



**REGENT**  
**UNIVERSITY**

**College of Arts  
& Sciences**

Teacher Education & Interdisciplinary Studies

**Practicum Placement Guide**

Revised August 2017

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# PRACTICUM PLACEMENT GUIDE

## PRACTIUM PLACEMENT GUIDE

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# PRACTICUM PLACEMENT GUIDE

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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, Secondary Education, and Early Childhood Education.

## **Regent University's Teacher Education & Interdisciplinary Studies (IDS) Program Outcomes**

The philosophy of teacher preparation at Regent University's Department of Teacher Education and 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 undergraduate program.

### ***Interdisciplinary Studies and Secondary Education Program Outcomes***

Upon completion of the program the Interdisciplinary Studies (preK-12) and Secondary (6-12) student is expected to:

1. Demonstrate knowledge and understanding of content knowledge and pedagogy of the elementary or secondary 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.

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### *Early Childhood Education Program Outcomes*

Upon completion of the program, the Early Childhood Education (non-licensure) student is expected to:

1. Develop and promote assessment and instructional methods, which are developmentally appropriate and allow children to benefit from an integrated curriculum that enhances each child's strengths and supports areas of need.
2. Develop and promote new models for Early Childhood programs that provide a framework for quality early childhood services for young children birth through age eight and their families.
3. Develop and promote new designs for Early Childhood facilities that will support quality early childhood services for young children birth through age eight and their families.
4. Engage communities in strategic planning and help shift the community value and culture to prevention based systems that recognize the important role the whole community plays in establishing support to maintain stable families, healthy children.
5. Construct comprehensive systems of personnel development and standards that educate, train, and support professionals in implementing quality programs for young children and their families.
6. Construct systems to ensure that parents/families and parent groups/associations are partners throughout the educational process.

### *Value of the Practicums*

- Allows the practicum student to learn and grow as teachers through observation and participation in the day-to-day realities of teaching in educational settings.
- Provides a context within which practicum students are able to question, reflect, and entertain uncertainty as they articulate and examine their own understandings of teaching, learning, and teachers.
- Provides practicum students with periods of observation and classroom interaction.
- Allows the practicum student to appreciate and gain insights regarding school culture and the professional community in which they work.
- Enables practicum students to demonstrate an increased understanding of their developing self as a professional 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:

1. Master specific course objectives as they align to professional preparation standards.
2. Demonstrate learning through artifacts submitted to professors.
3. Achieve significant professional growth in pedagogical knowledge, skills, and dispositions as evidenced through coursework.

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### **Design of Practicums at Regent**

Practicum/field experiences represent the heart of Regent University's programs in education at the undergraduate level. Through carefully structured placements practicum students 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 experienced practitioners that meet specific characteristics as outlined by Regent University. The university requires field partners associated with programs that lead to Virginia licensure to be certified practitioners.

Specifically, 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 ninety (90) practicum field experience hours. A designated faculty member will supervise these experiences, and will do so in conjunction with mentor teachers and administrators as appropriate. In addition, programs that lead to Virginia teacher licensure include a student teaching field experience component with requirements above and beyond the (90) practicum field experience hours (see Student Teaching Handbook).

### ***Practicums (field experiences) Definitions and Descriptions***

Regent offers three practicum courses; UED480A, UED480B, and UEC480. Each course provides a unique practical experience aligned with program coursework. Practicum descriptions for each program are outlined below:

#### ***Interdisciplinary Studies and Secondary Education practicum descriptions:***

UED 480A Practicum I (1 credit). An observation and participation practicum taking place in a public or private school for at least 45 hours under the supervision of Regent faculty. Students will complete reflective journals and coursework demonstrating an understanding of the roles of teachers. Middle school placement for secondary licensure candidates.

UED 480B Practicum II (1 credit). Additional In-depth participation and micro-teaching practices in public or private school settings for at least 45 hours under supervision of Regent Faculty. Instruction and follow-up will occur. Prerequisite: UED 480A Practicum I. High school placement for secondary licensure candidates.

Note: Students who enrolled in practicum courses prior to Fall 2016 may have an individualized practicum plan with hours that differ from those outlined above but ultimately result in 90 completed practicum hours.

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### *Early Childhood Education practicum description:*

UEC 480 Practicum (3 credits). Practicum experience in an early childhood classroom setting for at least 90 hours. Placement in a high-quality early childhood environment under the supervision of an experienced mentor teacher and administrator as well as a faculty coordinator. Sixty of the practicum hours are with a mentor teacher and 30 are with an early childhood program director. Practice with micro-pedagogy and dialog with professionals regarding program operations.

### *Assignments Associated with Practicum*

During the practicum field experience, students will complete practical assignments related to their required professional studies courses. The assignments may include, but are not limited to: observations; 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 experiences 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's performance as related to required professional studies courses.

