

Introduction to Teaching Practicum

65032 (ELEM), 65034 (MS), 65036 (HS)

Course Syllabus



Alliance for Catholic Education

ACE
University of Notre Dame
Notre Dame, IN 46556
574-631-7052
<http://ace.nd.edu>

Summer Practicum Forms and Information:
<https://ace.nd.edu/programs/teach/current-ace-teacher-resources>

Summer Session 2022 – Important Events and Due Dates:

JUNE						
SU	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

JULY						
SU	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27			

Orange = Orientation meeting
Green = Reflections
Blue = MS/HS Practicum Seminar
Gold = Cooperating teacher feedback form due

June

6 **Orientation Meeting**
DeBartolo 129 @ 1:10 pm

13 ACE Teachers report to school sites

21 **MS/HS Practicum Seminar**
DeBartolo Hall @ 1:00 pm

24 **Reflection #1 due by 5:00 pm**

28 **MS/HS Practicum Seminar**
DeBartolo Hall @ 1:00 pm

29 **Cooperating Teacher Feedback Form 1 Due**

July

4-5 Mid-summer break – no meetings

8 **Reflection #2 due by 5:00 pm**

14 **MS/HS Practicum Seminar**
DeBartolo Hall @ 1:00 pm

18 **Cooperating Teacher Feedback Form 2 due**

19 **MS/HS Practicum Seminar**
DeBartolo Hall @ 1:00 pm

20 Last day of practicum

21 **Academic Year Orientation Meeting**
DeBartolo 129 @ 9:00 am

Contact Information:

Practicum Team	Email	Phone
Erin Newkirk	enewkirk2@nd.edu	650-793-3477
Patrick Kirkland	pkirklan@nd.edu	574-631-9332
Field Director of Summer Practicum	Email	Phone
Gene Buczynski	gbuczyns@saintmarys.edu	574-315-3491

Practicum Supervisors	Email
Karen Bogol – Elementary (St. Adalbert’s)	kbogol@nd.edu
Tish Wilsey – Elementary (St. Vincent’s)	pwilsey@nd.edu
Mark Johnson – MS/HS Social Studies content	Mark.Johnson@nd.edu
Alexander Holtz – HS Mathematics	aholtz2@nd.edu
Gabby Hernandez – MS Math & MS Science	ghernan3@alumni.nd.edu
Bridget Sullivan – MS/HS ELA content	bsulli15@nd.edu
Nicole Dainty – HS Science content	ndainty@stasb.org
Allie Olshefke – HS Physics content	aolshefk@nd.edu

Course Overview

The practicum consists of:

- Daily classroom teaching and observation of teaching
- Informal and formal observation of your instruction by Supervisors
- Short reflective journals and video-observation assignments
- Regular daily lesson planning for your practicum per your Cooperating Teacher

Teacher candidates are placed in a summer school classroom setting each morning for six weeks of the summer. In the initial week, you will observe and assist your Cooperating Teacher. Over the next two weeks, you will increasingly take responsibility for teaching sections of the class and/or developing activities and lessons. The final weeks are focused on more intense responsibilities, often culminating in primary instruction for a portion of the morning, with the assistance and guidance of the Cooperating Teacher. This process may vary between placements and individual classrooms.

The goals of the summer practicum course are:

1. To provide experience in a classroom setting for observation, assistance and direct instructional practice.
2. To provide experience and guidance in instructional planning.
3. To establish fundamental techniques in classroom instruction and practice and instill basic routines.
4. To facilitate and establish reflection on practice as an approach to ACE Teachers' professional development for the next two years.
5. To encourage and model the development of professional dispositions in the classroom and in interactions with colleagues.

ACE Teacher Role and Responsibilities

ACE Teacher Responsibilities

The ACE Teacher is a guest in the classroom of a local summer school site. This requires an added professional dimension to summer graduate studies. The following are minimum requirements for successful participation and completion in the practicum.

Before Practicum, as a way of showing responsibility for the profession and great care for students, the ACE teacher will:

1. Ensure that they have met all responsibilities for entering a school including those found in [Appendix 3](#).

At the practicum summer school site, the ACE Teacher:

1. Abides by the rules and policies of the local school and classroom site.
2. Is present for all scheduled sessions. Attendance at assigned practicum classroom and assigned practicum seminar is mandatory. See Attendance Policy for further details.
3. Arrives to the assigned practicum classroom at least 20 minutes before class *or* at a time arranged with the local school and/or your supervisor. This is important time for preparation and communication with your Cooperating Teacher. The designated time for leaving the school each morning varies by site. It is important to plan for time to assess with the Cooperating Teacher how the day went before leaving or via e-mail/in-person later in the day.
4. Is professional in all interactions with local school personnel.
5. Serves as a positive adult model to students in the classroom.
6. Delivers all necessary feedback forms to the Cooperating Teacher at least 5 days prior to their due dates. If necessary, emails his/her Cooperating Teacher a copy of this handbook.
7. Abides by assigned classroom duties and teaching responsibilities as required by the Cooperating Teacher and, as necessary, the Practicum Supervisor and/or Field Director.
8. Commits to adequate preparation for teaching duties each day.
9. Is professional in dress and appearance.

