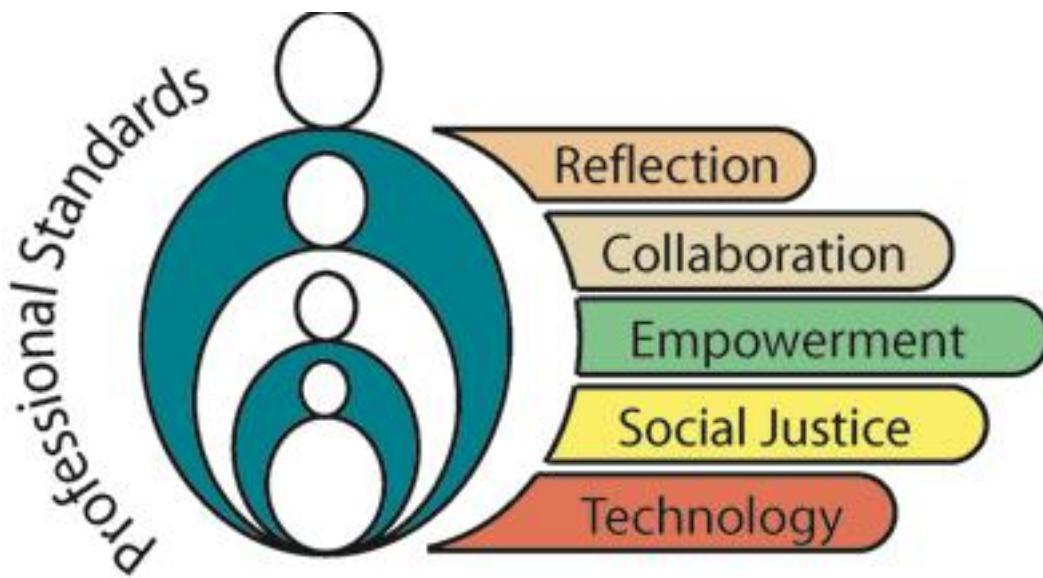


PRACTICUM HANDBOOK
A Resource for Practicum Candidates, Cooperating
Teachers, and Program Instructors



Learner Sensitive Educator

Elementary Education Blocks I & II

Department of Education and
Office of Field Experiences
University of Minnesota Duluth

Spring 2008 Edition

To: Cooperating Teachers of Elementary Education Practicum Candidates
From: UMD Elementary Education Faculty and Office of Field Placements

Thank you so much for your willingness to mentor a UMD elementary education candidate this semester. The practicum experience is a significant part of our students' learning to teach. The experiences with you in your classrooms are critical to the practicum candidate's on-going development as a novice teacher. Your commitment to the candidate's learning and success is greatly and sincerely appreciated.

This handbook is intended as a guide for University of Minnesota Duluth elementary education candidates, cooperating teachers, and program instructors regarding Blocks I & II. Its aim is to provide a common framework that fosters and supports a successful experience for all those involved. The practicum experiences are designed to provide the practicum candidates opportunities to explore and practice theories and strategies they are learning in their Block courses in an authentic setting with your expert guidance. It is a critical component of their learning as beginning teachers. The handbook describes expectations, policies, and procedures regarding the practicum, as well as how the practicum and coursework are integrated. We hope you find the handbook useful.

There are several forms to be completed in relation to the practicum. These include the honorarium form to be completed by you and returned to Tracy Ausmus in the Office of Field Experiences, 120 Montague Hall. Other forms include the practicum contract, the mid-term evaluation, and the final evaluation. These forms are available on-line or will be distributed to you.

If you have any questions or concerns about our requirements, procedure, or the practicum candidate placed with you, please feel free to contact Jean Stevenson, Elementary Education Program Coordinator or Jim Sersha, Coordinator of Field Experiences. Thank you again.

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To: Elementary Education Teacher Candidate
From: UMD Elementary Education Faculty and Office of Field Placements

You are about to embark on a significant part of becoming a teacher – the practicum experience. The practicum offers you a challenging, supportive, and rewarding experience. Your work with your cooperating teacher is critical to your development as a beginning teacher, in preparation for your student teaching experience and future educational endeavors.

This handbook is intended as a guide for University of Minnesota Duluth elementary education candidates, cooperating teachers, and program instructors regarding Blocks I & II. Its aim is to provide a common framework that fosters and supports a successful experience for all those involved. The practicum experiences are designed to provide you with opportunities to explore and practice theories and strategies you are learning in your Block courses in an authentic setting with the expert guidance of a mentor teacher. It is a critical component of your learning as a beginning teacher. The handbook describes expectations, policies, and procedures regarding Blocks I and II. Please review the handbook and become familiar with the expectations, policies, and procedures outlined.

