent University’s certification programs in education at the undergraduate and graduate levels. Through carefully structured placements teacher candidates apply theoretical constructs and research-based practices in authentic settings. Performance tasks completed in clinical settings promote reflective thinking about these practices. University faculty, in collaboration with experienced professionals in the field design, implement, and evaluate experiences to prepare candidates for their roles in schools as reflective decision-makers. Professional educators serving as field partners are certified experienced practitioners that meet specific characteristics as outlined by Regent University.

Specifically, as a key element in each professional studies course, the student will be placed in a given a practicum placement. These placements must be in an accredited private or public school and must be set up through the Senior Interdisciplinary Studies Academic Advisor. Students will be required to successfully complete a minimum of one hundred (100) practicum/field experience hours (not including the student teaching/internship experience). Designated faculty member(s) will supervise these experiences, and will do so in conjunction with mentor teachers as appropriate.

Practicums (field experiences) are divided into two levels: Tier I (observation) and Tier II (practica). The definition and description of these experiences are as follows:

**Tier I**, the beginning level of the practicum experience, is attached to the foundational courses taken early in the program. Tier I tasks include structured observations in general education classrooms, video interactions, and application exercises of strategies and skills. All tasks for observations, video interactions, and applications flow from the course competencies. The observation report, video interactions, and applications are guided and evaluated by the university instructor. Some applications involve one-on-one and small group interactions with students in settings other than the general classroom. All Tier I interactions prepare the student for Tier II of the practicum experience.

**Tier II**, the more advanced level of the practicum experience (curriculum course and management), is attached to courses taken later in the program. Tier II activities build on Tier I experiences and include structured observation in general education classrooms and varying degrees of involvement in classroom instruction. The interactions in the Tier II experiences are guided and evaluated by the university instructor and the cooperating teacher. Tier II experiences prepare students for the internship experience. The level II courses which require a more advance practicum experience include Curriculum Class Management and Instructional Strategies. Evaluations of the student’s performance throughout the practicum include both formal and informal formative and summative evaluation. These placements are evaluated by the cooperating teacher and University faculty using the Practicum Evaluation Form in the field (See Appendices section).

Students will complete approximately fifteen (15) hours of practicum experience within each of their seven (7) required professional studies courses for a minimum of one hundred (100) practicum field experience hours. The practicum experiences may include, but are not limited to: observation; interviews; lesson planning and preparation; one-on-one tutoring/instruction; small group tutoring/instruction/remediation; teaching lesson(s).
Students are required to provide descriptions of their experience that will include preparation, recording and reflection as determined by the supervising faculty member. The practicum experience will be included as part of the faculty members overall assessment of the student in each of the professional studies courses.

The following professional education courses have a 15 hour practicum requirement:

UIS 200 Orientation to Teaching (1) – 10 hour practicum
UED 442/ETLC 542 Foundations in Education (3) - 15 hour practicum (private and public setting)
UED 408/EFND 508 Teaching Reading in the Elementary Grades (3) - 15 hour practicum
UED 441/ETLC 541 Child & Adolescent Growth & Development (3) - 15 hour practicum
UED 405/EFND 505 Teaching Reading & Language Arts Across the Curr. (3) - 15 hour practicum
UED 406/EFND 506 Classroom Management & Instructional Strategies (3) - 15 hour practicum
UED 451/ETSP 551 Characteristics of Students with Disabilities (3) - 15 hour practicum
UED 400/ECUR 500 Curriculum Design & Assessment Techniques (3) - 15 hour practicum

In the appendix section you will find a list of courses and their associated assignments for each practicum.

Eligibility Requirements for Field Experiences
• Completed IDS advising approval for upper level course (undergraduate only)
• Acceptance into the Teacher preparation Program
  • 2.5 GPA
  • Provided current background check
  • Provided current TB test result
  • Provided documentation of Educators liability insurance

You are an Ambassador of Regent University

As you participate in practicum/field at experiences elementary schools in the Tidewater area, you represent Regent University and the Department of Interdisciplinary Studies as an ambassador. You may be the first and only example of Regent University to many professionals and members of the general population in the area. The professional dispositions being learned throughout the program are meant not only to be applied in these situations, but also in the educational community within which they are privileged to serve.

