

# Practicum Handbook

2008-2009

**Teacher Education Program  
Faulkner University  
Montgomery, Alabama  
A Christian University**

**Nurturing Educators with Intelligence Plus  
Character  
I + C**

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## ***PRACTICUM HANDBOOK***

Course Numbers: ED 1097, 1098, 2097, 2098, 3097, 3098, 4097, 4098  
SED 6094, 6095, 6096, 6097, 6098, 6099

Course Name : Practicum in Education

Prerequisite: None

Number of Credit Hours: 0

### ***INTRODUCTION***

Field experiences, prior to the Internship semester, are a critical element in the Teacher Education Program at Faulkner University. This process serves as a vehicle for seeing theory put into practice and provides a stable foundation for the Internship, soon to follow, and is a significant strength of this program. Time spent in the P-12 school setting is an excellent investment in the professional development of those entering the teaching profession.

Faulkner University students are expected to begin practicum hours their first year and continue the accumulation of such each semester, culminating in the Internship semester. A number of practicum hours are built into required coursework, while others are left to the affirmative action of students. As students go through the Teacher Education Program, they go through transition points, each of which requires a minimum number of practicum hours. Practicum hours need to be monitored carefully to insure that a lack of hours does not pose a barrier to the successful progression through the program.

### ***PURPOSE***

Practicum courses are designed to assist students in fulfilling the laboratory experiences required by the Alabama State Department of Education to document all experiences that students have had working with children in P -12 settings. Practicum in Education must be taken each semester, with the exception of the semesters that undergraduate students take ED 2120, Introduction to Education, and during the Internship.

### ***COURSE OBJECTIVES***

The Practicum is a critical part of the Teacher Education Program in which students experience first hand the classroom environment, the classroom teacher's multiple roles, and techniques and strategies used in achieving student learning objectives.

1. The student will become better acclimated to the classroom environment in preparation for full-time work in the Internship semester.
2. The student will become more familiar with the various roles played by classroom teachers in the day-to-day performance of their duties.
3. The student will improve his/her understanding of various pedagogical techniques used in the different subject areas and with different age groups.
4. The student will become more aware of the manner in which teachers influence the overall classroom environment.
5. The student will improve classroom organization and management strategies.
6. The student will expand his/her comfort with and knowledge of student diversity as it relates to ethnicity, nationality, gender and religious, socio-economic backgrounds and exceptionalities.
7. The student will experience the application of pedagogical theory into practice.
8. The student will become more aware of the application of a professional code of ethics in the classroom setting.
9. The student will better understand and apply principles of human development especially as they apply to children in the P-12 setting.
10. The student will develop an improved disposition of caring and professionalism.

### ***GENERAL PRACTICUM GUIDELINES (UNDERGRADUATE AND GRADUATE)***

1. **Each semester** students will register for a practicum course and accumulate an assigned number of hours in a P-12 school setting or other approved setting. Practicum hours required in an education course during the semester will also satisfy this requirement. If a student is not taking a course requiring such hours, he/she must arrange a minimum number of hours on his/her own.

2. Practicum experiences must include a significant number of hours in diverse settings as they relate to gender, ethnicity, nationality, socio-economic status, exceptionalities, and general setting.
3. Some hours can be used in which students work with P-12 age students in other institutional, community, church, and organizational settings such as summer camps, workshops, tutoring, YMCA, etc. These experiences must be approved **in advance** by the practicum supervisor.
4. Your **Faulkner email address should be checked every day or two.** The Faulkner email account is the official means of communicating with students. Important information is provided to practicum and education students on a regular basis.
5. Appropriate paperwork must be completed by the student, signed by designated individuals, submitted to the practicum supervisor and the Field Experience Director for all practicum hours.
6. Each student will write a summary and reflection of his/her experiences each semester and record it within LiveText™ using the *Field Experience Template*.

**IVERSITY CODES AND SCHOOLS**

***Faulkner University***  
***Department of Education***  
*"Nurturing Educators with Intelligence Plus Character"*

***Practicum Requirements***

Each student is required to engage in practicum experiences in a wide range of educational settings. Three hundred (300) practicum hours are required before internship. Following are the minimum hour requirements for each category of settings:

<b>Diversity Code</b>	<b>Description</b>	<b>Hours Required</b>
1	Low Income	48
2	Private School	Not more than 36
3	Rural School	48
4	Special Education Setting	24
5	Urban School	48
6	Other setting that does not fall into one of the categories listed	96
<b>Total</b>		<b>300</b>

Eighty (80) practicum hours are required during ED 2120 Introduction to Education. Following are the minimum hour requirements for each category of settings:

<b>Diversity Code</b>	<b>Description</b>	<b>Hours Required</b>
1	Low Income	16
2	Private School	Not more than 16
3	Rural School	16
4	Special Education Setting	0
5	Urban School	16
6	Other setting that does not fall into one of the categories listed	16
Total		80