The following professional education courses relate to the ninety (90) hour practicum requirement and related assignments:

#### Interdisciplinary Studies:

- UED 442 Foundations in Education (3)
- UED 441 Child & Adolescent Growth & Development (3)
- UED 406 Classroom Management & Instructional Strategies (3)
- UED 451 Characteristics of Students with Disabilities (3)
- UED 400 Curriculum Design & Assessment Techniques (3)
- UED 405 Teaching Reading & Language Arts across the Curriculum (3)

#### Secondary Education:

- UED 442 Foundations in Education (3)
- UED 441 Child & Adolescent Growth & Development (3)
- UED 407 Classroom Management for Secondary Classrooms (3)
- UED 444 Content Reading and Differentiation (3)
- UED 401 Secondary Curriculum Fundamentals (3)
- Teaching in Sec Ed (student will complete the course assignment related to his or her major)
- UED 487 Teaching History & Social Sciences in Secondary Ed (2)
- UED 489 Teaching Math in Secondary Ed (2)
- UED 491 Teaching English in Secondary Ed (2)



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Early Childhood Education:

UED 442	Foundations in Education (3)
UED 441	Child & Adolescent Growth & Development (3)
UEC 406	Guiding Young Children (3)
UEC 444	Teaching Content to Children (3)
UED 446	Administration of Childcare Programs (3)

Appendix A provides a list of the courses outlined above with a description of the associated assignment for each course.

### ***Eligibility Requirements for Field Experiences***

Interdisciplinary Studies and Secondary Education students:

- Completed IDS academic advising approval for upper level courses
- Acceptance into the Teacher preparation Program
  - 2.7 GPA
  - Provided current background check
  - Provided current TB test result
  - Provided documentation of educators liability insurance
  - Provide proof of First Aid, CPR, AED certification
- Before the final semester of student teaching, the student must
  - Be in good academic standing as indicated on the unofficial transcript in Genisys.
  - Successfully complete ALL professional education coursework, with a grade of C or better, the semester PRIOR to the internship.
  - Pass ALL professional education assessments PRIOR to applying for internship: Praxis II, Virginia Communication and Literacy Assessment (VCLA), and Reading for Virginia Educators (RVE) assessment. Review the “Licensure Assessments” panel on the IDS website for more details.

Early Childhood Education students:

- Completed all coursework except courses to be taken in final semester of program.
- Completed ECE academic advising approval for enrollment in practicum.
  - Provided current background check
  - Provided current TB test result
  - Provide proof of First Aid, CPR, AED certification
  - Provided documentation of educators liability insurance

Note: Students are responsible to maintain a copy of all above documentation for their personal records.

### **You are an Ambassador of Regent University**

As you participate in practicum/field experiences, you represent Regent University as well as the Teacher Education and Interdisciplinary Department as an ambassador. You may be the first and only example of Regent University to many professionals and members of the general population

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in your assigned 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 teacher education students to build relationships with school districts, schools, school staff, and teachers. Through actions and interactions with these individuals, you will make an impact and create an impression of who you are personally and professionally. Therefore, you are required to adapt to the preferred policies and procedures of the host school (e.g. dress code, scheduling, etc.).

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 Regent University students, these dispositions flow from the school's mission statement: *The Department of Teacher Education and 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 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 administrator at the placement school and the approval of the school division.

### ***Process***

In order to secure a practicum, a student must communicate with the academic advisor about practicum requirements and complete a practicum placement request form as appropriate for the placement school (Appendix E, F, G, or H). This form must be returned to the Coordinator of Licensure Programs, who also manages the Teacher Education and Interdisciplinary Studies practicum placements.

### ***Program specific information.***

*IDS and Secondary Ed* students must communicate with the academic advisor and complete the appropriate form as soon as they are formally accepted into the Teacher Education

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program. The placements for UED480A, Practicum I, 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 UED480B, Practicum II, students may request to do their practicums in VBCPS, Chesapeake, or Atlantic Shores Christian Schools.

*Early Childhood Education* students must complete the appropriate form no later than the start of their senior year. Practicum placements will occur within a geographic area identified by the student, typically near the student's home or work. The ECE student is responsible for researching and selecting an early childhood educational setting in which he or she wishes to complete the practicum experience. The early childhood educational organization must be an [accredited program](#), operated as a preschool associated within a school district, or a government-run program such as Headstart. The student should not directly approach the selected organization to request placement. Rather, the student will submit the information to the Coordinator for Licensure Programs, who will coordinate the placement with the organization on behalf of the student.

***Process upon confirmation of placement.*** Once the school division, or ECE accredited organization, 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 and the Director of Student Teaching. Following this confirmation, the Director of Student Teaching will send an introductory email letter (appendix B) to the mentor teacher and copy the student on the email. After the introductory email has been sent, the student will contact the mentor teacher to introduce themselves. During the first week of your classes, your professor 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.

***Documentation of practicum.*** At the end of the semester, the student must submit a completed Practicum Evaluation Form and Hours Log (Appendix C) to the course professor. The completed form provides documentation of practicum hours served as well as the classroom teacher's evaluation of the student's performance during the practicum/field experience. The form also contains a section for the administrator's evaluation; to be used only for Early Childhood practicums.

A student will have successfully completed a practicum course when all required practicum hours have been served, the classroom teacher (and administrator for ECE) provides a favorable recommendation, and the student has successfully completed all course assignments. The student must earn an overall grade of "C" or better in the course.

**Note: Regent students are *not* to contact schools or associate teachers.** See program specific information above pertaining to placement locations.

