



Drury University Mission:

Drury University is an independent university, church-related in the liberal arts tradition, and committed to personalized education in a community of scholars who value the arts of teaching and learning. Education at Drury seeks to cultivate spiritual sensibilities and imaginative faculties as well as ethical insight and critical thought; to foster the integration of theoretical and practical knowledge; and to liberate persons to participate responsibly in and contribute to a global community.

School of Education and Child Development Mission:

To prepare the best educators for diverse 21st Century learning environments.

Drury University School of Education and Child Development

EDUC 208 Introductory Practicum Handbook

EDUC 208: Introductory Practicum is a field-based course that provides students principles of effective teaching practices. Students in the course work under the joint direction and supervision of a practicing teacher with knowledge of elementary, middle, or secondary education. Participation in four seminars is required. *S/U Grading.*

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Introduction – EDUC 208 – Introductory Practicum

This beginning clinical experience is meant to provide the student with insight into how the public school classroom is organized and how instruction is conducted. This practicum is part of a series of three clinical experiences, which culminate with a clinical internship at the end of the student's university career. The goal of these clinical experiences is to prepare a student for the role of a professional classroom teacher. This clinical experience should help the student determine whether he or she would be comfortable as a classroom teacher, and what course of certification he or she wishes to follow.

Students in this course are required to complete at least 30 clock hours of clinical experience in a Drury partner school. The student is encouraged to **reserve a given time block of at least three and a half hours once a week** for this clinical experience.

Students receive one semester hour of credit for EDUC 208. The course is graded on a satisfactory or unsatisfactory basis, and this grade is based on the following criteria:

- Completion of at least 30 clock hours in an assigned clinical practice setting.
- One written assignment – a 2-4 page Reflective Observation.
- Evaluation of the student by the School Based Teacher Educator.
- Evaluation of the student by the Coordinator of Clinical Experiences.
- Attendance at the EDUC 208 course meetings (seminars).

Students employed in the school setting (i.e. para-professionals) may not count work time as fulfillment of clinical hours. These hours must be fulfilled outside of the regular workday, for example during lunch or during before/after school activities. Students with prior work experience in a school setting (i.e. para-professional or substitute teacher) may not count previous work time as fulfillment of clinical hours. This policy is in place to ensure that all students have exposure to diverse classroom settings, as approved by the School of Education and Child Development.

Students are not paid for their work in the classroom; nor are the school based teacher educators paid for working with an EDUC 208 clinical experience student. The voluntary aspect of this program is essential. Drury University faculty members do not directly supervise the clinical experience students. However, the clinical experience student and the school based teacher educator are encouraged to contact the Coordinator of Clinical Experiences should any problems arise. Any problems, conflicts, or misunderstandings involving the clinical experience program or individual problems of clinical experience students should be brought to the attention of the Coordinator of Clinical Experiences as soon as possible.

This handbook provides detailed information about EDUC 208.

The student is required to share this booklet with the School Based Teacher Educator.

Guidelines

1. Students enrolling in EDUC 208 will be given access to the online portfolio system used by the School of Education and Child Development. Students will be sent an e-mail notification, after the drop/add date for the semester, to their Drury e-mail address once their account is activated and ready for use.
2. Students enrolled in EDUC 208 must register with the Family Care Safety Registry, so that the School of Education and Child Development (SECD) can run a background check on them. The process is outlined at www.drury.edu/education (click Student Resources, then Practicum/Workshops). This process must be completed immediately, and the background check results will be reviewed by the SECD. Based on the results, it may be necessary for a student to meet with the Coordinator of Clinical Experiences and/or the Dean to determine the appropriateness of continuing in EDUC 208.
3. EDUC 208 is a 1 credit course, graded on an S/U (satisfactory/unsatisfactory) basis.
4. Students will be assigned a placement according to the time schedule they provide to the Coordinator of Clinical Experiences. Students should make every effort to adhere to their scheduled hours. However, if an absence is necessary, the school and teacher should be informed as far in advance as possible, and no later than 8 a.m. the day of absence. Hours missed due to an absence must be rescheduled and made up so that a minimum of 30 clock hours is completed.
5. Clinical experience students assume the responsibility of working with students when they enter the public schools. This is a very serious responsibility and should be accepted accordingly. The clinical experience student should ***act and dress*** in a manner befitting an educator. Students should remember that they are not just representing themselves, but the Drury University School of Education and Child Development as well. Questions on specific school policies relating to behavior and attire should be addressed early on with the assigned classroom teacher. Clinical experience students must bring their Drury ID to the school and check in at the office each time they arrive for their practicum hours.
6. The clinical experience student should consider the welfare of students as his or her first concern. This includes refraining from divulging confidential information, criticizing students, and/or criticizing the teacher and the school system.
7. Clinical experience students are not certified personnel and cannot legally be in charge of the classroom, except under the direct supervision of the school based teacher educator.
8. **School based teacher educators will complete these items:**
 - student's evaluation form
 - student's time verification form

Students will complete these items:

- at least 30 clock hours in the assigned clinical classroom
- time log
- written assignment – Reflective Observation

All clinical placements must be authorized through the School of Education and Child Development Coordinator of Clinical Experiences. Every effort will be made to place the student in an appropriate grade level and/or content area situation; however, this may not always be possible. The placements made by the Coordinator are final. Should placement difficulties arise, the Drury University SECD Coordinator of Clinical Experiences should be informed as soon as possible. The Coordinator will assess the situation and make any changes that are deemed appropriate.