As part of the Practicum Course and assignments, the ACE Teacher:

1. Prepares a formal lesson plan and arranges post-observation time for each scheduled formal observation by the Practicum Supervisor.
2. Completes all reflective writing and course assignments in a timely and quality manner.
3. Seeks advice and critique from the Cooperating Teacher, Practicum Supervisor, and Practicum Team for the improvement of instructional practice and to resolve practicum placement and performance issues.
4. Actively participates in the weekly practicum seminar and meets all goals and deadlines.

Attendance Policy

You are expected to be present and on time to practicum every day. Only excused absences will be allowed.

- Examples of excused absences include illness, participation in a wedding, or a funeral.
- Examples of unexcused absences include “long weekends”, car problems, sleeping in, appointments, and general fatigue.
- *If you will potentially be absent, no matter what the reason, notify both your Practicum Supervisor and your Cooperating Teacher as far ahead of time as possible. If a student has more than two unexcused absences from practicum, they will meet with the Practicum Team.*
- **Make-Up Work:**
 - Students who miss their practicum for any reason are required to complete an additional teaching video reflection filmed the day of return to the classroom. Students should submit this to Patrick Kirkland using TORSH with comments and annotations on their own teaching practices within 2 days of returning to the classroom.

- **COVID Policy:** If you test positive for COVID-19, you will follow the same process outlined above for an excused absence. If you are a close contact, you will mask at practicum for the five days following exposure. At some school sites, if you are a close contact, you will need to get a negative test prior to returning to your practicum site. **If you test positive for COVID-19 or are a close contact, you must communicate this to your Practicum Supervisor, Cooperating Teacher, and the Practicum Team to determine next steps.** If you have symptoms after hours and need to test, please call/text Erin Newkirk to come up with a plan.

ACE Teacher Weekly Schedule of Assignments and Responsibilities

Before you begin to think about the below you must complete the “Safe Environment” training module (#8 on ACE 28 Spring Checklist). This work takes approximately one hour to complete. You can find further instructions in [Appendix 3](#) below.

2nd Monday of ACE Summer (6/6/22)	Monday (6/6) - Practicum Orientation Meeting 1:10-2:00pm in DBRT 129 ACE Teacher to Complete Prior to Practicum Orientation Meeting <ul style="list-style-type: none"> • Print and read syllabus <p><u>Orientation Components:</u></p> <ul style="list-style-type: none"> • Syllabus overview; Meet Practicum Supervisors, Practicum Team • Practicum Seminar Discussion • Transition to Break Outs by Practicum Supervisor to discuss professional dispositions; responsibilities, letters to CTs; discussion of sites, contact information <p>ACE Teacher to Complete Post-Orientation Meeting:</p> <ul style="list-style-type: none"> • Email letter of introduction to your ACE practicum Supervisor with contact info including: <ul style="list-style-type: none"> ○ Express gratitude for opportunity ○ Explain you are in ACE - Alliance for Catholic Education, working to earn an M.Ed. and be certified to teach ○ ACE Placement Info ○ An example of past experience that will be helpful for their time in the class (either content focused - I was a Chem major, I was a Math major, etc. - or kid-focused - I've work with students through tutoring, summer camps, etc.) ○ Ending with Please let me know what I can do between now and the start of class to be prepared. • Once approved by Practicum Supervisor, email letter of introduction to Cooperating Teacher (CT hereafter) with contact info by 6/12
---	---

Third full week (6/13/22 – 6/17/22)	Monday (6/13) – First Day at Schools <ul style="list-style-type: none"> • All ACE Teachers report to school at assigned times • Practicum Supervisors visit classrooms • Starting this day, ACErs report to practicum sites and take on student-teaching responsibilities as designated by CT.
--	--

Fourth full week (6/20/22-)	<ul style="list-style-type: none"> • Report to schools each day • Record sample lessons of teaching as needed (directed by Practicum Supervisor)
------------------------------------	--

6/24/22)	<p>Tuesday (6/21) – MS/HS Practicum Seminar Meeting 1</p> <p>1:00-1:50pm, DeBartolo Hall</p> <p>HS Math – DBRT 113 HS Science/Physics – DBRT 143</p>	<p>ELA Content – DBRT 149 Social Studies Content – DBRT 223 MS Math & MS Science – DBRT 224</p>
<i>ACE Teacher to Complete this week:</i>		
<ul style="list-style-type: none"> • Send Cooperating Teacher Feedback Form 1 Link to CT. Link will be sent to ACers by 6/24. ACEr to ensure CT completes by 6/29. 		