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**Important Dates/Cutoffs**

<b>Student Teaching &amp; Major Entrance Online Application Due Dates:</b>	Fall Entrance Applicants	Spring Entrance Applicants
Application Due Date:	March 1st	September 1st
Placement Requirements** Due Date:	March 1st*	September 1st
<b>Advisor Will Send Out Pending Letters By:</b>	<b>March 15th</b>	<b>September 15th</b>
Advisor Note: As soon as the student teaching application is received, I will send out the appropriate placement request forms that must be submitted back to me by March 15th		
**Advisor will not process any add/drop requests for UED courses (including student teaching) until student has turned in all placement requirements.		
*(June 15th is the adjusted due date for 201610 applicants)		

<b>Placement Request Forms Due Dates:</b>	Fall Placement Requests	Spring Placement Requests
Student Teaching Placement Request Forms Due Date:	March 15th	October 15th
Practicum Placement Request Forms Due Date:	April 15th	November 15th
<b>Advisor Will Forward All Placement Requests to the School Districts By:</b>	April 1st (student teaching)	November 15th (student teaching)
	September 15th (practicum)	January 21st (practicum)

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### Participant Roles

The following section addresses and defines the roles of all participants involved in practicum/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, also referred to as the cooperating 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.
- **Early Childhood Administrator:** The administrator is defined as the school-level leader or director. The administrator serves as a participant only in the Early Childhood Practicum. The administrator's role is to model effective early childhood administrative practices and involve the practicum student in daily responsibilities and meetings within the organization, as feasible.
- **Faculty:** The University faculty member assigned to teach the course. The course professor is responsible for deploying 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

Evaluation is an important part of the practicum experience. Feedback from educational professionals provides students with information for professional growth. Students are evaluated in a variety of ways. The various types of assessment are outlined in this section.

#### *Informal Assessment*

Throughout the practicum/field experience, the learner will be in direct contact with a classroom teacher, and administrator in the case of ECE, who will provide informal feedback and modeling. In addition, the course professor and/or the Teacher Education and 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, and administrator in the case of ECE students, should complete the Practicum Evaluation Form and Hours Log (Appendix C) to provide

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feedback on the learner's effectiveness and professionalism and verify practicum/field experience hours served. It will be important for classroom teachers and students to understand the contents of the evaluation. If clarification is needed, direct questions to the course professor. All learners are evaluated based on the degree to which they demonstrate the competencies of the essential professional standards. Appendix D provides a rubric that evaluators should use as a reference to ensure accurate evaluation.

### ***Grading***

In order to earn a final grade for the practicum/field experience and its related assessments, students must complete all projects, forms, documents needed to fulfill course requirements accurately, professionally, and in a timely manner. The student must also meet all attendance requirements. 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's Teacher Education and Interdisciplinary Studies (IDS) faculty impart safe school best practices to all student teachers. Teacher Education and 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, Teacher Education and IDS faculty will (in cooperation with school division personnel):

1. Immediately ascertain the effect of the crisis (proximity, intensity, relation, etc.) on the Regent student.
  - a. Interview Regent student (academic advisor and IDS chair).
  - b. Refer Regent student to Regent University Psychological Services.
  - c. Consider recommendations from school personnel.
2. Regent's Teacher Education and IDS chair will take one of three actions contingent on the outcome of the effect of the crisis on the Regent student:
  - a. Remove the Regent student from current school assignment and assign to a different school.
  - b. Remove the Regent student from the current classroom teacher and assign a different classroom teacher in the same school.
  - c. Remove the Regent student from practicum placement without penalty.

\*All Regent University practicum students are required to meet the minimum number of practicum hours as outlined in the Practicum Placement Guide.

**Appendix A**

**Course Assignments for Practicum Placements**

Students will complete at least 45 practicum hours when enrolled in UED480A Practicum I, at least 45 practicum hours when enrolled in UED480B Practicum II, and at least 90 hours when enrolled in UEC 480. Learners will demonstrate and provide evidence of competency related to the Teacher Education and IDS professional studies courses outlined below.

Students will complete benchmark assessments as assigned below. Students who entered the practicum program prior to Fall 2016 will work with the course professor during the first class meeting to develop an Individual Practicum Plan (IPP) that considers previously completed practicum assignments and those yet to be completed.

Students are encouraged to collect and chronicle teaching artifacts during their practicum/field experiences to be used later as evidence of teaching competency in their UED 496 student teaching ePortfolios.

<b>Practicum Level</b>	<b>Benchmark Assessment</b> (Related courses)
<b>UED480A And UEC480</b>	<p><b>Foundations in Education</b> (UED442) This assignment has four components.</p> <ul style="list-style-type: none"> <li>• <b>Teacher Interview</b> (1 practicum hour) – Interview your classroom teacher (15 to 30 minutes). Ask the teacher about his or her personal philosophy on education and student learning. What does the teacher believe about the role of education in society, children’s ability to learn, discipline, and classroom management? What is the teacher’s approach to instruction or teaching style? What are the teacher’s overall goals for students this year? Summarize the teacher’s responses (1 to 2 pages)</li> <li>• <b>Observation Report</b> (12 practicum hours) - Record your observations, ideas, and resources. In your opinion, how does the teacher’s philosophy on education impact selection of lesson strategies and materials, lesson implementation, and lesson outcomes? Do you observe any actions or procedures in place that seem contrary to the teacher’s stated beliefs? Why might that be? (3 to 4 pages).</li> <li>• <b>Lesson Plan</b> (2 practicum hours) – Work with your classroom teacher to select one <i>social-skills</i> topic that is appropriate for the students’ developmental level (e.g. sharing or listening for K-2, teamwork skills for 6-12). Using the Madeline Hunter lesson-plan template, plan and implement a short <i>social-skills</i> lesson for a small group of students. Make sure the length of the lesson and selected activities are appropriate for the developmental age. Teach the lesson to one or more small-groups or a whole-group. Submit the actual lesson plan (pages will vary).</li> </ul>

