

# **Introduction to Teaching Practicum**

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

**Course Syllabus**  
Summer 2025



**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 2025 – Important Events and Due Dates:

JUNE							<b>June</b>
SU	M	T	W	TH	F	S	9 Practicum <b>Orientation Meeting</b> DeBartolo 138 @ 1:15 pm
1	2	3	4	5	6	7	11 ACE Teachers report to school sites
8	9	10	11	12	13	14	18 <b>ELEM Practicum Seminar</b> DeBartolo Hall @ 2:30 pm
15	16	17	18	29	20	21	20 <b>MS/HS Practicum Seminar</b> DeBartolo Hall @ 8:30 am
22	23	24	25	26	27	28	25 <b>ELEM Practicum Seminar</b> DeBartolo Hall @ 2:30 pm
29	30						26 <b>Reflection #1 due by 5:00 pm</b>
JULY							26 <b>Cooperating Teacher Feedback Form 1 Due</b>
SU	M	T	W	TH	F	S	27 <b>MS/HS Practicum Seminar</b> DeBartolo Hall @ 8:30 am
		1	2	3	4	5	<b>July</b>
6	7	8	9	10	11	12	2 <b>MS/HS Practicum Seminar</b> DeBartolo Hall @ 8:30 am
13	14	15	16	17	18	19	9 <b>ELEM Practicum Seminar</b> DeBartolo Hall @ 2:30 pm
20	21	22	23	24	25	26	11 <b>MS/HS Practicum Seminar</b> DeBartolo Hall @ 8:30 am
							17 <b>Reflection #2 due by 5:00 pm</b>
							18 <b>MS/HS Practicum Seminar</b> DeBartolo Hall @ 8:30 am <b>ELEM Practicum Seminar</b> DeBartolo Hall @ 8:30 am
							21 <b>Cooperating Teacher Feedback Form 2 due</b>
							23 Last day of Practicum
							24 <b>Academic Year Orientation Meeting</b> DeBartolo 138 @ 9:00 am

Orange = Orientation meeting

Green = Reflections

Blue = MS/HS Practicum Seminar

Purple = ELEM Practicum Seminar

Gold = Cooperating teacher feedback form due

**June 30 - July 4**

Midsummer Break - No Practicum

### Contact Information:

<b>Practicum Team</b>	<b>Email</b>	<b>Phone</b>
<b>Practicum Director-</b> Paige James	phamilt2@nd.edu	407-704-9855
<b>M.Ed. Coordinator of Supervision</b> –Ted Caron	ecaron@nd.edu	317-828-3520

<b>Practicum Supervisors</b>	<b>Email</b>
Katie Sater – Elementary	kgriesin@nd.edu
Tish Wilsey – Elementary	pwilsey@nd.edu
Amy Nussbaum – Elementary	anussba2@nd.edu
Paige James – Elementary	phamilt2@nd.edu
Mark Johnson – MS/HS Social Studies content	Mark.Johnson@nd.edu
Samantha Hand – MS/HS Social Studies content	shand2@nd.edu
Bridget Sullivan – MS/HS ELA content	bsulli15@nd.edu
Meghan Kuehnle – MS/HS ELA content	mdoughe4@nd.edu
Keiko Leonard – MS/HS Science content	kleonar4@nd.edu
Ben DeMarais – MS/HS Math content	bdemarai@nd.edu
Tyler Johnson – MS/HS Math content	tjohns39@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 Paige James using TORSH with comments and annotations on their own teaching practices within 2 days of returning to the classroom.

## **ACE Teacher Weekly Schedule of Assignments and Responsibilities**

Before you begin to think about any of the tasks listed below, you must complete the “Safe Environment” training module (link located in your Application Portal). This work takes approximately one hour to complete. You can find further instructions in [Appendix 3](#) below.