Professional Dispositions, Placement Assignments, and Changes

Practicum/field experiences serve as an opportunity for Regent education students to build relationships with school districts, schools, school staff, and teachers. Through their actions and interactions with these individuals, you will make an impact and create an impression of who they are personally and professionally. Therefore, adapting to the preferred policies and procedures of the host school, e.g. dress code, scheduling, etc, is required of SOE students.
Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and which affect student learning and achievement, motivation, and development, as well as the educator’s own professional growth. If sincerely held, dispositions should lead to actions and patterns of professional conduct. For RU students, these dispositions flow from the school’s mission statement: The Department of Interdisciplinary Studies, through its commitment to excellence in teaching, research and service, provides a Biblically based, Christian education to equip men and women in mind, heart and character for lives of educational and transformational leadership. A values-based education emphasizing community, character, and citizenship in the context of a Christian worldview seeks to teach, reinforce, support, and draw learners to contemplate certain foundational values which Christianity contends lead to a good life. These normative Christian values are integral to the development, maturity, and education of ethical and morally respectable citizens who continue on the path of life-long learning and service. For learners, this is manifested in the professional dispositions each carries into the educational community.

**Arranging the Practicum**

Coordinating Practicum placements within a variety of boards across the Tidewater area is a complex process based on the following factors:

- The availability of mentor teachers at various grade levels or subject areas
- The approval of the Principal at the placement school and the approval of the school division

**PROCESS**

In order to secure a practicum, students will need to complete a practicum request form as soon as they are accepted into the Teacher preparation program (see page 20). This form needs to be returned it to the Coordinator of Licensure Programs, who also manages the Department of Interdisciplinary Studies practicum placements. During the first year in the program, placements will occur within Virginia Beach City Public Schools (VBCPS). Once the form is received by the Coordinator of Licensure Programs, the request for hours will be submitted to VBCPS.

During the second year in the education program, students may request to do their practicums in other neighboring school divisions. Please see page 21 for the VBCPS form and page 22 for Chesapeake Public Schools form. For Norfolk Public Schools and other school divisions, please see the Coordinator for Licensure Programs. School divisions make placements based on availability and teacher qualifications.

Once the school division confirms placements to Regent University, the coordinator will provide the school name, mentor teacher’s name and contact information. The Coordinator confirms the placement to the student.

Once Regent University students receive confirmation from the coordinator, student will then contact the mentor teacher to introduce themselves. During the first week of your classes, your professors will go over the assignments that are to be completed during the practicum and will alert you to set up consistent hours of observations with your mentor teacher.
At the end of the semester, students will need to complete the placement forms which document hours and return these to the professor of the course. The professor will verify through the assessment of the practicum assignment successful completion.

**Regent students are not to seek out schools or Associate Teachers. For placements during the first year in the Teacher preparation Program, students are assigned to Virginia Beach City Public Schools.**

**Participant Roles**

The following section addresses and defines the roles of all participants involved in threaded field experiences. There are four participants in the practicum experience process. The participant roles, and definitions of those roles, include the following:

- **Learner:** The learner is defined as the student who is engaged in the practicum/field experience. The role of the learner includes observing the classroom teacher, meeting the practicum assignment competencies, and submitting assignments that demonstrate applied learning.

- **Classroom Teacher:** The classroom teacher is defined as the teacher hosting the learner. The classroom teacher’s responsibility focuses on the students in his/her classroom, rather than on the learner. The teacher’s role includes modeling effective instructional practice, planning instructional lessons with students, and providing feedback on students’ performance.

- **Faculty:** The University faculty member assigned to teach the course. Instructors are responsible for implementing course assignments, as required through the curriculum, which relate to the learner’s practicum/field experience, particularly lesson planning and instructional design.

- **Program Chair:** The University faculty member responsible for the particular program is the Program Chair. The role of the chair is to monitor the quality of the curriculum and instruction of the program.

**Evaluation**

*Informal Assessment*

Throughout the practicum/field experience, the learner will be in direct contact with a teacher, who will provide informal feedback and modeling. In addition, the course instructor and/or the IDS Academic Advisor are available to discuss progress, offer suggestions, help solve problems, and provide vital mentoring functions.

*Formal Evaluation*

The practicum/field experience classroom teacher should complete the Classroom Teacher Evaluation on the Practicum/Field Experience Observation and Activity Log (Appendix B) to provide feedback on the learner’s effectiveness and professionalism. It will be important to
respond to the evaluation by asking questions and obtaining clarification of its contents. All learners are evaluated by benchmark assessment/signature assignment rubrics that are designed to measure the learner’s competency demonstrations of the essential professional standards.

Grading
In order to earn a final grade for the practicum/field experience and its related assessments, students must complete all projects, forms, and documents needed to fulfill course requirements accurately, professionally, and in a timely manner. The course instructor will use the grading scale, and rubrics identified in the syllabus to determine the final grade.