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<p><b>Practicum Level</b></p>	<p><b>Benchmark Assessment</b> (Related courses)</p>
	<ul style="list-style-type: none"> <li>• <b>Reflection Paper</b> - Critically reflect on your lesson. Write a reflection for the lesson. Briefly summarize the lesson. What was the lesson outcome? What went well? What did not go well? How would you adjust instruction next time? Reflections should also discuss how your personal philosophy on education, Christian faith, views on classroom management, and your current attitudes and aptitudes for teaching impacted your lesson planning process, lesson implementation, and lesson outcomes. (1 to 2 pages).</li> </ul>
<p><b>UED480A</b></p>	<p><b>Classroom Management &amp; Instructional Strategies</b> (UED406, UED407, EFND 506) This assignment has three components.</p> <ul style="list-style-type: none"> <li>• <b>Observation Report</b> (13 Practicum Hours) – Record your observations, ideas, and resources related to classroom management and instructional strategies. What classroom management techniques/tools do you observe in the classroom? To guide students’ behavior? To guide students through processes and procedures? What instructional strategies does the teacher use to ensure academic success? (4 to 5 pages).</li> <li>• <b>Two Lesson Plans</b> (2 practicum hours) - Using the Madeline Hunter lesson plan model, develop two lessons, one-hour each, for a group of students. Work with your classroom teacher to select the topics and determine when you will teach the two lessons. Consider the students’ developmental level. Create developmentally-appropriate lessons using applicable instructional strategies/techniques. Each lesson must include a transition from one learning activity to another during the same lesson (e.g. large-group to small-group, small-group to small-group). Use Classroom Teacher’s Survival Guide, Ch. 3 as a resource. Teach the lessons.</li> <li>• <b>Reflection Papers</b> (2) - Critically reflect on your lessons. Write a reflection for each lesson. <i>Briefly</i> summarize the lesson. What was the lesson outcome? What went well? What did not go well? How would you adjust instruction next time for improved instruction and/or behavior? How does your faith impact your decision-making in this area? (2 to 3 pages for <i>each</i> reflection paper)</li> </ul>
<p><b>UED480A and UEC480</b></p>	<p><b>Child &amp; Adolescent Growth &amp; Development</b> (UED441/ETLC541) This assignment has two components.</p> <ul style="list-style-type: none"> <li>• <b>Observation Report</b> (15 practicum hours) – Record your observations, ideas, and resources. Specifically note what you observe in regards to student behaviors, communications, and interactions with one another and adults in regards to child development and growth. Here are some ideas. You may observe and note how students relate to each other in whole group, in small</li> </ul>



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<p><b>Practicum Level</b></p>	<p><b>Benchmark Assessment</b> (Related courses)</p>
	<p>group, or in pairs. How is one student’s behavior different from another child’s behavior during the same scheduled activity? How do students respond during transitional periods? How do they relate to the adults in the room? Consider cognitive, physical, social, emotional, and spiritual growth and development, when observing. (3 to 5 pages).</p> <ul style="list-style-type: none"> <li>• <b>Reflection Paper</b> –After you complete 15 hours of observation, write a reflection paper in which you evaluate the effectiveness of the teaching practices you observed. Reflect upon the eight lenses for classroom observation as outlined by Borich (2011) and upon faith integration: (a) Consider the learning climate, (b) Focus on classroom management, (c) Look for lesson clarity, (d) Verify instructional variety, (e) Observe <a href="#">task orientation</a>, (f) Examine student engagement, (g) Measure student success, (h) Look for higher thought processes and performance outcomes, and (i) Faith integration. (2 to 3 pages).</li> </ul>
<p><b>UED480B</b></p>	<p><b>Curriculum &amp; Assessment</b> (UED 400, UED401, ECUR 500) This assignment has three components.</p> <ul style="list-style-type: none"> <li>• <b>Observation Report</b> (11 to 13 Practicum Hours) – Record your observations, ideas, and resources related to curriculum and assessment. What lesson standards and objectives are being taught? What strategies is the teacher using to insure the lesson objective is being met? To what degree are the learning activities aligned with the lesson standards and objectives? What formal and/or informal assessment techniques/tools do you observe the teacher using? (3 to 4 pages).</li> <li>• <b>Using Data from Pre-Assessment</b> (2 to 4 Practicum Hours) - Working with your classroom teacher, select and give the students a classroom-level pre-assessment for a core subject. Analyze the data to identify areas of academic strength and weakness as related to the content assessed. Create a chart or table that shows the data you collected. After analyzing the data, discuss with your classroom teacher your thoughts and recommendations on 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. Ask for the teacher’s feedback.</li> <li>• <b>Reflection Paper</b> - Write a two to three page paper. The paper should include the following:             <ul style="list-style-type: none"> <li>○ Description of Students (1 para.) - Describe the class of students. How many students are identified gifted? Identified special education? Other demographic information?</li> <li>○ Pre-Assessment Tool - Describe the pre-assessment tool you used. How long is it? What types of questions does it ask? What standards is it aligned to?</li> </ul> </li> </ul>