<b>Summer Week 2 (6/8/25- 6/14/25)</b>	<p><b>Monday (6/9) - Practicum Orientation Meeting</b> <b>1:15-2:15 pm in DBRT 138</b></p> <p><u>Orientation Components:</u></p> <ul style="list-style-type: none"><li>• Syllabus overview; Meet Practicum Supervisors, Practicum Team</li><li>• Practicum Seminar Discussion</li><li>• Transition to Break Outs by Practicum Supervisor to discuss professional dispositions; responsibilities, letters to CTs; discussion of sites, contact information</li></ul> <p><b><i>ACE Teacher to Complete Post-Orientation Meeting:</i></b></p> <ul style="list-style-type: none"><li>• Print and read Practicum Syllabus</li><li>• Email (to your Practicum Supervisor) a letter of introduction draft addressed to your Cooperating Teacher. Your letter should do the following:<ul style="list-style-type: none"><li>o <i>Express gratitude for the opportunity</i></li><li>o <i>Explain you are in ACE - Alliance for Catholic Education, working to earn an M.Ed. and be certified to teach</i></li><li>o <i>Reference your ACE Placement Info</i></li><li>o <i>Include an example of past experience that will be helpful for your time in the class (either content focused - I was a Chem major, I was a Math major, etc. - or kid-focused - I've worked with students through tutoring, summer camps, etc.)</i></li><li>o <i>End with, “Please let me know what I can do between now and the start of class to be prepared.”</i></li></ul></li></ul> <p>Once approved by Practicum Supervisor, <b><u>email letter of introduction to Cooperating Teacher (CT hereafter) with contact info by 6/10</u></b></p> <p><b>Wednesday (6/11) – First Day at Schools</b></p> <ul style="list-style-type: none"><li>• All ACE Teachers report to school at assigned times</li><li>• Practicum Supervisors visit classrooms</li><li>• Starting this day, ACers report to practicum sites and take on student-teaching responsibilities as designated by CT</li></ul>
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**Summer  
Week 3**  
(6/15/25 –  
6/21/25)

**\*\* Note:** *If your Practicum site is not in session for Juneteenth, an alternative assignment will be given.*

- Report to schools each day
- Record sample lessons of teaching as needed (directed by Practicum Supervisor)

**Wednesday (6/18) -- ELEM Practicum Seminar Meeting 1**  
**2:30 – 3:30 pm in DeBartolo Hall**

Sater / Wilsey / Nussbaum / James – DBRT 317

**Friday (6/20) – MS/HS Practicum Seminar Meeting 1**  
**8:30 – 9:30 am in DeBartolo Hall**

DeMarais – DBRT 303

T. Johnson – DBRT 304

Hand – DBRT 308

Leonard – DBRT 305

M. Johnson – DBRT 318

Kuehnle – DBRT 307

Sullivan – DBRT 306

***ACE Teacher to Complete this week:***

- Send **Cooperating Teacher Feedback Form 1 Link** to CT. Link will be sent to ACers by 6/18. ACer to ensure CT completes by 6/26.

**Summer  
Week 4**  
(6/22/25-  
6/28/25)

- Report to schools each day
- Record sample lessons of teaching as needed (directed by Practicum Supervisor)

**Wednesday (6/25) -- ELEM Practicum Seminar Meeting 2**  
**2:30 – 3:30 pm in DeBartolo Hall**

Sater / Wilsey / Nussbaum / James – DBRT 317

**Friday (6/27) – MS/HS Practicum Seminar Meeting 2**  
**8:30 – 9:30 am in DeBartolo Hall**

DeMarais – DBRT 303

T. Johnson – DBRT 304

Hand – DBRT 308

Leonard – DBRT 305

M. Johnson – DBRT 318

Kuehnle – DBRT 307

Sullivan – DBRT 306

***ACE Teacher to Complete by 6/26 at 5pm:***

Email **Reflection 1** to your Practicum Supervisor by 5 pm.