Crisis Response:
To assist school divisions in promulgating safe school cultures and climates, Regent University Interdisciplinary Studies (IDS) faculty imparts safe school best practices to all Student Teachers. IDS faculty and staff developed crisis response protocols in the event of an emergency or crisis at a school where a Student Teacher is placed.

What is a school crisis? A circumstance or event that is a surprise to school personnel and evokes a sense of threat.

Who determines an event as a crisis? Participating school division personnel and/or Regent University faculty and administration.

Immediately following a crisis event, IDS faculty will (in cooperation with school division personnel):
1. Immediately ascertain the effect of the crisis (proximity, intensity, relation, etc.) on the Student Teacher.
   a. Interview Student Teacher (academic advisor and IDS chair).
   b. Refer Student Teacher to Regent University Psychological Services.
   c. Consider recommendations from school personnel.
2. Regent IDS chair with take one of three actions contingent on the outcome of the effect of the crisis on the Student Teacher:
   a. Remove Student Teacher from current school assignment and assign different school.
   b. Remove the Student Teacher from the current Cooperating Teacher and assign different Cooperating Teacher in same school.
   c. Remove Student Teacher from Teacher Candidate Internship without penalty.

*All Regent University Student Teachers are required to meet the minimum number student teaching hours as outlined in the IDS Student Teaching Handbook.
Appendix
# Course Assignments for Practicum Placements