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<p><b>Practicum Level</b></p>	<p><b>Benchmark Assessment</b> (Related courses)</p>
	<ul style="list-style-type: none"> <li>○ Altering Instruction - Analyze your data Identify what your students already know with regards to the standards/objectives for the upcoming unit. What do students not know? What skills do they know? Still need to practice? How will you use whole group instruction? Flex groupings? How many groups will you have? How could you use this data to alter/modify the lesson you taught?</li> <li>○ Reflection -What general remarks do you wish to make about your practicum experience in relation to curriculum, instruction, and/or assessment?</li> <li>○ Attach and submit a copy of the assessment instrument</li> <li>○ Attach and submit a chart or table of the data you collected.</li> </ul>
<p><b>UED480B</b></p>	<p><b>Teaching Reading across the Curriculum</b> (UED 405, UED444, UED487, UED489, UED 491, EFND 505) This assignment has three components.</p> <ul style="list-style-type: none"> <li>● <b>Observation Report</b> (11 to 13 Practicum Hours) – Record your observations, ideas, and resources related to teaching reading in the content area. How is the teacher integrating reading and language throughout the school day as related to all content? What strategies do you observe in this regard? (3 to 4 pages).</li> <li>● <b>Mini-Lesson that Incorporate Reading &amp; Language Arts</b> (1 hour) - Working with your cooperating teacher, develop a mini-lesson (20-30 min.), using the Madeline Hunter lesson plan model that incorporates and teaches reading in another content area. Teach the lesson to a small or large group of students. For example, an elementary student teacher may teach a lesson on <a href="#">homophones</a> while a secondary student teacher might teach about an historical poem or reading passage in the context of a key event.</li> <li>● <b>Reflection Paper</b> - Critically reflect on your lesson. Write a reflection for the lesson. <i>Briefly</i> summarize the lesson. What was the lesson outcome? What went well? What did not go well? How did students’ reading readiness levels affect the outcome for each child/teen? How would you adjust and differentiate instruction next time for improved instruction? Attach and submit the lesson plan and all lesson materials with the reflection paper (2 to 3 pages + lesson materials).</li> </ul>
<p><b>UED480B</b></p>	<p><b>Meeting the Needs of All Learners</b> (UED451, UED 444, ETSP551) This assignment has four components.</p> <ul style="list-style-type: none"> <li>● <b>Observation Chart</b> (13 practicum hours) - Spend at least 13 practicum hours observing students with disabilities (i.e., students must be identified and have</li> </ul>

PRACTICUM PLACEMENT GUIDE

Practicum Level	Benchmark Assessment (Related courses)
	<p>IEPs). You may divide your hours observing students in special education classes, inclusive settings, regular class, elective classes, or during lunch or recess, depending on your school setting. <i>Create a chart</i> and record hours spent observing in <i>each</i> setting. 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 (get teacher’s initials verifying time in class). This chart is different from your overall practicum time log are requires teachers initials because you may visit a variety of classrooms for this assignment and therefore, may have several different teachers initial your chart (1 page).</p> <ul style="list-style-type: none"> <li>• <b>Interview Special Educators</b> (1.5 practicum hour) – Set up a 15- to 30-minute interviews with at least two special educators. Ask about career/job highs and lows. Find out what the job is really like. Ask how general educators might best collaborate as part of a team in order to support special needs students. Summarize teacher comments (1 to 2 pages <i>per</i> interview).</li> <li>• <b>Interview an Administrator</b> (.5 practicum hours) - Set up a 15-minute interview with the special education administrator or child study team coordinator in the building. Ask about the referral process. Ask what general education teachers should be doing prior to referral. Ask about laws and timelines. Ask if the administrator can share a <i>sample</i> IEP with you (remember: all information is confidential and is to remain confidential). Summarize the administrator’s comments (1 to 2 pages).</li> <li>• <b>Observation/Interview Report</b> - Record your comments and thoughts on your observations and interviews in a journal-type report. There will be one entry for each observation and one entry for each interview as well as a conclusion section. All information is to remain CONFIDENTIAL. It is not permissible to share specifics, student names, etc. with family and friends. Write in generic terms such as “a third-grade boy”.             <ul style="list-style-type: none"> <li>○ For each observation, write down the identified area of the student(s). Then, record your observations and reflections. Describe what you see and share thoughts about the various student characteristics and differing teaching methods you observed. Reflections should not be critical or judgmental - just thoughts, questions, something you might use, something you might change, goals, etc. Observation entries will vary in length depending on the length of your visit, the activity you are describing, and the length of your reflection (count on 1 to 2 pages <i>per entry</i>).</li> <li>○ Conclusions - complete your interview/observation report with conclusive remarks. Critically discuss what you gained from your observations and interviews. Also, discuss how your faith impacts your views in regards to students with disabilities (1 to 2 pages).</li> </ul> </li> </ul> <p>Note: You will submit the chart, interview summaries, and observation and interview report.</p>