Fifth full week (6/27/22-7/1/22)	<ul style="list-style-type: none"> • Report to schools each day • Record sample lessons of teaching as needed (directed by Practicum Supervisor) <p>Tuesday (6/28) – MS/HS Practicum Seminar Meeting 2</p> <p>1:00-1:50pm, DeBartolo Hall</p> <p>HS Math – DBRT 113 HS Science/Physics – DBRT 143</p>	<p>ELA Content – DBRT 149 Social Studies Content – DBRT 223 MS Math & MS Science – DBRT 224</p>
<i>ACE Teacher to Complete by 6/29:</i>		
<ul style="list-style-type: none"> • Ensure that CT has completed Cooperating Teacher Feedback Form 1 Link; when this is submitted, it will also be sent to the Practicum Supervisor 		

Sixth week (7/4/22-7/8/22)	<ul style="list-style-type: none"> • Report to schools: 7/6-7/8 <ul style="list-style-type: none"> • <i>Practicum sites do not meet during the 4th of July Holiday – no classes Monday, July 4 – Tuesday, July 5</i> • Record sample lessons of teaching as needed (directed by Practicum Supervisor)
<i>ACE Teacher to Complete by 7/8 at 5pm:</i>	
<ul style="list-style-type: none"> • Email Reflection 2 to your Practicum Supervisor by 5 pm. • <i>Topics: Brief overview of practicum activities thus far; Instruction (communicating clearly and accurately, questioning and discussion techniques, engaging students in learning, effective feedback to students), additional or past topics related to experience or you may select this summary for a one-time open topic</i> 	

Seventh full week (7/12/22-7/16/22)	<ul style="list-style-type: none"> • Report to schools each day • Record sample lessons of teaching as needed (directed by Practicum Supervisor) <p>Thursday (7/14) – MS/HS Practicum Seminar Meeting 3</p> <p>1:00-1:50pm, DeBartolo Hall</p> <p>HS Math – DBRT 113 HS Science/Physics – DBRT 143</p>	<p>ELA Content – DBRT 149 Social Studies Content – DBRT 223 MS Math & MS Science – DBRT 224</p>
--	--	---

ACE Teacher to Complete this week:

- Send **Cooperating Teacher Feedback Form 2 Link** to CT. Link will be sent to ACers by 7/13. ACer to ensure CT completes by 7/18.

Last week
(7/18/22-
7/21/22)

- Report to school sites 7/18-7/20
- Last day at sites is Wednesday, July 20

**Tuesday (7/19) – MS/HS Practicum Seminar Meeting 4
1:00-1:50pm, DeBartolo Hall**

HS Math – DBRT 113

ELA Content – DBRT 149

HS Science/Physics – DBRT 143

Social Studies Content – DBRT 223

MS Math & MS Science – DBRT 224

ACE Teacher to Complete by 7/18:

- Ensure that CT has completed **Cooperating Teacher Feedback Form 2 Link**; when this is submitted, it will also be sent to the Practicum Supervisor

Thursday (7/21) - Academic Year Orientation

- ACE 29: DBRT 129 from 9:00 – 9:45 AM

Assignments & Evaluation Components

Component	Points	Due Date
<i>Teaching Practices:</i>		
Informal and Formal Observations and Lesson Planning	45	varies
Cooperating Teacher Feedback Form 1	5	6/29
Cooperating Teacher Feedback Form 2	5	7/18
Professional Dispositions	5	end of session
Sub-total	60	
<i>Reflective Practices:</i>		
Reflection 1	5	6/24
Reflection 2	5	7/8
Practicum Seminar	15	rolling deadline
Digital Recording Discussion	15	rolling deadline
Sub-total	40	
Total	100	

Grading Policy and Late Work

If for any reason a due date cannot be met, the ACE Teacher must clear alternative arrangements with his/her Practicum Supervisor at least one week prior. Barring emergencies, late requests for exemptions due to travel or academic workload will not be considered. It is the ACE Teacher's responsibility to provide all necessary forms to the Cooperating Teacher, and to ensure that the Cooperating Teacher completes these forms. The following total points scale will be used to determine the final course grade.

A 100-94	A- 93-90	B+ 89-87	B 86-84	B- 83-80	C+ 79-78	C 77-74	C- 73-70
----------	----------	----------	---------	----------	----------	---------	----------

*Students earning 35 points or less on the “teaching practices” component will be subject to the policy on successful completion of practicum.

Explanations of Evaluation Components

1. Reflection

You will write **2 Reflections** during the six-week practicum. Reflection is crucial for explaining why and how you are proactive in your own development as a teacher. You are encouraged to look carefully at your teaching practice, asking "What have I learned?" and "How can I improve?"