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Practicum Hours and Type</th>
<th>Benchmark Assessment Assignment</th>
<th>Practicum Setting (Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UIS 200</td>
<td>Orientation to Teaching</td>
<td>10/Tier I</td>
<td>Students enrolled in <em>UIS 200</em> must participate in 10 hours of field experience as arranged through Regent University. This experience must not overlap with other classes. The 10 hours must be devoted is designed to assist students in evaluating their qualifications and motivation for teaching.\n\nStudents will complete a Teacher Identity by identifying the various roles and behaviors observed in a classroom setting, using formal and informal sources of information, clues, subjective experiences, and objective tested sources.\n\nStudents will identify all the stereotypes of teachers, both good and bad. From where do these stereotypes come? What are the sources of these representations of teaching? (movies, people you know, newspapers). How should you make use of these cultural stereotypes of teaching? Do the same for “students” as a cultural category\n\nStudents will interview a school professional regarding current trends in student learning in elementary education. Students will write a reflection paper based on their interview and knowledge gleaned from the interview.\n\nWrite a two-page personal reflection in which you describe how your life has brought you to a potential career as a teacher. What family, cultural, educational, and professional experiences have guided you into considering a teaching career? What kind of teacher do you want to be? Why?</td>
<td>Public</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td>Schedule</td>
<td>Level</td>
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<td>UED 400/ECUR 500</td>
<td>Curriculum Design &amp; Assessment Techniques</td>
<td>Students enrolled in <em>UED 400</em> must participate in 15 hours of field experience as arranged through Regent University. This experience must not overlap with other classes. The 15 hours must be devoted to <em>Curriculum Design and Assessment Techniques</em>. Your assignment, working with your mentor teacher, is to give a pre-assessment tool and analyze the data to identify areas of strengths as it relates to content knowledge and areas of content students do not know. Follow the format we did in class. After analyzing the data, discuss how you would differentiate your lesson to meet the needs of the students based off your analysis of the data. Specifically discuss how you would introduce the lesson to the whole group and then how you would use flexible grouping to ensure all students are challenged. You should plan to write up this assignment following the questions below. Be sure to follow APA guidelines.</td>
<td>15/Tier 1</td>
<td>Public</td>
</tr>
<tr>
<td>UED 405/EFND 505</td>
<td>Teaching Reading &amp; Language Arts Across the Curr</td>
<td>Observation report examining the classroom for elements discussed during the reading course. <strong>Teach a mini-lesson on homophones</strong> <em>(2nd grade student)</em> using the sample mini-lesson from Appendix A of this document as a model. Choose your <em>own homophones, examples, and wording</em>. In other words, use the format of the sample lesson but make it your own lesson. List the six components of the lesson and describe what you and the student did under teach component. Remember to include a reflection at the end of your mini-lesson. List the questions and respond under each question. (a) What went well? (b) What didn’t go well? (c)</td>
<td>15/Tier 1</td>
<td>Public</td>
</tr>
<tr>
<td>UED 406/EFND 506</td>
<td>Classroom Management &amp; Instructional Strategies</td>
<td>15/Tier II</td>
<td>Classroom Management Notebook (20% of course grade) [Meets Competencies 1, 2, 3, 4, 5, 6, 7] Students will prepare a notebook for this class in preparation for completing a portfolio during their internship. This notebook will contain two elements: Two original lesson plans given to a small group of children, and the observation report and summary of the teaching of a lesson from the practicum experience. The notebook should include the assignments from below and the cover page. Lesson Plans (10% of notebook grade) Using the sample lesson plan provided in the Assignment section of Blackboard, students will plan two short lessons that will be taught to a small group of children. Students must consider the students’ level and create developmentally appropriate lessons using applicable instructional strategies/techniques (see chapter three of Classroom Teacher’s Survival Guide). (2 hours practicum experience). <strong>THIS MUST BE INDEPENDENT OF THE PRACTICUM EXPERIENCE. THESE LESSONS MAY NOT BE TAUGHT DURING THE OBSERVATION HOURS.</strong> Observation Report (10% of portfolio grade) Day 1: Students will record their observations of the teacher’s instructional strategies and classroom management techniques that are observed, and answer the reflection questions. Students should talk with the clinical faculty to discuss the day 2 assignments to determine what lesson the student will be teaching. Day 2: Continue observations but also teach the prearranged lesson for the clinical faculty. (13 hours practicum experience) <strong>There should also be a write-up on how the prearranged lesson went in the classroom.</strong></td>
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<tr>
<td>UED 408/EFND 508</td>
<td>Teaching Reading in the Elementary Grades</td>
<td>15/Tier II</td>
<td>There are two assignments for this practicum. You will work with a small group of students to give the Phonemic Awareness Checklist, the Concepts of Print Checklist, Letter Recognition Test, and the Name Recognition Test. You will then analyze the data to develop a plan for instruction in your reading class. Second assignment deals with your observational report. Please write about the following from your experience: What reading approach drives the reading instruction? (See pages 7 and 8 of the Gunning text) Provide a rationale for your answer. How does the physical arrangement of the classroom promote literacy? Provide descriptions. How was grouping used in literacy instruction? Describe each type of grouping and its purpose. What assessments were used during your</td>
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<td>UED 441/ETLC 541</td>
<td>Child &amp; Adolescent Growth &amp; Development</td>
<td>15/Tier I</td>
<td>Practicum Experience Reflection Paper (Meets Competencies 2, 3, 4)</td>
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<td>observational times? List each assessment and the purpose of the assessment.</td>
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<td>You will be required to participate in 15 hours of practicum experience at a local school in the area. After you complete all of your required hours, you will need to write a reflection paper in which you evaluate the effectiveness of the teaching practices you observed. More specifically, you will reflect upon the eight lenses for classroom observation (Borich, 2011) and upon faith integration:</td>
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<td></td>
<td>How did the teacher differentiate for students with special needs? Identify the types of needs and describe how the teacher differentiated for each of the needs.</td>
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<td>1. Consider the learning climate</td>
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<td>Which elements of scientifically-based literacy instruction were addressed during your observation time? (See page 13 in the Gunning text.) List each element and provide descriptions of the elements that were addressed during your observations.</td>
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<td>2. Focus on classroom management</td>
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<td>Which elements of evidenced-based literacy instruction as identified by Thames and York (2003) were apparent during your observation? (See page 31 of the Gunning text.) List each element and provide descriptions of the elements that were addressed during your observations.</td>
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<td>Describe the reading strategies that you observed being utilized during your observational time.</td>
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<td>Which principles of effective reading programs were evident during your observation? (See pages 17-23 of the Gunning text) List the principles of effective reading programs and provide descriptions of the principles that were put into practice during your observations.</td>
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<td>Which characteristics of effective teachers were demonstrated during your observation? (See pages 23-25 of the Gunning text). List the characteristics of effective teachers and provide descriptions of the characteristics that were demonstrated during your observations. Also, note connections with what we have studied in class.</td>
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<td></td>
<td>Describe in your own words what impressed about instruction and what impressed you about assessment during each observation. Also, note connections with what we have studied in class.</td>
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<td>Report Reflection: Reflect on your observational experience. List and comment on the following topics: strongest impressions, most significant experience, concerns, strategies, practices, or activities that you will duplicate in your teaching, impact on your preparation to teach reading, and additional comments.</td>
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</table>
3. Look for **lesson clarity**
4. Verify **instructional variety**
5. Observe **task orientation**
6. Examine **student engagement**
7. Measure **student success**
8. Look for **higher thought processes** and performance outcomes
9. **Faith integration**