PRACTICUM PLACEMENT GUIDE

<p><b>Practicum Level</b></p>	<p><b>Benchmark Assessment</b> (Related courses)</p>
<p><b>UEC480</b></p>	<p><b>Guiding Young Children</b> (UEC406) This assignment has two components.</p> <ul style="list-style-type: none"> <li>• <b>Observation and Practice Report</b> (10 Practicum Hours) - Record your observations, ideas, and resources related to how the cooperating teacher and other staff guide the young children toward success. Make sure to address the following areas (Hearron &amp; Hildebrand, 2013): a) Positive Guidance, b) Indirect Guidance, c) Direct Guidance, d) Personal Care Routines, e) Guidance and Curriculum, f) Outdoor Play and Learning, g) Addressing Challenging Behavior. What techniques/tools do you observe in the classroom? To guide children’s behavior? To guide children through processes and procedures? What strategies does the teacher use to ensure student success socially, emotionally, cognitively, and spiritually? (2 to 3 pages)</li> <li>• <b>Practicing Guidance Strategies</b> (5 Practicum Hours) - Ask your cooperating teacher ways that you can assist by working with the children. Practice the guidance strategies outlined in Chapter 3 (Browne &amp; Gordon, 2013) when working with the children. Which strategies did you practice? What was the outcome? Describe your experiences (2 to 3 pages).</li> </ul>
<p><b>UEC480</b></p>	<p><b>Teaching Content to Children</b> (UEC444) This assignment has three components.</p> <ul style="list-style-type: none"> <li>• <b>Planning for Learning</b> (10 practicum hours) - Using the lesson-plan format used by your placement site, develop lesson plans for your classroom for a week’s learning. Aim for week 11. Work with your classroom teacher to select the topics. Turn the lesson plans into the teacher well in advance so the teacher can provide constructive feedback on your plans. The teacher may guide you toward resources <i>or</i> you can located resources on your own. Then, work with the teacher to decide when you will teach two or more of the lessons to a small or whole group. Create developmentally-appropriate lessons using applicable instructional strategies/techniques. Each lesson must include a transition from one learning activity to another during the same lesson (e.g. large-group to small-group, small-group to small-group). The length of the lessons will depend on the age-group. Discuss this with your cooperating teacher. Teach the lessons.</li> <li>• <b>Reflection Papers</b> (2) - Critically reflect on your lessons. Write a one to two page reflection for <i>each</i> lesson. <i>Briefly</i> summarize the lesson (1 para.). What was the lesson outcome? What went well? What did not go well? How would you adjust instruction next time for improved</li> </ul>

PRACTICUM PLACEMENT GUIDE

<p><b>Practicum Level</b></p>	<p><b>Benchmark Assessment</b> (Related courses)</p>
	<p>instruction and/or behavior? Address how your faith impacts your decision-making in this area.</p> <ul style="list-style-type: none"> <li>• <b>Project</b> (5 practicum hours) – Actively work with the children for at least practicum hours. Video yourself working with young children, either instructing or assisting for at least 15 minutes. You may need to enlist the help of others with the videotaping. Make sure you have permission to include children. The video should be in addition to the two lessons outlined above. You will upload the 15-minute video via Bb along with your assignment paper.</li> <li>• <b>Project Reflection</b> - Self-evaluate the recording, comparing your interactions with the roles, responsibilities, and skills needed to be an early care and education professional. What does this tell you about your potential effectiveness? In what areas do you need support? Write a one to two page reflection.</li> </ul>
<p><b>UEC480</b></p>	<p><b>Administration of Child Care Programs</b> (UEC446) This assignment has two components.</p> <ul style="list-style-type: none"> <li>• <b>Interview an Administrator</b> (1 hour) - Interview a program director. Develop a list of about 10 questions designed to gain insights into his/her competencies and personal characteristics when compared with those discussed in the text. Keep the interview to about 30 minutes. Inquire about the director’s role, thoughts, and experiences from among the following topics (Freeman, Decker, &amp; Decker, 2013):             <ul style="list-style-type: none"> <li>○ qualities necessary for effective early childhood leadership</li> <li>○ developing the vision and mission for the organization</li> <li>○ understanding regulations, accreditation, and other standards</li> <li>○ establishing policies and procedures</li> <li>○ hiring and managing personnel</li> <li>○ creating quality learning environments</li> <li>○ finance and budgeting</li> <li>○ marketing the program</li> <li>○ coordinating nutrition, health, and safety services</li> <li>○ evaluating the program</li> <li>○ working with family and communities</li> <li>○ contributing to the profession</li> </ul> <p>Summarize your interview findings in a paper. Do not write the administrator’s responses verbatim. What were the director’s perceptions in regards to the areas about which you inquired? Draw conclusions based on interview responses. (3 to 5 pages)</p> </li> <li>• <b>Observation and Practicum with the Director</b> (30 hours) - Spend at least 30 hours during the work day with the center’s director and/or other leadership. Assist in duties as directed. Participate in meetings and other</li> </ul>