Please address the following questions in each reflection:

- Given the topic for reflection, what are examples of my own effective and ineffective performances?
- Explain in greater depth why some of your particular teaching performances were not effective. What issues have arisen that must be addressed? **Cite** the sources of this evaluation and explanation. Examples of citation include your own self-assessment, or conversations and evaluations by the Cooperating Teacher and Practicum Supervisor.
- What resources can I seek and/or what actions can I take in my practice to address this/these issue/s and improve my practices?

ACE Teachers must email their Practicum Supervisor their Reflections by 5pm of the assigned due date. The topic of these summaries should be chosen from the provided list in the schedule. Please *feel free to expand entries to emergent issues once you have addressed the listed topic.*

The following holistic rubric will be used to score the reflections:

5	4	3	2 1
All criteria are met; reflection provides thorough detail of successes, problems, issues, and proactive plans for improvement.	Most criteria are met; reflection provides detail of successes, problems, issues, and proactive plans for improvement.	Some criteria are met; reflection provides some detail of successes, problems, issues, and proactive plans for improvement.	Few criteria are not met; reflection does not detail successes, problems, issues, and proactive plans for improvement.
Criteria			
<ul style="list-style-type: none"> Assigned topic/s are addressed Three-step reflective cycle is addressed: <ul style="list-style-type: none"> (What?) Given the topic for reflection, what are examples of my own effective and ineffective performances? (Why?) Explain in greater depth why some of your particular teaching performances were not effective. What issues have arisen that must be addressed? Cite the sources of this evaluation and explanation. Examples of citation include your own self-assessment, or conversations and evaluations by the Cooperating Teacher and Practicum Supervisor. (How?) What resources can I seek and/or what actions can I take in my practice to address this/these issue/s and improve my practices? Length of Reflection is 500 words minimum Reflection is emailed to practicum supervisor by 1pm on due date 			

2. Informal Visits and Formal Observations and Lesson Plans

The Practicum Supervisor will informally visit the ACE Teacher's classroom multiple times during the summer session. These visits may include short periods of observation, longer observations, and/or discussions with the ACE Teacher. At least one formal observation of the ACE Teacher's lesson and post-observation conference with the Practicum Supervisor will be completed during the summer session.

*The ACE Teacher should have the following items ready for the **formal observation** with the Practicum Supervisor:*

- A formal lesson plan with required components using the ACE template. (Template available at <https://ace.nd.edu/downloads/current-members-teaching-fellows/planning-resources/planning-files>.)
- Copies of handouts and, if possible, a copy of the textbook
- Arranged time for post-observation discussion

A report based upon informal and formal observations and lesson plans will be completed and scored by the teacher's assigned Practicum Supervisor. Each area will be assessed on a 5-point rubric. Areas for assessment (a.k.a. performance indicators) include:

- | | | |
|--|--------------------------------|---|
| • Knowledge of Content and Pedagogy | • Instructional Objectives | • Creates an Environment of Respect and Rapport |
| • Manages Classroom Procedures | • Manages Student Behavior | • Communicates Clearly and Accurately |
| • Uses Questioning and Discussion Techniques | • Engages Students in Learning | • Assessment of Student Learning |
| • Maintains Accurate Records | • Shows Professionalism | |

RUBRIC* FOR ASSESSING PERFORMANCE INDICATORS

5- exceptional	4- proficient	3- basic	2-1 unsatisfactory
This rating denotes exemplary status vis-à-vis the content standard.	Evidence, from these sources, that all descriptors relating to the content standard are fully met through teaching practices-performances and reflections.	Evidence, from these sources, that all descriptors relating to the content standard are being addressed through teaching practices-performances and reflections.	Limited evidence, from these sources, that some descriptors relating to the content are being met or that some or all are being addressed but not fully met through teaching practices-performances and reflections.

*PERFORMANCE INDICATOR RATING SCALE

The rating scale noted above ranges from "unsatisfactory" to "exceptional" performance. Exceptional ratings will be given for truly exemplary work. For purposes of course grading, "proficient" is standardized to the A range.

3. Cooperating Teacher Feedback Forms

Twice during the practicum, CT Feedback Forms will assess various professional areas. Based on the CT feedback from these forms and visits to the sites, the Practicum Supervisor will score these feedback forms. ***It is the ACE Teacher's responsibility to electronically distribute and these forms and ensure their completion.*** Forms should be distributed upon receipt of the CT Feedback Form link – at least 5 days prior to the due date. The following is a holistic rubric that will be used by the Practicum Supervisor to score these reports.