***ACE Teacher to Complete by 6/26:***

Remind CT to complete **Cooperating Teacher Feedback Form 1 Link**; when this is submitted, it will also be sent to the Practicum Supervisor

**Summer  
Week 5**  
(6/29/25-  
7/5/25)

- *Practicum sites do not meet this week. Seminars \*do\* meet at the Middle/High school level.*

**Wednesday (7/2) – MS/HS Practicum Seminar Meeting 3**  
**8:30 – 9:30 am in DeBartolo Hall**

DeMarais – DBRT 303

Hand – DBRT 308

M. Johnson – DBRT 318

T. Johnson – DBRT 304

Leonard – DBRT 305

Kuehnle – DBRT 307

Sullivan – DBRT 306

**Summer  
Week 6**  
(7/6/25-  
7/12/25)

- Report to schools each day
- Record sample lessons of teaching as needed (directed by Practicum Supervisor)

**Wednesday (7/9) -- ELEM Practicum Seminar Meeting 3**  
**2:30 – 3:30 pm in DeBartolo Hall**

Sater / Wilsey / Nussbaum / James – DBRT 317

**Friday (7/11) – MS/HS Practicum Seminar Meeting 4**  
**8:30 – 9:30 am in DeBartolo Hall**

DeMarais – DBRT 303

Hand – DBRT 308

M. Johnson – DBRT 318

T. Johnson – DBRT 304

Leonard – DBRT 305

Kuehnle – DBRT 307

Sullivan – DBRT 306

**Summer  
Week 7**  
(7/13/25-  
7/19/25)

- Report to schools each day
- Record sample lessons of teaching as needed (directed by Practicum Supervisor)

**Friday (7/18) -- ELEM Practicum Seminar Meeting 4**  
**8:30 – 9:30 pm in DeBartolo Hall**

Sater / Wilsey / Nussbaum / James – DBRT 317

**Friday (7/18) – MS/HS Practicum Seminar Meeting 5**  
**8:30 – 9:30 am in DeBartolo Hall**

DeMarais – DBRT 303

Hand – DBRT 308

M. Johnson – DBRT 318

T. Johnson – DBRT 304

Leonard – DBRT 305

Kuehnle – DBRT 307

Sullivan – DBRT 306

***ACE Teacher to Complete by 7/17 at 5pm:***

Email **Reflection 2** to your Practicum Supervisor by 5 pm.

***ACE Teacher to Complete this week:***

Send **Cooperating Teacher Feedback Form 2 Link** to CT. Link will be sent to ACers by 7/14. ACer to ensure CT completes by 7/21.

<b>Summer Week 8</b> (7/22/24-7/26/24)	<ul style="list-style-type: none"> <li>• Report to school sites 7/21-7/23</li> <li>• Last day at sites is Wednesday, July 23</li> </ul> <p><b>ACE Teacher to Complete by 7/21:</b> Remind CT to complete <b>Cooperating Teacher Feedback Form 2 Link</b>; when this is submitted, it will also be sent to the Practicum Supervisor</p> <p><b>Thursday (7/24) - Academic Year Orientation</b></p> <ul style="list-style-type: none"> <li>• ACE 32: DBRT 138 from 9:00 – 9:45 AM</li> </ul>
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## Assignments & Evaluation Components

Component	Points	Due Date
<i>Teaching Practices:</i>		
Informal and Formal Observations and Lesson Planning	50	varies
Cooperating Teacher Feedback Form 1	5	6/26
Cooperating Teacher Feedback Form 2	5	7/21
<b>Sub-total</b>	<b>60</b>	
<i>Reflective Practices:</i>		
Reflection 1	10	6/26
Reflection 2	10	7/17
Practicum Seminar	20	rolling deadline
<b>Sub-total</b>	<b>40</b>	
<b>Total</b>	<b>100</b>	

### 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
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*\*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

#### **Reflection #1: due June 26<sup>th</sup>, 2025**

Choose one of the following options for reflection (500 words minimum):

- Consider some practices from your General Methods, Content Methods, and/or first-week Introduction courses (e.g., attention getters, start-of-class procedures, etc). Choose two of



these practices and reflect on how the Practicum experience has helped to deepen your appreciation of their potential value. Explain what you've learned and how you plan to incorporate these practices more effectively.