PRACTICUM PLACEMENT GUIDE

<b>Practicum Level</b>	<b>Benchmark Assessment</b> (Related courses)
	<p>director activities when feasible for the director. Observe job responsibilities and activities as related to the above list. Observe, note, and ask questions about the job responsibilities and activities. Record your observations, ideas, and resources related to how the director and other leaders guide the organization. Critically reflect and write about your practicum experience. In your report, you must summarize your experiences (up to 2 pages), describe key resources and activities as well as their purpose in the organization (up to 2 pages), and then thoroughly discuss your thoughts and conclusions on how this experience helped prepare you to reach your goals as an early childhood professional. You should also substantially address how your faith impacts your goals for practice. (7 to 8 pages total). Finally, be sure to have the administrator complete the administer portion of your practicum time log and evaluation form.</p>

## Appendix B

**Sample Letter for Practicum**

Professor will send official copy on Regent Letter Head

(Insert Date Here)

Dear Teacher,

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

Students enrolled in (UED480A Practicum 1; UED480 Practicum II; UEC 480 ECE Practicum) must complete (at least 45 hours; at least 90 hours) of a practicum experience. The student will be required by the university to meet professional standards, communicate well both orally and in written format, to complete an observation report, and possibly the following: interviews and application activities.

Additionally, as the instructor of (UED480A Practicum 1; UED480 Practicum II; UEC 480 ECE Practicum), I would like to ask that you allow the student to complete the assignments as identified in the student's Individualized Practicum Plan (see attached) 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 Evaluation Form at the start of the experience so you will know what to expect. Please know that you must sign the log sheet on the Practicum Evaluation form 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,

(Director of Student Teaching)

Contact information



### Appendix C

Teacher Education & IDS Program

**Practicum Evaluation Form & Hours Log** (page 1 of 3)

Sample only: Downloadable PDF version available at [www.regent.edu/studentteacher](http://www.regent.edu/studentteacher)

This section to be completed by the student.

Practicum Student: \_\_\_\_\_ Semester/Year: \_\_\_\_\_  
Cooperating Teacher: \_\_\_\_\_ Instructor: \_\_\_\_\_  
Practicum Dates: (mm/dd/yyyy) \_\_\_\_\_ to \_\_\_\_\_  UED480A Practicum I  UED480B Practicum II  
School \_\_\_\_\_  UEC 480 ECE Practicum  Graduate student  
Division/Organization \_\_\_\_\_  
School: \_\_\_\_\_ Student Phone: \_\_\_\_\_  
Grade: \_\_\_\_\_ Subject: \_\_\_\_\_ Emergency Contact/PH: \_\_\_\_\_

This section to be completed by the classroom teacher.

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

Date	Hours/Minutes	Classroom Teacher's Signature or Administrator's Signature (ECE Program only)
<b>Total Hours</b>		<b>Student: Please total your hours.</b>

(Page 1 of 3)



**Practicum Evaluation Form & Hours Log** (page 2 of 3)

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

**5=Meets Expectation      3=Developing      1=Needs Improvement      N/A=Not Applicable**

Categori	5	3	1	N/ A
<b>Classroom Teacher Comments</b>				
<b>I. Professional Conduct</b>				
Attendance/Promptness				
Professional Appearance				
Appropriately Courteous to All				
<b>II. Communication Skills</b>				
Oral Communication				
Written Communication				
<b>III. Pedagogical Practices (if applicable)</b>				
Assists Teacher with Preparatory Tasks				
Assists Teacher with Materials				
Assists Teachers with Instruction				
<b>IV. Collaboration</b>				
Works Well with Others				
Shares Ideas				
<b>Director/Administrator Comments</b> (for Early Childhood Practicum Only)				
<b>I. Professional Conduct</b>				
Attendance/Promptness				
Professional Appearance				
Appropriately Courteous to All				
<b>II. Communication Skills</b>				
Oral Communication				
Written Communication				
<b>III. Administrative Practices (if applicable)</b>				
Assists Administrator with Duties				
Participates in Meetings Alongside Administrator				
Attentive & Enthusiastic during Practicum with Administrator				
<b>IV. Collaboration</b>				
Works Well With Others				
<b>University Faculty Comments</b>				
<b>V. Application</b>				
Observation Report				
Application Activities				
Oral Communication				
Written Communication				

**VI. Overall Evaluation.** Please comment on the student's strengths and weakness as related to the practicum experience.