Adherence to these policies and guidelines will help to ensure that the clinical experience will be beneficial to the Drury student, the school based teacher educator, and the public school students. Drury students should remember that the School of Education and Child Development is here to assist them, but **they are responsible for the ultimate quality of their own experience.**

The following is a list of suggested activities for the EDUC 208 clinical experience student:

- Work individually with a student (give instructions, listen to the student read, administer a test, etc.)
- Work with small groups of students (give instructions, assist with assignments, etc.)
- Assist the school based teacher educator in planning and organizing the classroom (bulletin boards, charts, worksheets, technology, etc.)
- Assist the school based teacher educator with limited clerical duties (attendance, grading, in school errands, etc.)
- Work on school-based projects or activities
- Other duties, as assigned by the school based teacher educator, that would directly impact the classroom

Background Clearance

To register online, complete the following steps. You must know your social security number, and you will be asked to pay a small fee using a credit or debit card in order to register.

- Submit online registration at <http://health.mo.gov/safety/fcsr/> (Click "Register Online"). For assistance, read the ***Online Registration Instructions*** available on the same page.
- Notify the Coordinator of Clinical Experiences once you have registered.
- Anytime a background check has been completed on a Drury student, the results will be emailed to the student, and will be accessible to the School of Education & Child Development.
- Students **cannot begin** their EDUC 208 clinical experience until they have received notification of background clearance from the Coordinator of Clinical Experiences.

Written Assignment

Reflective Observation

Requirements:

1. 2 - 4 pages typed and double spaced
2. Specifically reflect upon these classroom practices, and provide adequate examples from your practicum experience:
 - **Classroom management** (How is student behavior handled? Is the classroom organized and run in an efficient manner?)
 - **Instructional strategies** (Are a variety of instructional strategies being used effectively – hands-on, lecture, use of technology, small group, whole class, cooperative learning, etc.?)
 - **Student engagement** (Are all students interested and on-task during class? Are they learning? How can you tell?)
 - **Teacher content knowledge** (Is correct and up-to-date information given to students regarding the subject being taught?)
 - **Positive relationships** (What is the teacher/student interaction like?)
3. Feel free to also comment on other perceptions regarding your experience in the classroom.

Written Work: This is to be a college level paper; typed, spell-checked and grammar-checked, well written with a logical flow of thought.

Rubric for Reflective Observation

Criteria	Unacceptable	Minimal	Sufficient	Superior
Required Components	<ul style="list-style-type: none"> Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all. 	<ul style="list-style-type: none"> Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some parts of the assignment are not addressed. 	<ul style="list-style-type: none"> Response includes all components and meets all requirements indicated in the instructions. Each part of the assignment is addressed. 	<ul style="list-style-type: none"> Response exceeds all requirements indicated in the instructions. Each part of the assignment is addressed thoroughly.
Evidence and Reflection	<ul style="list-style-type: none"> Response shows no evidence of insights gained in the practicum experience. Response demonstrates a lack of reflection on, or personalization of, the topic or experience. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided. 	<ul style="list-style-type: none"> Response shows little evidence of insights gained in the practicum experience. Response demonstrates a minimal reflection on, and personalization of, the topic or experience. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment. 	<ul style="list-style-type: none"> Response shows evidence of insights gained in the practicum experience. Response demonstrates a general reflection on, and personalization of, the topic or experience. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable. 	<ul style="list-style-type: none"> Response shows strong evidence of insights gained in the practicum experience. Response demonstrates an in-depth reflection on, and personalization of, the topic or experience. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.
Structure	<ul style="list-style-type: none"> Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response. 	<ul style="list-style-type: none"> Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are several spelling, grammar, or syntax errors per page of writing. 	<ul style="list-style-type: none"> Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are a few spelling, grammar, or syntax errors per page of writing. 	<ul style="list-style-type: none"> Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are well articulated. There are minimal spelling, grammar, or syntax errors per page of writing.

EDUC 208 – Introductory Practicum Evaluation Form

Please rate your practicum student on each topic using the descriptors below.

- **Baseline (0)** – the practicum student possesses the necessary knowledge but does not apply this knowledge.
- **Emerging Inconsistent (1)** – the practicum student possesses the necessary knowledge and inconsistently and somewhat effectively applies this knowledge.
- **Emerging Consistent (2)** – the practicum student possesses the necessary knowledge and consistently and effectively applies this knowledge.

Standard 1 Quality Indicator 1: Content knowledge and academic language Demonstrates basic content knowledge and academic language of the disciplines.		
Baseline	Emerging Inconsistent	Emerging Consistent
Comments:		
Standard 5 Quality Indicator 3: Classroom, school, and community culture Understands the importance of culture and positive relationships to a supportive classroom environment.		
Baseline	Emerging Inconsistent	Emerging Consistent
Comments:		
Standard 6 Quality Indicator 1: Verbal, nonverbal communication Communicates effectively (both verbally and non-verbally) with students.		
Baseline	Emerging Inconsistent	Emerging Consistent
Comments:		
Standard 8 Quality Indicator 1: Self-Assessment and improvement Is willing to learn new things. Is able to reflect on, and assess the effects of, his or her choices and actions.		
Baseline	Emerging Inconsistent	Emerging Consistent
Comments:		
Standard 9 Quality Indicator 3: Cooperative partnerships in support of student learning Collaborates and works effectively and professionally with adults at the school.		
Baseline	Emerging Inconsistent	Emerging Consistent
Comments:		