Criteria (see Performance Indicator Rubrics for more detailed descriptions of the first four expectations)	Needs improvement	Some evidence	Developing appropriately
Planning and Preparation <ul style="list-style-type: none"> · Demonstrates knowledge of content and pedagogy · Selects instructional objectives 	0	.5	1
Classroom Environment <ul style="list-style-type: none"> · Creates environment of respect and rapport · Manages classroom procedures · Manages student behavior 	0	.5	1
Instruction <ul style="list-style-type: none"> · Communicates clearly and accurately · Uses questioning and discussion techniques · Engages students in learning · Assesses student learning 	0	.5	1
Professional Responsibilities <ul style="list-style-type: none"> · Maintains accurate records · Shows professionalism 	0	.5	1
Professional Dispositions <ul style="list-style-type: none"> · Teacher exhibits punctuality and preparedness · Teacher communicates consistently with Cooperating Teacher · Teacher exhibits politeness and respect in interactions · Teacher dresses appropriately · Teacher demonstrates quality effort and overall work 	0	.5	1

4. Professional Dispositions

The following attitudes and behaviors, described in the ACE Teacher responsibilities section, will be assessed as a summary score by the Practicum Supervisor: attendance; punctuality; preparedness; maintains communication with Practicum Supervisor and Cooperating Teacher; quality of required instructional plans and materials; professional attitudes towards and relations with ACE team, ACE Teachers, Cooperating Teacher, and the local school staff; appropriate dress.

Based on evidence from visits, observations, Cooperating Teacher feedback, discussions with the Field Director and building Site Supervisor, and consultations with the ACE Teacher, professional dispositions are scored according to the following rubric:

5	4	3	2	1
ACE Teacher demonstrated growth and behaviors consistent with the dispositions	Minor problems or issues arose and were discussed during the practicum experience	A few problems or issues arose and were discussed during the practicum experience	Several concerns or an on-going concern was identified, discussed and addressed during the practicum experience	Several concerns or an on-going concern arose during the practicum that was not effectively addressed and/or satisfactory improvement demonstrated by the ACE Teacher during the practicum experience

5. Digital Recording Reflection Assignment

You will complete ***one digital recording reflection assignment*** that requires:

- Recording your teaching
- Completing a reflection using the digital reflection form

- Reviewing your digital recording with your Supervisor and peers during your Practicum Seminar

Digital Recording

All protocols for digital recording must be followed. You may need to secure permission to digitally record. Check with your school site supervisor or coordinator.

How to Record:

- 1) Use resources that you own personally (smartphone, camera, iPad, etc.) or borrow such equipment from your school or classmates to fulfill this recording requirement.
- 2) Use the “T Uploader” app to record your lesson.
- 3) Record at least 15-20 minutes of a lesson in which you are actively teaching, such as leading a discussion, giving a demonstration or other teacher directed activity.
- 4) Upload the digital recording to TORSH Talent and clip it **before** adding any annotations, descriptions, or additional files.

How to complete your Digital Reflection:

- 1) Access the **Digital Reflection Form** from the practicum website.
- 2) View your digital recording and complete the reflection form. In doing so, choose two areas from the list below that described your observed strengths and two of the areas in which you might improve.
 - Routines and transitions in your teaching
 - Non-instructional routines
 - Independent student work (individually or in groups)
 - Monitoring of student behavior
 - Response and preventative measures of student misbehavior
 - Clarity in communication of directions and instruction
 - Ability to manage and encourage discussion and questioning
 - Engaging students in the lesson
 - Informal checks for student understanding during instruction
 - Formal assessments of student comprehension
- 3) Complete reflection for your assigned Practicum Seminar with Supervisor.
- 4) Make sure you can access your digital recording on torshtalent.com for the meeting **and bring completed reflection form** to Practicum Seminar on your assigned viewing day.

Digital Viewing and Discussion

- 1) Bring completed Digital Reflection Form and recording cued up to a five-minute teaching segment.
- 2) Present a **brief** 1-2 minute introduction to the recording: topic, activity, etc. More in-depth discussion will come after viewing.
- 3) Observe each 5-minute clip presented. Take written notes on each of the viewed recordings, noting strengths and ways to improve.
- 4) Participate in a small group discussion on the digital recordings, taking notes on feedback provided related to one’s own digital

Rubric for Digital Recording Assignment

15 All criteria are met	14 13 12 Most criteria are met	11 10 9 Some criteria are met	< 9 Few criteria are met
----------------------------	---	--	-----------------------------

Criteria

- Completes assignment form thoughtfully and thoroughly, submits on time.
- Leads discussion of strengths and areas of improvement in one's digital recording.
- Participates actively in the viewing and discussions of others' videos.
- Offers substantive feedback on one's own video and others' videos.

6. Practicum Seminar

The Practicum Seminar provides time to delve deeper into the concepts and practices of planning and instruction with associated assignments and tasks. These include annotated lesson plans and preparation of materials for the academic year. Participants are expected to participate fully in experiential learning and use time well for planning.