***Strengths:***

(Classroom teacher comments)

(Administrator comments, if applicable)

***Areas for improvement:***

(Classroom teacher comments)

(Administrator comments, if applicable)

**Initial One:** Do you recommend that this practicum student continue in the teacher education program?

YES

NO

\_\_\_\_\_  
**Signature of Classroom Teacher/Date**

\_\_\_\_\_  
**Signature of Administrator/Date (for ECE program only)**

\_\_\_\_\_  
**Signature of Regent University Faculty/Date**

(Page 3 of 3)

Appendix D

**Rubric for Assessing Practicum Student Performance**

<b>Values Learning</b>			
	<b>5</b>	<b>3</b>	<b>1</b>
Attendance	On time for practicum observations; communicates regularly with teacher to alert them when Regent student will be coming to complete practicum requirements.	Occasionally late for practicum observations; does not communicate with teacher when student is coming to observe.	Rarely communicates with teacher to notify when student will be in attendance for practicum.
Communication	Uses correct grammar in oral and/or written communication, ideas are expressed effectively.	Usually uses correct grammar; language use is appropriate. Can convey ideas accurately.	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.
<b>Values Personal Integrity</b>			
Ethical Behavior	Honest in dealing with other people. Dependable in keeping personal information and professional confidences, follows through with word.	Is truthful and honest in dealing with others. Uses discretion in keeping personal or professional confidences.	Shows pattern of dishonest or deceitful behavior; fails to use discretion in keeping personal confidences.
<b>Values Diversity</b>			
Diversity	Willingly works with other from different ability, race, gender, or ethnic groups. Listens carefully and respects others opinions and ideas.	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.	Not willingly to work with other who are different in ability, race, gender, or ethnicity. Behavior is disrespectful, interacts in an unprofessional manner.
<b>Values Professionalism: Professional Responsibilities</b>			
Professional Conduct	Professional in all dealings with school staff and students.	Occasionally professional in all dealings with school staff and students.	Does not show professionalism in all they do.
Self-Discipline	Accepts responsibility for own actions. Dresses appropriately for all situations. Maintains confidentiality regarding grades and personal student information.	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.	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.

Appendix E

**Teacher Preparation and Interdisciplinary Studies  
Practicum Placement Request for Early Childhood Education**

Use black ink and print clearly.

**PLACEMENT INFORMATION FROM THE ECE PRACTICUM STUDENT**

Practicum Student's Name: \_\_\_\_\_

Student's Phone: \_\_\_\_\_ Student's Email: \_\_\_\_\_

Student's Address: \_\_\_\_\_  
(street address, city, state, zip code)

Professor/Instructor: \_\_\_\_\_ Placement dates: Fall \_\_\_ Spring \_\_\_ of year \_\_\_\_\_

**Requested Early Childhood Organization- 1<sup>st</sup> Choice**

Name of School: \_\_\_\_\_

School Address: \_\_\_\_\_  
(street address, city, state, zip code)

School Phone: \_\_\_\_\_ School's Human Resources Phone: \_\_\_\_\_

The preschool must be accredited, part of a school division, or government agency.

Name the qualifying agency: \_\_\_\_\_

**Requested Early Childhood Organization – 2<sup>nd</sup> Choice**

Name of School: \_\_\_\_\_

School Address: \_\_\_\_\_  
(street address, city, state, zip code)

School Phone: \_\_\_\_\_ School's Human Resources Phone: \_\_\_\_\_

The preschool must be accredited, part of a school division, or government agency.

Name the qualifying agency: \_\_\_\_\_

**Practicum Student's Agreement**

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.

Student's Signature \_\_\_\_\_ Date: \_\_\_\_\_

**Information for the Practicum Student**

All practicum requests must be coordinated through the Department of Interdisciplinary Studies, Coordinator of Licensure Programs. Please realize that districts make placements at their discretion based on availability, so requests for a specific school or grade may not be honored. The Coordinator of Licensure Programs will request placement beginning with your 1st choice. It is the student's responsibility to obtain enough hours for each practicum course, however, the student can request to stay additional time in the placement. It is the student's responsibility to meet the specific requirements for the practicum course. Please see the syllabus and/or contact the professor for such requirements.

Appendix F

Teacher Preparation and Interdisciplinary Studies

**Practicum Placement Request for Atlantic Shores Christian Schools**

Use black ink and print clearly.

\_\_\_\_ UED480A Practicum I

\_\_\_\_ UED480B Practicum II

\_\_\_\_ Student Teaching/Internship

PLACEMENT INFORMATION FROM THE TEACHER CANDIDATE			
Teacher Candidate's Name _____			
Phone _____		E-Mail _____	
Local Address _____			
(Street)	(City)	(State)	(Zip Code)
Course Title(s) _____			
Professor/Instructor(s) _____			
School Division ( <u>UED480A students VBCPS</u> )		UED480b Request _____	
Grade Level(s) Requested _____		Subject(s) _____	
Dates Requested _____			
(Beginning)		(Ending)	
Briefly explain any special requests _____			
			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.

Appendix G



Department of Human Resources
Quality • Diversity • Passion • Commitment

Placement Requests for Observations/Practica/Student Teaching/Guidance Internships

- 1. Please complete a separate Placement Request Form (PRF) for each experience...
2. Please indicate the placement type.
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.
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: O Observation O Practicum O Student Teaching O 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:
Briefly explain any special requests:
Do you have relatives in the school requested?( ) No ( ) If 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 the 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 \_\_\_\_\_ or \_\_\_\_\_ University \_\_\_\_\_  
Course \_\_\_\_\_ Title \_\_\_\_\_

Professor/Instructor \_\_\_\_\_  
Subject Requested \_\_\_\_\_ Grade Level \_\_\_\_\_

Dates Requested \_\_\_\_\_  
(Beginning) (Ending)

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: \_\_\_\_\_