**Montgomery Area Schools**

**Diversity Code 1: Low Income Schools**

**Montgomery County**

<b>Elementary</b>	<b>Middle/Junior High</b>	<b>Senior High</b>
Brewbaker Intermediate (4-6)	Brewbaker Jr.	Carver Senior
Brewbaker Primary (K-3)	Capital Heights Jr.	
Carver Elementary	McIntyre Middle	
Chisholm Elementary	McKee Jr.	
Dannelly Elementary	Southlawn Middle	
Davis Elementary		
Dozier Elementary		
Floyd Elementary		
Harrison Elementary		
Hayneville Road Elementary		
Highland Gardens Elementary		
Johnson Elementary		
Martin Luther King Elem		
Fitzpatrick Elementary		
McKee Elementary		
Morris Elementary		
Crump Elementary		
Southlawn Elementary		

**Diversity Code 2: Private Schools**

<b>School</b>	<b>Grades</b>	<b>Location</b>
Alabama Christian Academy	K-12	Montgomery
Churchill Academy	1-11 Special Ed	Montgomery
Hooper Academy	K-12	Hope Hull
Macon-East Montgomery Academy	K-12	Cecil
Prattville Christian Academy	K-12	Prattville

**Diversity Code 3: Rural Schools**

<b>School</b>	<b>Grades</b>	<b>School District</b>
Catoma Elementary	K-5	Montgomery
Pintlala Elementary	K-6	Montgomery
Georgia Washington Jr. High	7-9	Montgomery
Eclectic Elementary	K-4	Elmore
Eclectic Middle	5-8	Elmore
Elmore County High	9-12	Elmore
Holtville Elementary	K-4	Elmore
Holtville Middle	5-8	Elmore
Holtville High	9-12	Elmore
Billingsley	K-12	Autauga
Pine Level Elementary	K-6	Autauga

**Diversity Code 4: Special Education Setting**

Children’s Center of Montgomery and selected classrooms in other public schools

**Diversity Code 5: Urban Schools**

**Montgomery County**

<b>Elementary</b>	<b>Middle/Jr.</b>	<b>Senior High</b>
Highland Avenue	Baldwin Arts and Academic Magnet	Booker T. Washington Magnet
Morris Elementary	Bellingrath Jr. High	Lanier
E.D. Nixon Elementary	Houston Hill Jr. High	Loveless Academic Motivational Program High School
MacMillan International Academy		
Paterson Elementary		

**Diversity Code 6: Other**

**Autauga County**

<b>Elementary</b>	<b>Middle/Jr.</b>	<b>Senior High</b>
Prattville Elementary (3-4)	Prattville Jr. (7-8)	Prattville High
Daniel Pratt Elementary (1-6)		
Prattville Intermediate (5-6)		
Prattville Kindergarten School		
Prattville Primary (1-2)		

**Elmore County**

<b>Elementary</b>	<b>Middle/Jr.</b>	<b>Senior High</b>
Robinson Springs Elem. (3-4)	Millbrook Middle/Jr.	Stanhope Elmore High
Coosada Elementary (K-2)	Wetumpka Jr. (7-8)	Wetumpka High
Wetumpka Elementary (K-3)		
Wetumpka Intermediate (4-6)		

**Montgomery County**

<b>Elementary</b>	<b>Middle/Jr.</b>	<b>Senior High</b>
Bear Exploration Center	Floyd Middle Magnet School	Brewbaker Technology Magnet High School
Blount Elementary	Goodwyn Jr. High	Jefferson Davis High School
Dalraida Elementary		Lee High School
Flowers Elementary		
Forest Avenue Magnet		
Garrett Elementary		
Halcyon Elementary		
Head Elementary		
Morningview Elementary		
Vaughn Road Elementary		
Wares Ferry Road Elementary		

## **UNDERGRADUATE STUDENT REQUIREMENTS**

1. Undergraduate students must accumulate a total of 860 hours prior to program completion, of which 560 will be achieved during the Internship semester.
2. A total of 140 hours is required to be admitted to the Teacher Education Program
3. A total of 300 hours is required to be admitted to the Internship Program.

## **GRADUATE STUDENT REQUIREMENTS**

1. Graduate students should obtain 20 practicum hours for each graduate course.
2. Students can obtain more than the required hours during one semester and apply extra hours to the following semester. This practice might be a good strategy for the spring semester to relieve some of the pressure during the summer, when fewer opportunities are available.
3. University teachers may build specific practicum requirements into a class. These requirements may address the number of hours (not to exceed 20) and/or the specific setting (exceptionalities, urban, etc.).
4. A total of 80 practicum hours are required prior to being formally admitted to the Teacher Education Program. Graduate students must complete the 80 hours during the first four graduate classes (20 hours per class).
5. A total of 201 practicum hours are required prior to being admitted to the Internship Program (Average of 20 per class).
6. A maximum of 100 hours can be obtained in a single school.
7. A minimum of 50 hours must be obtained in an urban school setting with a student population of at least 60% minority.
8. A minimum of 50 hours must be obtained in rural/suburban settings.
9. A minimum of 20 hours must be obtained with special needs students.
10. A limited number of hours may be obtained in non-school settings which involve the instruction of children, special populations, etc. Requests for such are made through the formal *Practicum Request Forms*.