| UED 442/ETLC 542 | Foundations in Education | 15/Tier I | Portfolio Assignment (*Course Power Objective*) 20% of Course Grade  
Students will create three artifacts for the portfolio:  
**Lesson Plan** (10% of portfolio grade)  
Using the sample lesson plan provided in the Assignment section of Blackboard, students will plan a short lesson that will be taught to a small group of children during the first practicum.  
Students must consider the student level and create a developmentally appropriate lesson.  
**Private School Day Observation** (5% of portfolio grade)  
Students will record their observations, ideas, and resources that are obtained during the day.  
**Public School Day Observation** (5% of portfolio grade)  
Students will record their observations, ideas, and resources that are obtained during the day. | Public and Private Christian Setting |
| UED 451/ETSP 551 | Characteristics of Students with Disabilities | 15/Tier I | **Field Log/Journal**  
Each student will be responsible to complete a field experience. Fifteen hours are to be logged observing students with disabilities (i.e., students must be identified and have IEPs). These hours should be divided based on your school setting. Some of you may have variation in the population of which you are observing. For instance, if you are in a building with several special education classes, you may end up spending 2 or 3 hours in each setting (you may also observe students in their inclusive settings, regular class, elective classes, during lunch or recess, etc.). However, if you are in a school with only one or two special education classes - you will spend more time in each of those classes. You are to log your hours in each setting as you have for your other classes. Be sure to note the date of the observation, the type of disability that you are observing (i.e., LD, MR, ED, etc.), and the time spent in class (don’t forget to get initials of the teacher verifying your time in class).  
**As you observe - write down the identified area of the student/students & record what you are seeing as well as your reflections (these reflections should not be critical or judgmental of the situation - just thoughts, questions, something you might use,** | Public |
something you might change, goals, etc.). Reflections are very important here. There should be one entry for each observation. This entry will vary in length (usually a page or two) depending on the length of your visit, the activity you are describing, and the length of your reflection.

**Interviews with Special Educators** - please try to find some observation time to interview one or more special educators regarding their positions. Ask them about their highs and lows with their career. Find out what the job is really like. Ask them how general educators might be more helpful as part of a team that works with special needs students. Find out what it takes to be a good collaborator with special educators. Record their comments and your thoughts.

**Fifteen (15) Minute Interview with Administrator** - set up a 15 minute interview with the special education administrator or child study team coordinator in the building. Have them tell you their referral process. Ask them what general education teachers should be doing prior to referral. Ask them about laws and timelines. Ask them if they can share a sample IEP with you (remember: all information is confidential and is to remain confidential). Record their answers & your thoughts.

**Conclusions** - complete your journal with conclusive remarks (more than a page but not more than two).

These entries are to be observations/critiques only. They are designed as a means for you to share your thoughts about each observation, for not only will your students display various characteristics, but the teachers of whom you observe will also differ with their methods. All information is to remain CONFIDENTIAL. It is not permissible to share specifics, student names, etc. with family and friends.
Sample Letter for Tier I Practicums
See your professor for official copy on Regent Letter Head

(Insert Date Here)

Dear Teacher,

Thank you for hosting a practicum student teacher from Regent University! Your willingness to help with the development of a future educator is deeply appreciated.

Students enrolled in (insert class title here) must complete 15 hours of a Tier I experience. The Tier I experience involves the student observing in the Elementary general education setting. The student will be required by the university to complete an observation report, and possibly the following: video interactions, application activities, and to communicate well both orally and in written form.

Additionally, as the instructor of (insert class name here), I would like to ask that you allow the students to:
  • (insert any additional tasks-work with a small group, teach a lesson)

as he or she prepares for the world of education.

Please contact me if you have any questions. The student will provide you with information, as well as the practicum Tier I evaluation form at the start of the experience so you will know what to expect. Please know that you must sign the attendance sheet to confirm his/her attendance at your school, as well as evaluate the practicum student.

Thank you for your time and sharing your expertise!