Seminar Details for Elementary Teachers

Elementary ACE teachers will partake in their Clinical Seminar at their respective practicum ACE site – either St. Adalbert's or St. Vincent's. Please work with your Clinical Instructor to fulfill your practicum seminar responsibilities.

Seminar Details for MS and HS Teachers

Middle and High School ACE Teachers will have Practicum Seminar on Notre Dame's campus in the afternoon. Please see below for MS and HS teacher seminar details:

Dates & Timing

MS/HS Practicum Seminar will meet in-person four times over the course of the summer:

- Tuesday, June 21 from 1:00-1:50pm
- Tuesday, June 28 from 1:00-1:50pm
- Thursday, July 14 from 1:00-1:50pm
- Tuesday, July 19 from 1:00-1:50pm

Location

Practicum Seminar will take place in DeBartolo Hall. You will meet with your Practicum Supervisor and content area for the seminar.

Content Area	Practicum Supervisor	Seminar Location
HS Math	Alex Holtz	DeBartolo Room 113
HS Science/Physics	Allie Olshefke/Nicole Dainty	DeBartolo Room 143
MS/HS English Language Arts	Bridget Sullivan	DeBartolo Room 149
MS/HS Social Studies	Mark Johnson	DeBartolo Room 223
MS Math & MS Science	Gabby Hernandez	DeBartolo Room 224

15 All criteria are met	14 13 12 Most criteria are met	11 10 9 Some criteria are met	< 9 Few criteria are met
Criteria			
<ul style="list-style-type: none">• Arrives on time for seminar.• Completes required reading/assignments and participates in all activities during sessions.• Uses time well for lesson planning when time is provided.• Meets all goals and deadlines.			

Policy on Successful Completion of Summer Practicum

The purpose of the Summer Practicum is to help prepare ACE teachers through extensive planning of instruction and reflections on their summer classroom experiences to assume responsibility for their own classroom. Each element of the practicum is of critical importance in evaluating the progress of prospective teachers. ACE teachers are expected to demonstrate growth in both areas during the six weeks of summer practicum. Given the responsibility of the program to the students in the various schools served, growth in both preparation and implementation is essential. A student unable to demonstrate growth in each area separately will, upon the recommendation of the supervising committee, be withdrawn from the M. Ed. program.

In those rare situations when an ACE Teacher fails to meet his or her performance expectations in the Summer Practicum or, in the judgment of multiple supervisors, is incapable of helping students learn, procedures for reviewing and evaluating field work for the purpose of determining if the ACE Teacher should be dismissed from the program are initiated as follows:

1. The Summer Practicum Supervisor will document his or her concerns in writing, alert the Summer Field Director and ACE Teacher, and complete additional observations as necessary to validate concerns.
2. The Summer Field Director will observe the ACE Teacher, talk with the Cooperating Teacher and Summer Practicum Supervisor, and develop with the Summer Practicum Supervisor and ACE Teacher an improvement plan with a specified timeline.
3. In the event that the improvement plan is not successful and based on the Summer Field Director's recommendation, both the Academic Year Supervisor and the Coordinator of Supervision will observe the ACE Teacher, and talk with Cooperating Teacher and Summer Field Director. The Summer Field Director will write a brief summary of the situation attaching any collected documentation.
4. The Summer Field Director, Summer Practicum Supervisor, Academic Year Supervisor, and Coordinator of Supervision will then meet and decide either: 1) to recommend immediate withdrawal from the program; 2) to recommend dismissal from the program with a grade of D or F for this portion of the practicum; or 3) to develop a specific improvement plan for the first semester of the academic year.

Other Roles and Responsibilities

Practicum Supervisor Responsibilities

The role of the Practicum Supervisor is to support the professional development of the ACE Teacher, provide formative and summative assessment of teaching practices, and facilitate communication with the Cooperating Teacher for a positive and productive practicum experience.

The Supervisor:

1. Maintains contact and makes him/herself available to assigned ACE Teachers for discussion of professional development and issues related to practicum placement and performance. Also communicates with the Cooperating Teacher in this capacity.
2. On Mondays, works with ACE Teachers on specific ideas for teaching and planning in their field.

3. Completes at least one formal observation, post-observation discussion, and observation feedback and assessment form. Completes additional, informal visits and checks into the classroom and formative feedback.
4. Reads ACE Teacher's reflection summaries and responds as necessary to serious emergent issues.
5. Reviews digital recordings of teaching with groups of ACE Teachers.
6. Reads and grades digital reflection assignments in assigned section.
7. Provides formative and summative feedback throughout the practicum and in submitting a grade recommendation for the course to the Field Director.
8. Serves as the main contact between the ACE Teacher and the Field Director on issues of practicum placement and performance.