***COURSES IN WHICH PRACTICUM HOURS ARE REQUIRED***

As indicated, a significant number of practicum hours are built into required education courses in the Teacher Education Program. These requirements simplify the process for students and allow diversity and other requirements to be addressed. Courses in the undergraduate program which require practicum hours include, but may not be limited to, the following:

		<u><i>Elementary</i></u>	<u><i>Secondary</i></u>
ED 2120, Introduction to Education	80 hours	X	X
ED 2322, Foundations of Education	15 hours	X	X
ED 3315, Fund. of Reading in Elem. School	15 hours	X	
ED 3316, Reading in the Content Area	30 hours		X
ED 3332, Lang. Arts in Elem. School	20 hours	X	
ED 3333, Tch. P. E. in Elem. School	10 hours	X	
ED 3334, Fine Arts in Elem. School	20 hours	X	
ED 3335, Social Studies in Elem. School	15 hours	X	
ED 3340, The Exceptional Learner	24 hours	X	X
ED 4317, Children's Literature	10 hours	X	
ED 4320, Assessment in Education	20 hours	X	X
ED 4326, Diag. & Prescriptive Reading	20 hours	X	
ED 4129, Materials & Methods	40 hours		X
ED 4331, Science in Elem. School	10 hours	X	
ED 4341, Mathematics in Elem. School	20 hours	X	
ED 4345, Classroom Management	20 hours	X	X
ED 4997, Internship	560 hours	X	X

Graduate students must average 20 practicum hours per graduate course to accumulate the total hours needed. Some graduate courses will require the hours to be completed in a specific setting related to the nature of the course. Graduate course syllabi will provide additional information needed to meet this requirement.

***ARRANGING FIELD EXPERIENCES***

Specific instructions for arranging practicum hours with P-12 schools will often come from teachers in those courses which require practicum hours. Often, prior arrangements have been

made with certain schools. Where that is not the case, the procedure for making arrangements varies depending on the school system. Some of those are specified below.

**Montgomery County Schools** - A request form must be completed by the practicum student on which dates, grade levels, subject areas, etc. are provided. This form is submitted to the Education Office where it will be sent to the appropriate person with the school system. Such requests must be submitted **within the first three weeks of the semester for observations during the semester.** (See Appendix A, Page 19)

**Elmore/Autauga County Schools** - A request form must be completed by the practicum student on which dates, grade levels, subject areas, etc. are provided. This form is submitted to the Education Office where it will be sent to the appropriate person with the school system. Such requests must be submitted **within the first three weeks of the semester** for observations during the semester. (See Appendix B, Page 20)

**Alabama Christian Academy** - A request form must be completed by the practicum student on which dates, grade levels, subject areas, etc. are provided. This form is submitted to the Education Office where it will be sent to the appropriate person with the school system. Such requests must be done **within the first three weeks of the semester** for observations during the semester. (See Appendix B, Page 20)

**Children's Center** - Requests to spend time at the Children's Center should be made through the Education Office using appropriate request form. (See Appendix B, Page 20)

**Other Schools** - Arrangements made to do practicum hours at schools away from Montgomery or near the student's home or other acceptable school sites should be cleared with the practicum supervisor. Any forms to be used for this purpose should be submitted to the Education Office and the field experience director will make an official request to present to the school. The student is required to provide all necessary phone and FAX numbers for the requested school and school system. (See Appendix B, Page 20)

**Non-School Sites, Etc.** - Requests to use settings other than schools (i.e. Camps, youth groups, churches, tutoring, etc.) should be done through completing the appropriate form (See Appendix C, Page 21) and submitting to the appropriate practicum supervisor **two full weeks in advance.** Hours not receiving prior approval may not be approved after the fact. Documentation of all practicum hours will be kept in the student's Practicum file in the office.

***SUBSTITUTE TEACHING***

Substitute teaching is a very good way of gaining valuable experience in the classroom and accumulating practicum hours. In such cases, prior approval of the practicum supervisor is not required. However, the form found in *Appendix C, Page 21*, should be completed, with the school principal's signature, and submitted to your practicum supervisor.

***STUDENT GUIDELINES FOR OBSERVATION EXPERIENCES***

1. If at all possible, practicum time should be in no less than three hour increments.  
Whenever possible, all the practicum hours for a single course should be completed in a single setting with the same teacher.
2. It is vital that you are on time for your observations. You should leave early in order to arrive at your school early. Keep in mind that traffic can be heavy and may cause delays. Also, keep in mind that you will have to look for parking once you arrive at the school.  
**Sign in at the office and wear a visitor's tag! Don't be late!**
3. Dress professionally. Many schools have dress codes for faculty and students. Your dress must be appropriate and professional. Blue jeans, jogging suits, shorts, T-shirts, sweat shirts, sandals, caps etc. are not considered appropriate dress unless involved in a special activity that requires such. It is always better to overdress than under-dress when in doubt.
4. **Turn cell phones off** before entering the school and do not use them on school grounds. This is extremely important.
5. Be assertive about offering your help to the teacher in any non-teaching task. Tutoring an individual is considered remedial and is an acceptable and worthwhile task.
6. Do not interrupt the class by offering any suggestions to either teachers or pupils at any time during the period of observation. Being too free with your opinions and/or criticism at the school is not recommended. Displaying a critical attitude could affect your relationship with your cooperating teacher and/or the entire personnel, which could, in turn, place the university's program in jeopardy.
7. Do not chew gum, eat, drink, etc. while observing. Most schools have specific policies prohibiting gum, food, or drink in the classroom.
8. Do not permit pupils to get on a first name basis with you. Be friendly, but professional.