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Program Overview

The mission of the Department of Education is to prepare learner sensitive educators with the knowledge, skills and dispositions to contribute to a better society.

The Learner Sensitive Educator Conceptual Framework is the shared foundation for all education programs at UMD. The framework is built upon a foundation of professional standards and emphasizes five themes:

- * Reflection
- * Collaboration
- * Empowerment
- * Social Justice
- * Technology

Elementary Education Program Sequence

Pre-Program	ELED 1010 Introduction to Elementary Education (3 credits)
Block I (17 credits)	EIEd 3113 - Learning Environments and Diverse Learning Communities (3 credits) EIEd 3325 - Language and Literacy (4 credits) EIEd 3331 - Children's Literature and Integrating Arts (4 credits) EIEd 3355 - Critical Thinking and Math (4 credits) EIEd 4400 - Professional/Portfolio Development (1 credit) SpEd 3310 -Introduction to Special Education for Elementary Education (1 credit)
Block II (17 credits)	EIEd 3381 - Teaching American Indian Students in the Elementary Classroom (2 credits) EIEd 4344 - Teaching Science/Environmental Education (4 credits) EIEd 4345 - Instructional Strategies, Management and Assessment (3 credits) EIEd 4366 - Teaching Social Studies/Environmental Education (4 credits) SpEd 5310 – Adapting for Diverse Learners (4 credits)
Student Teaching	ELED 4400 Professional Development Seminar for Elementary Education Majors (1 credit) ELED 4600 Student Teaching (6 credits)

Roles and Responsibilities

To the Practicum Candidate

You are a *teacher* first and foremost in your host classroom and school. You are also a guest, be gracious and flexible. Be prepared, be organized, and be dedicated. Be prepared to devote the time and energy necessary for your success in this stage of your professional development. Take full advantage of the opportunities afforded you in your courses and practicum experience.

To the Cooperating Teacher

Your role as the school-based mentor is critical to the success of the practicum candidate's experience. Your role as instructor, advisor, observer, and "critical friend" is essential to the effectiveness of the practicum candidate's performance in the classroom and on-going professional development. As the cooperating teacher, you share responsibilities with the course instructors in preparing the candidate for the student teaching experience and initiation into the teaching profession.

To the Course Instructor

As course instructor, you share with the cooperating teacher the responsibility of preparing the practicum candidates for the student teaching experience and the induction years of becoming a teacher. The role of course instructor includes preparing the candidate with the pedagogical knowledge and skill necessary for effective teaching and assisting the candidate and cooperating teacher in bringing that knowledge and skill to fruition in the classroom.

Mentoring a Block Candidate

It is important to acknowledge the role of the cooperating teacher. The cooperating teacher is an expert teacher who serves as a model of successful teaching for the Block candidate. The role as mentor is extremely important to the success of the Block candidate, working closely on a daily basis to guide the candidate's learning in the classroom and school. The cooperating teacher opens his/her classroom and practice to the candidate, giving of his/her time and energy, while continuing to meet the needs of his/her own students. The cooperating teacher is a teacher educator who shares a commitment to the professional learning of UMD Block candidates and to the teaching profession. The contribution of the cooperating teacher is significant and gratefully appreciated.

Responsibilities of the Cooperating Teacher

- Orient the candidate to your procedures and rules and other processes important in your classroom and the school.
- Collaborate with the candidate routinely to share knowledge and expertise, provide specific feedback, and assist the candidate to develop self-awareness of his/her professional growth.
- Complete formal evaluations (mid-practicum and final). Final evaluation is summative and to be turned into the Program Coordinator.
- Provide the candidate opportunities to take risks and stretch his/her abilities, as you deem appropriate and the candidate ready.
- Provide the candidate opportunities to experience interacting with students one-on-one, in small groups, and whole class instruction.
- Provide the candidate opportunities to team-teach with you as well as solo teach.
- Provide the candidate guidance in choosing content for lessons and units he/she is required to plan and teach.
- Assist the candidate in determining an appropriate time frame to teach lessons and units, and complete other required coursework, in a timely manner that accommodates both your classroom and UMD course schedules.
- Assist the candidate in arranging to visit other classrooms and offices in the school.
- Confer with UMD faculty observer about progress and/or concerns.

- Communicate early with the Program Coordinator and/or Office of Field Experiences if you have concerns about the candidate's performance.