Sincerely,

(name)
Contact information
### Practicum Observation Evaluation Tier I

**School of Education**  
Elementary Education Licensure Program, PreK-6

**Practicum Dates:** ____________ to ____________  
**Semester/Year:** ________________________

**Course Title/Number:** ________________________  
**Instructor:** _____________________________

**Practicum Student:** __________________________  
**Home Phone:** __________________________

**Check One:**  
- Undergraduate  
- Graduate  
- Licensure Only

**Cooperating Teacher:** ________________________  
**Grade:** _____  
**Subject(s):** ____________________________

**School District:** _________________________  
**School:** __________________________________

---

### I. Time Verification:  
*Please record times with teacher verification for each line below.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours/Minutes</th>
<th>Cooperating Teacher’s Signature</th>
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<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>Student:</strong> Please total your hours.</td>
</tr>
</tbody>
</table>

### II. Practicum (Observation) Evaluation:  
*Please rate the practicum student in relation to the categories and scale indicated below.*

1=Meets Expectations  
2=Needs Improvement  
N/A=Not Applicable

<table>
<thead>
<tr>
<th>Categories</th>
<th>1</th>
<th>2</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating Teacher Comments (I &amp; II)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I. Professional Conduct</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance/Promptness</td>
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</tr>
<tr>
<td>Professional Appearance</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Appropriately Courteous to All</td>
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<tr>
<td><strong>II. Communication Skills</strong></td>
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</tr>
<tr>
<td>Oral Communication</td>
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<tr>
<td><strong>III. Application</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation Report</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video Interactions</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Application Activities</td>
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<td>Written Communication</td>
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<tr>
<td><strong>III. Additional Comments:</strong></td>
<td></td>
<td></td>
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<tr>
<td>(Optional Strengths /Weaknesses)</td>
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</tr>
</tbody>
</table>

---

**Signature of Cooperating Teacher/Date**  
**Signature (and complete Section III above) of Regent University Faculty/Date**

---

Cooperating Teacher: *Please complete and sign this Practicum Evaluation Form and return to the practicum student. The student will forward the original to the Office of Licensure, School of Education/Regent University, forward a copy to the assigned course professor, and a keep a copy for his/her portfolio.*
<table>
<thead>
<tr>
<th>Values Learning</th>
<th>5</th>
<th>3</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>On time for practicum observations; communicates regularly with teacher to alert them when Regent student will be coming to complete practicum requirements</td>
<td>Occasionally late for practicum observations; does not communicate with teacher when student is coming to observe</td>
<td>Rarely communicates with teacher to notify when student will be in attendance for practicum.</td>
</tr>
<tr>
<td>Communication</td>
<td>Uses correct grammar in oral and/or written communication, ideas are expressed effectively.</td>
<td>Usually uses correct grammar; language use is appropriate. Can convey ideas accurately.</td>
<td>Uses incorrect grammar in oral and/or written work. Slang, inappropriate vocabulary, or offensive language is used. Does not express ideas clearly. Uses text or social networking communication while observing.</td>
</tr>
<tr>
<td>Values Personal Integrity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical Behavior</td>
<td>Honest in dealing with other people. Dependable in keeping personal information and professional confidences, follows through with word.</td>
<td>Is truthful and honest in dealing with others. Uses discretion in keeping personal or professional confidences.</td>
<td>Shows pattern of dishonest or deceitful behavior; fails to use discretion in keeping personal confidences.</td>
</tr>
<tr>
<td>Values Diversity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity</td>
<td>Willingly works with others from different ability, race, gender, or ethnic groups. Listens carefully and respects others opinions and ideas.</td>
<td>Accepts other who are different in ability, race, gender, or ethnicity. Respectful towards others and displays responsive ideas to others. Reacts in a professional manner.</td>
<td>Not willingly to work with other who are different in ability, race, gender, or ethnicity. Behavior is disrespectful, interacts in an unprofessional manner.</td>
</tr>
<tr>
<td>Values Professionalism: Professional Responsibilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Conduct</td>
<td>Professional in all dealings with school staff and students.</td>
<td>Occasionally professional in all dealings with school staff and students.</td>
<td>Does not show professionalism in all they do.</td>
</tr>
<tr>
<td>Self-Discipline</td>
<td>Accepts responsibility for own actions. Dresses appropriately for all situations. Maintains confidentiality regarding grades and personal student information.</td>
<td>Accepts responsibility for own actions and for helping students learn. Dresses appropriately. Keeps information to themselves. Maintains confidentiality regarding grades and personal student information most of the time.</td>
<td>Does not accept responsibility for own actions, blames other students or situations for lack of success; lack of professional dress, does not maintain confidentiality with regarding too sensitive information.</td>
</tr>
</tbody>
</table>
Sample Letter for Tier II Practicums
See your professor for official copy on Regent Letter Head

Date

Dear (Insert Name of Classroom Teacher),

Thank you for hosting a practicum student teacher from Regent University! Your willingness to help with the development of a future educator is deeply appreciated.