9. It would be helpful for you to attend an in-service workshop, faculty meeting, student council meeting, cheerleader practice, or any other specifically school related event. As these kinds of meetings are usually at times other than your lab hours, they will have to be scheduled individually.
10. You may or may not be placed in the grade or subject area of your choice. While it would be greatly beneficial to observe in your major area, it can be equally beneficial to gain knowledge of how other areas function. Be agreeable and make the most of your situation. We want you to have observations in many different age groups and classes because each setting is unique. (Flexibility is synonymous with teaching.)
11. You should ask permission from the teacher to take notes during class. This is common courtesy.
12. Remember that you represent Faulkner University. Be professional, positive, and exhibit Christian behavior at all times.
13. It would be great idea to send a note of thanks by email or by mail to the teacher for allowing you to visit.

***PRACTICUM CLASSROOM ACTIVITIES***

The nature and place of the practicum experiences will determine, to a large degree, the kinds of activities in which you will actually participate. They will range from actively working with individual students or groups to being more of an observer of what teachers and students are doing. In a classroom setting, you are encouraged to talk with the teacher prior to the beginning of class and offer to assist him/her in any way deemed appropriate for the setting. These may include any of the suggestions below:

1. Take roll
2. Distribute materials to students
3. Help set up learning centers, exhibits and displays
4. Prepare or duplicate materials for teacher/students
5. Assist the teacher with instructional activities
6. Prepare and present mini-lessons under the direction of the teacher
7. Assist with physical needs of students
8. Escort students to and from classroom
9. Assist with cleanup activities
10. Assist individual students
11. Assist in the supervision of students
12. Read a book with a group of students, stop and check word comprehension.
13. Assist students in finding appropriate resources on the Internet
14. Assist in designing a poster or bulletin board
15. Design your own activity worksheet for the students
16. Other Teacher Aide duties that are deemed appropriate

As mentioned, in some situations, you may be more of a classroom observer. Even then, you are **actively** involved in the observation process. Below are suggestions and guidelines for observing:

1. Sit where you can see the teacher and the faces of students.
2. Identify and note specific techniques used by the teacher as they relate to classroom procedures, classroom management, instruction, motivation, student involvement, reinforcement and assessment.

3. Look for the students' reactions to the above techniques and strategies.
4. Observe how the classroom is decorated and arranged and how that influences the overall learning environment.
5. **Take notes while observing.** These can be used later in writing your reflections. Forms are available to guide you in gathering information useful in writing your reports. (*See Appendix F, Page 24*)
6. Do nothing that will cause a distraction to the learning environment.

### ***ATTENDANCE AND PUNCTUALITY***

Professionalism brings with it the expectation of dependability in carrying out professional duties. This expectation includes being where we are supposed to be when we are expected to be there. Once a schedule or commitment is made to be at a practicum site, it is very important that you be there at or before the time agreed upon and remain the full time planned. In case of an emergency which prevents this, the mentor should be notified through a message left at the school office as soon as possible and the visit rescheduled. Such a change of the schedule would only be in extreme circumstances beyond your control.

### ***REPORTING TO THE OFFICE***

Students must always check in with the office when entering and leaving the school. This is not only professional etiquette, but is required by district policy and state law. Most schools have a visitor's register that you will sign which can also be used to document your time in the school if the need arises. **Under no circumstances do you go to the classroom without first registering at the office.**

### ***PROFESSIONAL LIABILITY INSURANCE COVERAGE***

Even though you will likely have a pleasant practicum experience with few or no negative experiences, accidents do happen and teachers, along with assistants, can be involved in litigation. Therefore, it is absolutely necessary that you be covered with professional liability insurance before you go into practicum settings. You obtain this insurance through membership in the Student Alabama Education Association (SAEA) at Faulkner University. Students must show proof of membership to their practicum supervisor before becoming involved in the

practicum. Membership costs \$32.00 for the year with the insurance included. Regular teachers pay approximately \$350.00 for the same coverage. Applications can be obtained at the Education Department in Johnson Hall.

### ***STUDENT DISCIPLINE***

Practicum students are not to become directly involved in the discipline of students. These matters should be handled by the classroom teacher. **Practicum students should not be left alone in the classroom with students.**

### ***INTEGRITY/HONESTY***

Faulkner University is a Christian institution and its teacher education students are expected to demonstrate Christian principles in the fulfillment of program requirements. Submitting practicum reports that are not true or accurate is considered academic dishonesty and subjects the student to disciplinary action.

### ***CODE OF ETHICS***

In your role as a Faulkner University practicum student, you will have responsibilities that require you to represent yourself as a pre-service professional. Your participation in instructional and non-instructional activities within and outside the classroom will bring you in contact with students, teachers, and administrators in the educational setting. Below are expectations that are consistent with professionalism:

1. Keep confidential all information received about pupils, staff, classes, or schools.
2. Maintain the dignity necessary to gain the respect of students and faculty.
3. Be dependable, punctual, and positive.
4. Do your part in creating a positive learning environment for all pupils.
5. Be empathetic and courteous toward all pupils, teachers, administrators, and staff
6. Consider yourself to be members of the community in which you are interacting and act accordingly.
7. Conform to all school policies regarding dress, behaviors, and procedures.
8. Be a positive model for pupils in all respects.