- Consider 1-2 challenges, revealed as part of your Practicum experience, that you feel most nervous about when you think about teaching in your own classroom in the fall. Explain these challenges as they exist in the practicum and discuss in detail what questions/concerns you have once you're teaching at your ACE site.
- Reflect on a recent lesson where you noticed high levels of student engagement. What specific strategies or elements of that lesson do you believe contributed most to the students' active participation and interest? How might you adapt or incorporate similar approaches into future lessons to enhance overall student engagement in your classroom?
- Reflect on an artifact that you created to support student learning and engagement in one of your recent lessons. What purpose did it serve in the context of the lesson? What level of success (in support of student learning) did you accomplish through this artifact? What modifications would you make in the future in order to best accomplish your purpose? Please submit the artifact (or a photo of it) with this written reflection.

**ACE Teachers must email their Practicum Supervisor their written Reflection by 5pm of the assigned due date.**

### **Reflection #2: due July 17th, 2025**

#### **Video Annotation**

1. Several days prior to the due date of the reflection, record yourself teaching and upload a video clip (4-8 minutes) to TORSH.
2. Watch the video recording, looking for one moment of student/teacher interaction or some other area that your Practicum Supervisor has invited you to reflect on.
3. Practice the art of annotation by engaging in the video annotation protocol outlined below. Include at least two brief annotations (comments and/or questions) that focus on various aspects of your teaching. At the conclusion of the video, think about the 1-2 performance indicators that are featured most prominently in the video. Then, somewhere on the timeline, provide one thorough annotation that addresses this four-part protocol:
  - a) Observe an important and relevant interaction between students/teacher/content;
  - b) Use context to reason about possible root causes for your observation;
  - c) Connect your observation to your selected performance indicator(s);
  - d) Brainstorm a possible next step and/or ask your supervisor a question related to the observation.

#### **Sample Annotation:**

*[Observation] After giving directions for the gallery walk, it takes a full two minutes for everyone to transition into the activity. During this time, I answer five clarifying questions from students – mostly about partner assignments. [Context] I did give directions about how to fill*

*out the guided notes accompanying the gallery walk, but I did not give any explicit directions about the logistics of a gallery walk since we've done them before. I'm also realizing that I did not check whether students understood my directions before launching the activity.*

*[Connection] With this in mind, I want to work on "clearly and accurately communicat[ing] expectations for classroom activities and reinforc[ing] these expectations with follow-up questions and modeling." [Next Step] Two ways I can improve my communication of expectations are (1) jot down key directions in my lesson plan ahead of time so I'm not coming up with directions on the fly, and (2) ask 2-3 students a series of quick check-for-understanding questions about the directions before officially launching the activity – even if students indicate they understand the directions.*

Pitfalls to avoid:

- ☐ Getting distracted by irrelevant details (not related to learning or to the guiding prompt)
- ☐ Responding in an emotional or reactive way (e.g. "I sound so strict!")
- ☐ Focusing too much on yourself and not enough on your students (e.g. "I like how I asked this student a follow-up question")

If you need to trim or edit the clip for submission that is perfectly acceptable. **Share the 4-8 minute video clip with your Supervisor using "HIGH PERMISSIONS" by 5pm of the assigned due date. Please name the file LastName\_PracticumRef2 (Example: Moreau\_PracticumRef2)**

The following holistic rubric will be used to score the reflections (Score will be multiplied by 2):

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.	
<p style="text-align: center;"><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Assigned topic/s are addressed.</li> <li>• For written reflections, all prompt components are addressed:</li> <li>• For video reflections, the <b>video annotation protocol</b> is adhered to:               <ol style="list-style-type: none"> <li>a) <u>Observe</u> an important and relevant interaction between students/teacher/content;</li> <li>b) Use <u>context</u> to reason about possible root causes for your observation;</li> <li>c) <u>Connect</u> your observation to your selected performance indicator(s);</li> <li>d) Brainstorm a possible <u>next step</u> and/or ask your supervisor a question related to the observation.</li> </ol> </li> <li>• <b>Length of Reflections</b> should comply with the following: adherence to the annotation protocol for a video-based reflection, or, for a written reflection, a minimum of 500 words.</li> <li>• Reflection is shared with practicum supervisor by 5pm on due date</li> </ul>				

## 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/programs/teach/current-ace-teacher-resources>.)
- 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:

<i>Knowledge of Content, Pedagogy, and Curriculum</i>	<i>Manages Classroom Procedures</i>	<i>Communicates Clearly and Accurately</i>
<i>Selects Instructional Objectives Derived From Standards</i>	<i>Manages Student Behavior</i>	<i>Uses Questioning and Discussion Techniques</i>
<i>Assessment of Student Learning</i>	<i>Creates an Environment of Respect and Rapport</i>	<i>Engages Students in Learning</i>
<i>Shows Professionalism</i>		

Rubric for assessing performance indicators

<b>Based on evidence from visits, observations, Cooperating Teacher feedback, discussions with the Practicum Director and building Site Supervisor, and consultations with the ACE Teacher, Performance Indicators are scored according to the following rubric:</b>		
<b>1</b>	<b>3</b>	<b>5</b>
<b>Needs Improvement</b>	<b>Developing towards Basic</b>	<b>Developing towards Proficiency</b>
There is limited to no evidence to show that the teaching candidate is developing in the descriptors related to the "basic" criteria for the content standard, and/or evidence shows the teaching candidate falls more within the realm of the "unsatisfactory" criteria for the content standard.	Evidence shows that the teaching candidate is developing in all descriptors relating to the "basic" criteria for the content standard.	Evidence shows that the teaching candidate is developing in all descriptors relating to the "proficient" criteria for the content standard.

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

#### 4. Practicum Seminar

The Practicum Seminar provides time to delve more deeply into the concepts and practices that help to promote a productive classroom environment conducive to full human flourishing. Strategies and scenarios related to classroom management and student engagement will be the focus for the 2025 Practicum Seminar.

##### Seminar Details for Elementary Teachers

Elementary ACE Teachers will have Practicum Seminar on Notre Dame's campus on Wednesday afternoons and one Friday morning. In addition to a Practicum Seminar, Elementary ACE teachers will partake in a daily Teaching Lab at their respective practicum sites. Please see below for Elementary Practicum Seminar details:

##### ***Dates & Timing***

ELEM Practicum Seminar will meet in-person four times over the course of the summer:

- Wednesday, June 18 from 2:30 – 3:30 pm
- Wednesday, June 25 from 2:30 – 3:30 pm
- Wednesday, July 9 from 2:30 – 3:30 pm
- Friday, July 18 from 8:30 – 9:30 am

##### ***Location***

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

<b>Practicum Supervisor</b>	<b>Site</b>	<b>Seminar Location</b>
Katie Sater Tish Wilsey Amy Nussbaum Paige James	St. Adalbert, St. Vincent, Robinson Center	DeBartolo Hall 317

### *Seminar Details for MS and HS Teachers*

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

### ***Dates & Timing***

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

- Friday, June 20 from 8:30 – 9:30 am
- Friday, June 27 from 8:30 – 9:30 am
- Wednesday, July 2 from 8:30 – 9:30 am
- Friday, July 11 from 8:30 – 9:30 am
- Friday, July 18 from 8:30 – 9:30 am

### ***Location***

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

<b>Practicum Supervisor</b>	<b>Content Area</b>	<b>Seminar Location</b>
Bridget Sullivan	ELA	DeBartolo Hall 306
Meghan Kuehnle	ELA	DeBartolo Hall 307
Mark Johnson	Social Studies	DeBartolo Hall 318
Samantha Hand	Social Studies	DeBartolo Hall 308
Ben DeMarais	Math	DeBartolo Hall 303
Tyler Johnson	Math	DeBartolo Hall 304
Keiko Leonard	Science	DeBartolo Hall 305

The following criteria will be used to calculate Practicum Seminar grades. Each Practicum Seminar session is worth 5 points.

- 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 to assume responsibility for their own classroom through extensive planning of instruction and reflections on their summer classroom experience. A teacher's instructional preparation *and* the practice of implementing effective instruction are both paramount in evaluating the progress of prospective teachers. ACE Teachers are expected to demonstrate growth in both planning and pedagogy during the summer practicum experience. A candidate unable to demonstrate growth in each area will be subject to dismissal. This determination will be made by the Academic Director in consultation with some combination of the following: the Summer Practicum Supervisor, the

Practicum Director, the Coordinator of Supervision, and/or the Director of Teacher Formation and Policy.