Students enrolled in (insert name of course here) must complete 15 hours within the classroom. This practicum is very important as it is the last experience before the students begins his/her student teaching experience. The student will be required by the university to complete an observation report, and possibly the following: video interactions, application activities, and to communicate well both orally and in written form.

Additionally, as the instructor of (insert class here), I would like to ask that you allow the students to:

- (insert the assignment students are to complete. Be specific as to what you want the teacher to assist with doing)

Please contact me if you have any questions. The student will provide you with information, as well as the practicum Tier II evaluation form at the start of the experience so you will know what to expect.

Please note that you must sign the attendance sheet to confirm attendance at your school, as well as evaluate the student.

Thank you for your time and sharing your expertise!

Sincerely,

XXXXXX
Professor
1000 Regent University Drive Virginia Beach, VA 23464
### Practicum Evaluation Form Tier II

**School of Education**  
Elementary Education Licensure Program, PreK-6

Practicum Dates: __________ to __________  
Course Title/Number: __________________________  
Instructor: __________________________

Practicum Student: __________________________  
Home Phone: __________________________

Check One:  
Undergraduate  
Graduate  
Licensure Only

Cooperating Teacher: __________________________  
Grade: _____  
Subject(s): __________________________

School District: __________________________  
School: __________________________

### I. Time Verification
*Please record times with teacher verification for each line below.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours/Minutes</th>
<th>Cooperating Teacher’s Signature</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

**Total Hours**  
**Student: Please total your hours.**

### II. Practicum Evaluation
*Please rate the practicum student in relation to the categories and scale indicated below.*

1 = Meets Expectations  
2 = Needs Improvement  
N/A = Not Applicable

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<tr>
<td>III. Pedagogical Practices (if applicable)</td>
<td></td>
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</tr>
<tr>
<td>Assists Teacher With Preparatory Tasks</td>
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<td>Assists Teacher With Materials</td>
<td></td>
<td></td>
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<td>Assists Teachers With Instruction</td>
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<td>IV. Collaboration</td>
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<tr>
<td>Works Well With Others</td>
<td></td>
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<tr>
<td>Shares Ideas</td>
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<td>III. Overall Evaluation:</td>
<td></td>
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</table>

- **Weaknesses:**
- **Strengths:**

**Check One:**

- I recommend that this Practicum Student continue in the teacher education program.
- I do not recommend that this Practicum Student continue in the teacher education program.

______ Signature of Cooperating Teacher/Date  
______ Signature of Regent University Faculty/Date

**Cooperating Teacher:** Please complete and sign this Practicum Evaluation Form and return to the practicum student. The student will forward the original to the Office of Licensure, School of Education/Regent University, forward a copy to the assigned course professor, and a keep a copy for his/her portfolio.
## Rubric for Assessing Regent Student Performance

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Teacher Preparation and Interdisciplinary Studies

Practicum Placement Request
Use black ink and print clearly.

____ Student Observation/Participation  ____ Student Practicum  ____ Student Teaching/Internship

<table>
<thead>
<tr>
<th>Placement Information from the Teacher Candidate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Candidate’s Name______________________</td>
</tr>
<tr>
<td>Phone___________________________  E-Mail______________________________</td>
</tr>
<tr>
<td>Local Address______________________________</td>
</tr>
<tr>
<td>(Street) (City) (State) (Zip Code) ________________________________</td>
</tr>
<tr>
<td>Course Title(s) ___________________________________</td>
</tr>
<tr>
<td>Professor/Instructor(s) ___________________________</td>
</tr>
<tr>
<td>School Division (First year students VBCPS) Second year request _______________________________</td>
</tr>
<tr>
<td>Grade Level(s) Requested_______________________  Subject(s) __________________________</td>
</tr>
<tr>
<td>Dates Requested ________________________________</td>
</tr>
<tr>
<td>(Beginning) (Ending) __________________________</td>
</tr>
<tr>
<td>Briefly explain any special requests ________________________________</td>
</tr>
</tbody>
</table>

Total Number of Hours ___

I understand that confidentiality is a legal issue, and I agree not to discuss my experience in a manner that will allow identification of any individual. After I have received my placement from the Regent University Coordinator of Licensure Programs, I will contact the school in advance to arrange a mutually convenient schedule.

______________________________  __________________________
Teacher Candidate’s Signature  Date

* * * *

Information for the Teacher Candidate (Student)

- All practicum requests must be coordinated through the Department of Interdisciplinary Studies, Coordinator of Licensure Programs.