9. Realize that each pupil is an individual and take interest in his/her individual abilities, interests, and preferences.
10. Strive to be impartial in dealing with pupils.
11. Refrain from imposing religious and political views and exhibit an open-minded, tolerant attitude toward all individuals.

Remember that each time you enter a practicum site, you are also representing Faulkner University and the Teacher Education Program. Others will often develop their impressions of the University based on what they see in its individual students.

### ***RECORDING AND REPORTING OBSERVATIONS***

Students should do the following to produce a record and documentation of the observation and submit this to your practicum supervisor:

1. After arranging your practicum visit, use the *Practicum Observation/Notes Form* (Appendix F) to make notes to guide you in producing an official report.
2. Make sure you take with you a copy of the *Practicum Evaluation/Report Form* (Appendix E) and have your mentor/supervisor sign and complete the brief evaluation. This form must be returned to your practicum supervisor in order to get credit for the hours observed.
3. Go to your LiveText™ account, find the *PRACTICUM HOURS TEMPLATE (SCHOOL) or PRACTICUM HOURS TEMPLATE (NON-SCHOOL)*, and provide the requested information using your Practicum Observation/Notes Form as a guide. It is extremely important that you have no spelling and punctuation errors in this report. These should be linked to the Clinical Experiences part of your portfolio which is sent to your practicum instructor at the end of the semester for review.

### ***REPORTS ON LIVETEXT™***

As previously indicated, each student will write a summary and reflection of each experience each semester and record the summaries in LiveText™. These reflections are a very important part of the practicum experience and should be done by the deadline each semester. This reflection should be approached with a serious and thoughtful manner. This reflection must include the following:

1. The school, agency, camp, etc, in which the practicum experience was done.
2. A description of students with whom you came in contact during the observation, noting ages, gender, ethnicity, socio-economic status, exceptionalities, etc.
3. A description of activities, teaching techniques, classroom management plans, student responses/behaviors, procedures, etc.
4. A personal reflection on your observations indicating what you learned or received from the experience, emphasizing how it made a difference in your knowledge, skills, and/or dispositions.

### ***INSTRUCTIONS FOR USING LIVETEXT™***

#### **Steps for Creating a Document in LiveText™.**

1. Login using your username and password.
2. Click on “Create,” then “Document.” (Faulkner)
3. On the next screen, choose the type of document (i.e. course, project, lesson plan, portfolio, etc). Choose *“Project.”*
4. Select the template that your instructor would like for you to use.  
Select *“PRACTICUM HOURS TEMPLATE (SCHOOL)”* or *“PRACTICUM HOURS TEMPLATE (NON-SCHOOL)”*
5. Create a title for your document. (ex. “Practicum, Dozier Elementary School, Fall 07”)
6. Select “Create Document” button.
7. Under each section, select *“Edit”* and provide the information requested. Be thorough and use correct spelling and punctuation.
8. After entering your information, select *“Finish”* and go to the next section again using *“Edit.”*

You can follow these same steps to create any document that you need to create and post in LiveText™. After posting your assignment, you then **must** link your practicum template to the “Clinical Experiences” section of your portfolio which is sent to your practicum instructor for review at the end of the semester.

1. To do so, click the link at the top of the page that says *“Review.”*
2. From here, it will ask how you want this project to be accessed. Make sure you select *“Review.”*

3. Find "Reviewer/Assessor" and click the "look up names."
4. Find your professor's name. Search "my institution" so that the number of hits you receive will be the names of people at Faulkner University.
5. Once it pulls up your professor's name, click the box.
6. Next click "Add."
7. The name should then appear on the screen under "Reviewers/Assessors."
8. After you have added the professor's name, click "Finish" which is located at the top and bottom on the right side of the screen. This step is very important. If you do not click "Finish," the document will not be shared with your professor.

To make sure your document was sent, click on "My Desk" and then "Sent." You will then be able to see what items you have sent.

### ***COURSE EVALUATION***

This course is graded on a "Pass" - "Fail" basis. In order to get a passing grade, students must complete the following:

1. Attend announced meetings of practicum students with practicum supervisors.
2. Maintain contact with practicum supervisors through email and/or other means and respond to requests by supervisors for face-to-face meetings.
3. Accumulate a minimum number of approved practicum hours during the semester.
4. Submit appropriate paperwork reflecting the number of hours, with appropriate signatures, by the deadline at the end of each semester. Use "Practicum Evaluation and Report Form" (Appendix E, Page 21) for each practicum site to meet this requirement.
5. Have posted required reflections, in a satisfactory manner, on LiveText™ for supervisors to review.