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, they will be subject to the following dismissal procedures:

- The Summer Practicum Supervisor will document his or her concerns in writing, alert the Practicum Director and ACE Teacher, and complete additional observations as necessary to validate concerns.
- The Practicum Director, the Coordinator of Supervision, or a designee will observe the ACE Teacher, communicate 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.
- In the event that the University Supervisor deems the improvement plan unsuccessful in ameliorating the ACE Teacher's work, the academic year University Supervisor, the Coordinator of Supervision, and/or the Academic Director may be asked to observe the ACE Teacher and share their assessments with the Cooperating Teacher and Practicum Director. The Coordinator of Supervision and/or University Supervisor will write a brief summary of the situation attaching any collected documentation.
- The Practicum Director, University Supervisor, Coordinator of Supervision and the Summer Practicum Supervisor will then meet and decide upon one of three options: 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.
- The final decision regarding an ACE teacher's dismissal will be made by the Academic Director in consultation with the Director of Teacher Formation and Education Policy.

## **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. 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 Practicum Director.
8. Serves as the main contact between the ACE Teacher and the Practicum 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.

### **Teaching Lab Instructors**

The Teaching Lab Instructor hosts a group of Elementary ACE Teachers every morning in their assigned sites. These lab 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 Teaching Lab 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 1

### 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](#).

*Note: In the PI rubric used during the academic year, a score of Proficient / Basic calibrates to a score of Some Evidence / Developing Appropriately in the Practicum course.*

#### ACE PILLAR I PROFESSIONAL TEACHING

##### Domain 1: Planning and Preparation

- PI 1.1: Demonstrates knowledge of content, pedagogy, and curriculum (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 4.3: 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.

## Appendix 2

<b><u>ACE Performance Indicators</u></b>	<b><u>Indiana Developmental Standards for Educators</u></b>		
	<b><u>HIGH SCHOOL</u></b>	<b><u>MIDDLE SCHOOL</u></b>	<b><u>ELEMENTARY</u></b>
<b><u>Pillar I: Forming Professional Educators</u></b>			
<b><u>Domain 1: Planning and Preparation</u></b>			
1. Demonstrates knowledge of content, pedagogy, and curriculum	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
<b><u>Domain 2: The Classroom Environment</u></b>			
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	5.1, 5.5	5.1, 5.5	5.1, 5.5
5. Organizes physical space	5.1, 5.3, 7.7	5.1, 5.3, 7.7	5.1, 5.3
<b><u>Domain 3: Instruction</u></b>			
1. Communicates clearly and accurately	3.15	3.15	3.15
2. Uses questioning and discussion techniques	2.5, 2.6, 3.15	2.5, 2.6, 3.15	2.7, 2.8, 3.15
3. Engages students in learning	2.5, 2.6, 3.4, 3.5, 3.11, 3.16, 5.4	2.5, 2.6, 3.4, 3.5, 3.11, 3.16, 5.4	2.7, 2.8, 3.4, 3.5, 3.11, 3.16, 5.4
4. Assesses student learning	4.1, 4.3, 4.4	4.1, 4.3, 4.4	4.1, 4.3, 4.4, 4.5
<b><u>Domain 4: Professional Responsibilities</u></b>			
1. Maintains accurate records	4.4, 6.7, 6.8	4.4, 6.7, 6.8	4.4, 6.9, 6.10
2. Communicates with parents and guardians	4.6, 6.1, 6.2, 6.3, 6.7	4.6, 6.1, 6.2, 6.3, 6.7	4.7, 4.8, 6.1, 6.2, 6.3, 6.5, 6.9
3. Shows professionalism	6.4, 6.5, 6.6, 6.7, 6.8	6.4, 6.5, 6.6, 6.7, 6.8	6.6, 6.7, 6.8, 6.9, 6.10
<b><u>PILLAR II BUILDING COMMUNITY</u></b>			
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
<b><u>PILLAR III GROWING SPIRITUALLY</u></b>			
1. Fosters spiritual and ethical development in students			

### 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](http://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