Cooperating Teacher Responsibilities

The Cooperating Teacher hosts the ACE Teacher in his/her summer school classroom. These teachers are comprised of local school corporation, diocesan, and returning ACE-graduate mentor teachers. It is important to recognize that the Cooperating Teacher's primary responsibility is to the students in the classroom — there is often an established program of remediation with required dates and content topics. Depending on the practicum site, some Cooperating Teachers host an ACE Teacher for the entire practicum session. Others host for a half session.

The Cooperating Teacher:

1. Assists the ACE Teacher in the acclimation to the new school and classroom.
2. Provides support and modeling of instructional activities, lessons, and classroom and student management.
3. Debriefs/Discusses with the ACE Teacher about their performance – provides formative feedback focused on positive practices as targeted improvement.
4. Provides specific feedback, directives, and support when communicating with the ACE Teacher.
5. Completes two (one if half session) one-page CT Feedback Form(s).
6. Communicates with the local building Site Supervisor, Practicum Supervisor, and Field Director on issues of ACE Teacher placement and performance.
7. Consults the suggested schedule for the incorporation of the ACE Teacher into the summer school classroom.

Clinical Instructor Responsibilities

The Clinical Instructor hosts a group of Elementary ACE Teachers every morning in their assigned sites. Clinical Instructors are outstanding teachers and planners from a variety of grade levels and disciplines who work with the ACE teachers to prepare them to take over their own classroom instructionally and through good pedagogical skills.

The Clinical Instructor:

1. Models strong pedagogical skills for the ACE Teacher.
2. Models and discusses what kinds of content go well with particular instructional methods.
3. Supplements content and methods courses with additional practice-based examples and experiential learning opportunities.

4. Reflects with ACE Teachers on what different activities will look like in their classroom given their context, placement and what they must attend to in order to be successful in their own classrooms.

Appendix A

ACE M.Ed. Performance Indicators and Indiana Developmental Standards for Educators addressed in the Practicum Course

The practicum course addresses the following performance indicators and standards as a focus for professional development. The goal is not to meet these through the practicum experience. Rather, it is to address and develop professional experience for future work. These have been adapted and applied to the specifics of the practicum classroom in the feedback and evaluation instruments for the course.

Rubrics for assessing each PI are found [here](#).

ACE PILLAR I PROFESSIONAL TEACHING

Domain 1: Planning and Preparation

- PI 1.1: Demonstrates knowledge of content and pedagogy (IDS 2, 3, 7)
- PI 1.3: Selects instructional objectives (IDS 3, 4)

Domain 2: The Classroom Environment

- PI 2.1: Creates environment of respect and rapport (IDS 2, 5)
- PI 2.3: Manages classroom procedures (IDS 2, 5)
- PI 2.4: Manages student behavior (IDS 5)

Domain 3: Instruction

- PI 3.1: Communicates clearly and accurately (IDS 3)
- PI 3.2: Uses questioning and discussion techniques (IDS 2, 3)
- PI 3.3: Engages students in learning (IDS 2, 3, 5)
- PI 3.4: Assesses student learning (IDS 4)

Domain 4: Professional Responsibilities

- PI 4.1: Maintains accurate records (IDS 4, 6)
- PI 4.3: Shows professionalism (IDS 6)

INDIANA DEVELOPMENTAL STANDARDS FOR EDUCATORS

Standard 1: Student Development and Diversity

Teachers have a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and that promotes development and learning for all students.

Standard 2: Learning Processes

Teachers have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement.

Standard 3: Instructional Planning and Delivery

Teachers have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals.

Standard 4: Assessment

Teachers have a broad and comprehensive understanding of assessment principles and practices and demonstrate the ability to use assessment to monitor student progress and to use data to guide instructional decision making.

Standard 5: Learning Environment

Teachers have a broad and comprehensive understanding of student learning environments and demonstrate the ability to establish positive, productive, well-managed, and safe learning environments for all students.

Standard 6: The Professional Environment

Teachers have a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession.

Standard 7: Reading Instruction (Secondary, Middle School)

Teachers have a broad and comprehensive understanding of content-area and disciplinary literacy skills, and demonstrate the ability to plan and deliver integrated content-area reading instruction that is based on student learning standards, student literacy needs and strengths as reflected in ongoing student data, and scientifically based reading research.