***Alignment of Course Objectives with Conceptual Framework***

<b><i>Course Objectives</i></b>	<b><i>Conceptual Framework Performance Objective Addressed</i></b>	<b><i>Assessment</i></b>
1. Become acclimated to the classroom environment in preparation for the Internship semester	<b>CF2</b> -Learning Environment Knowledge and Skill	Self-Evaluation Instrument Reflection Papers
2. Become familiar with the various roles played by the classroom teacher in the day-to-day performance of his/her duties.	<b>CF2</b> - Learning Environment Knowledge and Skill <b>CF6</b> - Assessment Knowledge and Skill	Self-Evaluation Instrument Reflection Papers
3. Improve understanding of various pedagogical techniques used in the different subject areas and with different age groups.	<b>CF3</b> - Learning Process Knowledge and Skill <b>CF4</b> - Pedagogical Content Knowledge and Skill	Self-Evaluation Instrument Reflection Papers
4. Become more aware of the manner in which teachers influence the overall classroom environment	<b>CF2</b> - Learning Environment Knowledge and Skill <b>CF5</b> -Communication Knowledge and Skill	Self-Evaluation Instrument Reflection Papers
5. Improve classroom organization and management strategies through observation.	<b>CF2</b> - Learning Environment Knowledge and Skill <b>CF7</b> - Critical Thinking Knowledge and Skill	Self-Evaluation Instrument Reflection Papers
6. Expand his/her comfort with and knowledge of student diversity as it relates to ethnicity, nationality, gender, religious and socio-economic backgrounds.	<b>CF5</b> -Communication Knowledge and Skill <b>CF6</b> - Dialogue Skill and Disposition <b>CF12</b> -Care Skill and Disposition	Self-Evaluation Instrument Reflection Papers
7. Experience the application of pedagogical theory into practice.	<b>CF4</b> - Pedagogical Content Knowledge and Skill <b>CF7</b> -Critical Thinking Knowledge and Skill	Self-Evaluation Instrument Reflection Papers
8. Become more aware of the application of a professional code of ethics in the classroom setting	<b>CF10</b> -Character Knowledge and Skill	Self-Evaluation Instrument Reflection Papers
9. Understand and apply principles of human development especially as they apply to children in the K-12 setting	<b>CF1</b> -Developmental Knowledge and Skill	Self-Evaluation Instrument Reflection Papers
10. Develop a stronger disposition of caring and professionalism.	<b>CF10</b> - Character Knowledge and Skill <b>CF12</b> -Care Skill and Disposition	Self-Evaluation Instrument Reflection Papers

***Conceptual Framework***  
***“Nurturing Educators with Intelligence Plus Character”***

1. **Developmental Knowledge and Skill.** Teacher candidates demonstrate an understanding of holistic human development and of individual and contextual factors that influence motivation and learning and the ability to personalize instruction.
2. **Learning Environment Knowledge and Skill.** Teacher candidates demonstrate an understanding of classroom organization and management, curriculum, and professionalism, and the ability to design and manage learning environments in ways that promote students’ independence as learners.
3. **Learning Process Knowledge and Skill.** Teacher candidates demonstrate an understanding of learning as a socially-mediated, constructive process and the ability to select and implement a repertoire of instructional methods and strategies based on knowledge of the learner, the task, and the content.
4. **Pedagogical Content Knowledge and Skill.** Teacher candidates demonstrate an understanding of the disciplines taught, and the ability to organize and express that knowledge in ways that make it accessible and useful to students.
5. **Communication Knowledge and Skill.** Teacher candidates demonstrate an understanding of effective communication and collaboration strategies, and the ability to build inclusive learning environments and democratic communities that incorporate the needs and perspectives of students in the decision-making process.
6. **Assessment Knowledge and Skill.** Teacher candidates demonstrate an understanding of assessment as an ongoing process involving multiple sources of information and varied assessment techniques, and the ability to use assessment to monitor and evaluate student progress and to communicate assessment information accurately and clearly to students, parents and professional
7. **Critical Thinking Knowledge and Skill.** Teacher candidates demonstrate an understanding of critical thinking, its processes, and its application in reaching flexible, creative, and ingenious problem solutions and decisions.
8. **Reflective Professional Knowledge and Skill.** Teacher candidates demonstrate an understanding of the use of self-evaluation and reflection as tools for professional growth, and the ability to use the resources within the school and broader professional community as supports for professional growth as learners and as teachers.
9. **Technological Knowledge and Skill.** Teacher candidates demonstrate an understanding of the innovation and integration of technology and a repertoire of instructional methods and strategies to provide the opportunity for students to develop and learn.
10. **Character Knowledge and Skill.** Teacher candidates demonstrate an understanding of character development, their position as mentors, role models, and transformational leaders and the process of transformation for students of diverse characteristics in diverse settings.
11. **Dialogue Skill and Disposition.** Teacher candidates demonstrate an understanding of dialogue, an attitude/preference to engage in dialogue and an application of dialogue as a tool to facilitate learning and understanding across diversity.
12. **Care Skill and Disposition.** Teacher candidates demonstrate an understanding of the process to care for each student and an attitude/preference to value each student.
13. **Learning Potential Skill and Disposition.** Teacher candidates demonstrate an attitude/preference that each student has the potential to learn and seek to facilitate each student’s learning.
14. **Calling Skill and Disposition.** Teacher candidates demonstrate an attitude that incorporates the spiritual dimensions of teaching and learning.