- This practicum request will be used for the entire year, and will be used for all practicum courses for which the student is registered in that academic year.

- It is the student’s responsibility to obtain enough hours for each practicum course, however, he/she can request to stay additional time in the placement.

- It is the student’s responsibility to meet the specific requirements for each practicum course. Please see the syllabus and/or contact the professor for such requirements.

- Please realize that districts make placements at their discretion based on availability, so requests for a specific school or grade may not be honored.
Placement Requests for Observations/Practicum/Student Teaching/Guidance Internships

1. Please complete a separate Placement Request Form (PRF) for each experience. (Except for signature, PRF)
2. Please indicate the placement type. should not be handwritten.
3. Student should submit the completed and signed form to the university official responsible for field placements.
4. University field experience coordinator should submit the form electronically to bplatt@vbschools.com. (Note: Any PRFs received by VBCPS directly from students will be returned to the student.)
5. Please allow at least 3 weeks from receipt of this form in our office for placement confirmation.
6. Upon notification of the placement, student should contact the teacher/counselor in advance to arrange a schedule.

PLACEMENT TYPE:  
- Observation  
- Practicum  
- Student Teaching  
- Guidance Internship  
   - (Duration less than 5 hours)  
   - (Duration of 5 hours or more)

PLACEMENT INFORMATION FROM THE STUDENT

Student’s Name: _______________________________  
Phone: _______________________________  
Cell: _______________________________  
Email: _______________________________  
College or University: _______________________________  
Course Title: _______________________________

Professor/Instructor: _______________________________

Subject/Grade Level Requested: _______________________________

Dates Requested: _______________________________  
   (Beginning)  
   (Ending)

Total Number of Hours: _______________________________

Duration of Placement:  
   ( ) 7 Weeks  
   ( ) 14 Weeks  
   ( ) Other: _______________________________

School Requested:  
   1st choice: _______________________________  
   2nd choice: _______________________________  
   3rd choice: _______________________________

   (We will make every effort to honor your choices, but cannot guarantee these locations.)

Briefly explain any special requests: _______________________________

____________________

Do you have relatives in the school requested?  
( ) No  ( ) Yes, Who?: _______________________________

Date this form was submitted to the college or university: _______________________________

I understand that confidentiality is a legal issue, and I agree not to discuss my experience in a manner that will allow identification of any individual. Once I am informed by my university, I will contact the assigned mentor/cooperating teacher in advance to arrange a mutually convenient schedule.

____________________

Student’s Signature
FIELD-BASED EXPERIENCE REQUEST FORM

Directions: Please complete this form by indicating below the type of field-based experience being requested. Use black ink and print clearly. Forward this form to the Human Resources Department. Allow at least three weeks from the receipt of this form in the Human Resources Department for placement confirmation.

| ____Student Observation/Participation | ____Student Practicum | ____Student Teaching/Intern |

**STUDENT PLACEMENT INFORMATION**

- **Student’s Name**: __________________________
- **Phone**: __________________________
- **E-Mail**: __________________________
- **Local Address**: __________________________
  - **(Street)**: __________________________
  - **(City)**: __________________________
  - **(State)**: __________________________
  - **(Zip Code)**: __________________________
- **College**
- **Course**: __________________________
- **Professor/Instructor**: __________________________
- **Subject Requested**
- **Dates Requested**: __________________________
- **Grade Level**: __________________________
- **Title**: __________________________
- **Briefly explain any special requests**: __________________________

**Total Number of Hours**: __________________________

*If you are a graduate of Chesapeake Public Schools, please list the name of the school from which you graduated.*

- I understand that CONFIDENTIALITY is a legal issue; I agree to observe all applicable rules.
- I will be responsible for contacting the school point of contact at least one week prior to beginning my placement.
- I will notify my assigned teacher/school of any illness that requires my absence and/or of any intent to be absent from my assigned responsibility.
- I have verification of a negative tuberculin skin test taken within the last year.
- I have not been convicted of a violation of law other than a minor traffic violation.
- I have no criminal charges or proceedings pending against me.
- I have not been convicted of any offense involving sexual molestation, physical or sexual abuse, or rape of a child.
- I understand that failure to comply with these conditions can result in CANCELLATION of the assignment.
- I am currently employed by Chesapeake Public Schools as a/an __________________________, and I am assigned to __________________________.

**Student Signature**: __________________________  **Date**: __________________________

**College/University Personnel Signature**: __________________________  **Date**: __________________________