<u>ACE Performance Indicators</u>	<u>Indiana Developmental Standards for Educators</u>		
	<u>HIGH SCHOOL</u>	<u>MIDDLE SCHOOL</u>	<u>ELEMENTARY</u>
<u>Pillar I: Forming Professional Educators</u>			
<u>Domain 1: Planning and Preparation</u>			
1. Demonstrates knowledge of content and pedagogy	2.1, 2.2, 2.3, 2.4, 3.3, 3.4, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7	2.1, 2.2, 2.3, 2.4, 3.3, 3.4, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7	2.1, 2.2, 2.5, 2.6, 3.3, 3.4
2. Demonstrates knowledge of students	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.8, 3.6, 3.8	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.8, 3.6, 3.8	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.10, 3.6, 3.8
3. Designs coherent unit-based instruction	3.2, 3.3, 3.7, 3.11, 4.1, 4.2	3.2, 3.3, 3.7, 3.11, 4.1, 4.2	3.2, 3.3, 3.7, 3.11, 4.1, 4.2
4. Selects instructional objectives	3.3, 4.1	3.3, 4.1	3.3, 4.1
5. Designs assessments to provide evidence of learning	4.1, 4.2, 4.3, 4.5	4.1, 4.2, 4.3, 4.5	4.1, 4.2, 4.3, 4.6, 4.7
6. Demonstrates knowledge of resources	2.9, 3.12, 3.13, 3.14	2.9, 3.12, 3.13, 3.14	2.11, 3.12, 3.13, 3.14
<u>Domain 2: The Classroom Environment</u>			
1. Creates an environment of respect and rapport	5.1	5.1	2.4, 5.1
2. Establishes a culture for learning	2.7, 5.2	2.7, 5.2	2.9, 5.2
3. Manages classroom procedures	2.7, 5.4, 5.6	2.7, 5.4, 5.6	2.9, 5.4, 5.6

4. Manages student behavior 5. Organizes physical space	5.1, 5.5 5.1, 5.3, 7.7	5.1, 5.5 5.1, 5.3, 7.7	5.1, 5.5 5.1, 5.3
<u>Domain 3: Instruction</u>			
1. Communicates clearly and accurately 2. Uses questioning and discussion techniques 3. Engages students in learning 4. Assesses student learning	3.15 2.5, 2.6, 3.15 2.5, 2.6, 3.4, 3.5, 3.11, 3.16, 5.4 4.1, 4.3, 4.4	3.15 2.5, 2.6, 3.15 2.5, 2.6, 3.4, 3.5, 3.11, 3.16, 5.4 4.1, 4.3, 4.4	3.15 2.7, 2.8, 3.15 2.7, 2.8, 3.4, 3.5, 3.11, 3.16, 5.4 4.1, 4.3, 4.4, 4.5
<u>Domain 4: Professional Responsibilities</u>			
1. Maintains accurate records 2. Communicates with parents and guardians 3. Shows professionalism	4.4, 6.7, 6.8 4.6, 6.1, 6.2, 6.3, 6.7 6.4, 6.5, 6.6, 6.7, 6.8	4.4, 6.7, 6.8 4.6, 6.1, 6.2, 6.3, 6.7 6.4, 6.5, 6.6, 6.7, 6.8	4.4, 6.9, 6.10 4.7, 4.8, 6.1, 6.2, 6.3, 6.5, 6.9 6.6, 6.7, 6.8, 6.9, 6.10
<u>PILLAR II BUILDING COMMUNITY</u>			
1. Contributes to the professional and local community	3.9, 3.13, 6.1, 6.3, 6.4	3.9, 3.13, 6.1, 6.3, 6.4	3.9, 3.13, 6.1, 6.3, 6.4, 6.5, 6.6
<u>PILLAR III GROWING SPIRITUALLY</u>			
1. Fosters spiritual and ethical development in students			

Appendix 2

Support for Student Mental Health at Notre Dame

Care and Wellness Consultants provide support and resources to students who are experiencing stressful or difficult situations that may be interfering with academic progress. Through Care and Wellness Consultants, students can be referred to The University Counseling Center (for cost-free and confidential psychological and psychiatric services from licensed professionals), University Health Services (which provides primary care, psychiatric services, case management, and a pharmacy), and The McDonald Center for Student Well Being (for problems with sleep, stress, and substance use). Visit care.nd.edu.

Additionally, the pastoral team and others are available to you and can help you get to the resources you need.

Appendix 3

Safe Environment Training & Permission Slip

Safe Environment Training:

The Diocese of Fort Wayne / South Bend requires that “Safe Environment” training be completed before working within their schools. The training takes between 1 and 1.5 hours.

- 1) Go to: <https://cmgconnect.org/>
- 2) Choose Fort Wayne-South Bend
- 3) Register for your new account*
- 4) When prompted for USCCB role write: volunteer
- 5) When asked your Primary location put: College students
- 6) When asked for your Participating role put: volunteer
- 7) Do the training
- 8) You may print or save a certificate of completion at the end
- 9) Do the step in the next paragraph

Permission Slip:

Public Schools Permission Slip: Once you complete the training you will [fill out this form](#) which gives our public school partners access to your background records and certifies you've done the training.