# APPENDICES

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**MONTGOMERY PUBLIC SCHOOLS**  
**City and County**  
**LAB OBSERVATION PLACEMENT FORM**

**APPENDIX A** To request placement in the Montgomery schools

COLLEGE/UNIVERSITY \_\_\_\_\_Faulkner University \_\_\_\_\_

UNIVERSITY CONTACT PERSON \_Alice S. Doran \_PHONE: 334-386-7517 or 334-386-7106

UNIVERSITY PLACEMENT COORDINATOR'S SIGNATURE \_\_\_\_\_

1. STUDENT'S NAME \_\_\_\_\_

2. MAJOR(S) OR AREA(S) IN WHICH CERTIFICATION IS SOUGHT \_\_\_\_\_

\_\_\_\_\_

**GRADE LEVEL REQUESTED (CHECK ONLY ONE):**

\_\_\_\_\_ Early Childhood (N-3)    \_\_\_\_\_ Elementary (1-6)    \_\_\_\_\_ Middle School (6-8)  
\_\_\_\_\_ Junior High (7-9)    \_\_\_\_\_ Senior High (10-12)

3. TYPE OF ASSIGNMENT (SUBJECT NAME) REQUESTED: \_\_\_\_\_ Observation \_\_\_\_\_

4. COURSE TITLE(S) FOR WHICH LAB OBSERVATION IS TO BE DONE: \_\_\_\_\_

\_\_\_\_\_

5. TOTAL HOURS FOR LAB FOR COURSE(S) REFLECTED IN #4 ABOVE: \_\_\_\_\_ HOURS

6. DATE REQUESTED FOR LAB OBSERVATION TO BEGIN: \_\_\_\_/\_\_\_\_/\_\_\_\_

DATE REQUESTED FOR LAB OBSERVATION TO END: \_\_\_\_/\_\_\_\_/\_\_\_\_

7. TIME OF DAY STUDENT CAN REPORT: \_\_\_\_\_  
(STUDENT SHOULD REPORT TO THE PRINCIPAL'S OFFICE AT LEAST 15 MINUTES BEFORE THE FIRST LAB)

8. TO BE COMPLETED BY SCHOOL SYSTEM:

SIGNATURE OF LEA REPRESENTATIVE \_\_\_\_\_ DATE \_\_\_\_\_

SCHOOL ASSIGNED \_\_\_\_\_

TEACHER ASSIGNED \_\_\_\_\_ GRADE \_\_\_\_\_

NOTE: If a lab observation student fails to meet with the assigned teacher on the specified initial date, and fails to contact the teacher, beforehand, to reschedule, the lab will be considered canceled; the student may not report to the school at a later date; and there will not be a reassignment made by the Office of Human Resources until the following semester.

THE SYSTEM WILL MAKE COPIES OF THIS SHEET FOR DISTRIBUTION

# Faulkner University

*Department of Education*

**5345 Atlanta Hwy**

**Montgomery, AL 36109**

## ***Lab Observation Placement Request Form***

**APPENDIX B**  
To request placement in  
the all schools except for  
Montgomery

1. School or System Requested: \_\_\_\_\_
2. Student's Name \_\_\_\_\_
3. Major(s) or Area(s) in which Certification is Sought: \_\_\_\_\_
4. Type of Assignment Requested: \_\_\_\_\_
5. Course Title(s) and Instructor(s) Requiring Lab:  
\_\_\_\_\_  
\_\_\_\_\_
6. Total Number of Hours Requested for this Placement: \_\_\_\_\_
7. Date Requested for the Lab to Begin: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Date Requested for the Lab to End: \_\_\_\_/\_\_\_\_/\_\_\_\_
8. Time of Day the Student can Report: \_\_\_\_\_

The student should report to the principal's office at least 15 minutes before the first lab.

**TO BE COMPLETED BY THE SCHOOL SYSTEM:**

School Assigned: \_\_\_\_\_

Teacher Assigned: \_\_\_\_\_ Grade \_\_\_\_\_

**PLEASE NOTE:**

If the student fails to meet with the assigned teacher on the specified initial date, and fails to contact the teacher beforehand to reschedule, the lab will be considered canceled and the student MAY NOT report to the school

The System will make copies of this sheet for distribution.

**Faulkner University Department of Education**

Dr. Claudia Nisbett, Department of Education Chair: (334) 386-7106

Mrs. Alice Doran, Field Experience Director: (334) 386-7517

Fax: (334) 386-7194

**Faulkner University**  
**Department of Education**

**APPENDIX C**  
For practicum requests in  
non-school settings and  
substitute teaching.

*"Nurturing Educators with Intelligence Plus Character"*

**Practicum Request**

Name \_\_\_\_\_ Date \_\_\_\_\_

Email Address \_\_\_\_\_

***I am requesting the following:***

Site (School, agency, camp, etc.) \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

Contact Person \_\_\_\_\_

Data Regarding Students/Children: Approximate Ages \_\_\_\_\_

%Male/Female \_\_\_\_\_ %Urban/Rural \_\_\_\_\_

%Race/Nationality \_\_\_\_\_

Briefly Describe Activities \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dates of Practicum \_\_\_\_\_

Student's Signature \_\_\_\_\_

\*\*\*\*\*

Approved: \_\_\_\_\_ Not Approved: \_\_\_\_\_ Approved With Conditions: \_\_\_\_\_

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Practicum Supervisor \_\_\_\_\_

Date \_\_\_\_\_

**Faulkner University**  
**Department of Education**

**APPENDIX D**  
Suggested possible  
activities for practicum  
students.

*"Nurturing Educators with Intelligence Plus Character"*

***Suggestions for Teachers Hosting a Practicum Student***

*We would like to thank you for your interest and willingness to have our students' observe in your classroom. We know how busy you are and how having an extra student in your classroom adds work to your day. However, we hope that you will utilize our students so that they will be a big help to you today. Please see the following suggestions for ways to have your observing student involved in helpful and meaningful ways.*

1. Assist with reading groups.
2. Walk groups to rest room.
3. Accompany students to lunch and monitor their behavior.
4. Walk students to special activities.
5. Read a book to your class.
6. Distribute papers and handouts.
7. Tutor a child one-on-one.
8. Engage the class in a math or physical education activity.
9. Pass out tests and give directions.
10. Other teacher aide duties that you deem appropriate.
11. Please do not leave our students alone in your classroom, but also please involve our students with your class as much as possible so they will observe a true picture of the daily classroom.

Thank you again for your contribution to the professional development of future teachers. Please let us know at Faulkner University if we can ever be of service to you.

**APPENDIX E**  
 Evaluation/Report  
 form to be completed  
 by practicum mentor

**Faulkner University**  
**Department of Education**  
*"Nurturing Educators with Intelligence Plus Character"*  
**Practicum Evaluation/Report**

Student's Name \_\_\_\_\_

Course Number: \_\_\_\_\_ Supervisor \_\_\_\_\_

The above student completed a total of \_\_\_\_\_ practicum hours at this site during this semester. Please rate the student's general performance by placing a check in the appropriate column. This completed form conforms to requirements of the *Family Educational Rights and Privacy Act*.

*N/O = Not Observed    1 = Unacceptable    2 = Marginal    3 = Acceptable    4 = Strong*

<b>Professional Dispositions</b>	<i>N/O</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
Is regular and prompt in attendance					
Notifies teacher in case of absence					
Conducts self in a professional manner					
Dresses appropriately					
Readily assumes and duties/tasks requested					
Takes initiative, as appropriate					
Plans adequately as needed					
Follows directions willingly					
Appears comfortable in the classroom setting					
Is alert in observing classroom activities					
Is accepting of students of diverse ethnicity and backgrounds					
Appears to like/care for students					
Has good verbal and non-verbal communication skills					
Shows respect and concern for students & colleagues					
Sees importance of building relationships with all students					

Thank you for hosting a student and completing this form. Please write any additional comments below or on the back of this sheet. You may have the Faulkner student return this completed form or fax to Faulkner University Department of Education (**FAX # 334-386-7194 or 334-386-7602**).

**Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Your Name \_\_\_\_\_ Date \_\_\_\_\_

Your Position \_\_\_\_\_ Email or Phone \_\_\_\_\_

Name of School/Agency/Camp/Etc. \_\_\_\_\_

Address \_\_\_\_\_

**APPENDIX F**  
Used by student to record notes while observing.

***Practicum/Observation Notes Form***

Date of Observation: \_\_\_\_\_

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

Name of District: \_\_\_\_\_

Grade Level(s): \_\_\_\_\_

Name of Teacher(s): \_\_\_\_\_

Subject(s) Taught: \_\_\_\_\_

Number of Pupils Taught: \_\_\_\_\_

Check One: \_\_\_\_\_ Inner-city School \_\_\_\_\_ Suburban School \_\_\_\_\_ Rural School

Approximate Percentage: \_\_\_\_\_ Minority Students \_\_\_\_\_ Caucasian Students

**Teaching Methods Observed** (Lecture, discussion, questioning, etc. What did the teachers do to get across what is to be taught?)

**Classroom Management Strategies Observed** (Posted rules/expectations, techniques employed, pupil response to methods, etc.)

**Assessment or evaluation tools observed** (formal and informal assessments such as quizzes, questions, tests, worksheets, etc.)

**Extracurricular activities observed** (cheerleading, sports, clubs, band, etc.)

**Technology Available and Used** (Overheads, computers, TV's, projectors, etc. available in the classroom. Was it used during your observation?)

**Diversity Accommodations** (Were there students with special needs in the classes and, if so, what special attention and accommodations were made for them?)

**General Classroom Appearance** (Look for bulletin boards, maps, decorations, etc. and the general organization and atmosphere of the room).

**General Summary of Your Activities.**

**STUDENT ACCESS TO FACULTY AND ADMINISTRATION****A. Directors:**

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Students may contact the appropriate director, dean, department chair, or the Vice President for Academic Affairs via the Academic Helpdesk - a pictorial directory including telephone numbers and e-mail addresses of individuals responsible for each academic area. The Academic Helpdesk may be accessed from all computer labs and library resource rooms via a desktop icon, or by accessing the Academic Helpdesk web page link at [www.faulkner.edu](http://www.faulkner.edu).