Further Mentoring Suggestions to Facilitate the Practicum Experience

- Provide the candidate with a packet of pertinent school materials (e.g. handbook, school rules, calendar, school map, etc.).
- Introduce the candidate to colleagues in the school.
- Assist the candidate in writing a letter introducing him/herself to the parents.
- Designate an area (table or desk) in the classroom that the candidate may use as his/her own.
- Discuss how you will introduce or the candidate will introduce him/herself to the class.
- Respect the dual role of the candidate as a professional and apprentice.
- Encourage the candidate to take some risks in developing and practicing instructional strategies.
- Prior to offering advice or critique, ask the candidate about his/her choices, planning, reasoning, and decision-making.

Block I

Block I practicum is the first field experience for UMD elementary education teacher candidates. In this experience, the Block candidate will be observing, teaching, and assisting in the subjects and areas related to the courses listed below.

Beginning the third Friday of the semester, the Block candidates are expected to spend a full school day on Fridays observing and working with the cooperating teacher in the classroom. Beginning the eleventh week of the semester, Block candidates participate full-time in the classroom, through the fourteenth week of the semester. During the four-week, full-time experience, practicum candidates will not be attending their courses on campus. However, instructors may conduct seminars, individual or group conferences, and will make visits to schools to observe the Block candidates in classrooms.

Below are brief descriptions of course assignments Block I practicum candidates complete in relation to their classroom experiences. Complete descriptions for each assignment are given in each respective course in a handout or on the course syllabus.

Block I Field Related Course Assignments

EIEd 3113 - Learning Environments and Diverse Learning Communities (3 credits)

- Brain Candy (an activity that readies students minds and gets them started in their thinking)--Teach a brief "Brain Candy" activity to their students.
- Management Interview Assignment--Interview the teacher about classroom management.
- Classroom Context Assignment/paper--Describe the current context in which they teach, especially as it relates to classroom management.
- School Observation Assignment/paper--Examine multicultural aspects of the school.

EIEd 3325 - Language and Literacy (4 credits)

- Basal Reader Examination and Evaluation: It involves the candidate observing her/his Cooperating teacher teaching reading, an interview with the cooperating teacher about how she/he approaches reading and language arts (the materials used and how they are used), and an examination of the materials the cooperating teacher uses.
- Language Arts Enrichment Project: It involves the candidate working one on one with a child who is grappling with literacy. The candidate and child should work together once a week for a minimum of 30 minutes.

- **Description of a Child as a Learner:** This assignment flows directly from the Language Arts Enrichment Project. After observing and working with the child for the semester, the candidate will write a “thick” description of the child using a framework that will be discussed in class.
- **Five Day Literacy Unit Using Children's Trade Books:** The candidate will prepare and teach five consecutive literacy lessons using children's trade books.
- **Tracing Error Patterns:** This may be accomplished as candidates grade students' papers. It allows candidates to make a connection between assessment and teaching practice.

EIEd 3331 - Children's Literature and Integrating Arts (4 credits)

There are six major projects for this class: children's book reading assignment (50 books), illustrator project, author project, storytelling (using flannel board or puppets), the creation and performance of a readers' theatre script, and poetry sharing.

None of the assignments for this class must be completed in the field. However, candidates may base their units of work on their illustrator project or author project. Many choose to rehearse their storytelling activity by sharing it with the children in their field placements (if appropriate). Some develop a readers' theatre script based on books or materials the class is reading. Many also begin sharing poetry with the children as a result of their exposure in the class.

EIEd 3355 - Critical Thinking and Math (4 credits)

- Plan and teach a set of three consecutive math lessons. One lesson must include a children’s book and another must incorporate a social justice issue as the context in which to teach mathematics. All lessons require pre-approval of the cooperating teacher. All lessons must include a written self-reflection by the candidate using guiding questions provided by the instructor.
- Observe the cooperating teacher and two other teachers in the school (preferably a grade above and a grade below the current classroom) two times each applying the National Council of Teachers of Mathematics Learning and Assessment Principles as a lens for observing.

SpEd 3310 - Introduction to Special Education for Elementary Education (1 credit)

- Spend one hour per week during the four-week assignment in the special education classroom.
- Journal about the special and general education experience each week.
- Complete a Curriculum Based Measurement on a specific child.

EIEd 4400 - Professional/Portfolio Development (1 credit)

(Further detail about the portfolio is found on page 20 of this handbook.)

Block II

Block II practicum is the second field experience for UMD elementary teacher education students. In this experience, students will be observing, teaching, and assisting in the subjects and areas related to the courses listed below.

Beginning the third Friday of the semester, Block candidates are expected to spend the full school day observing and working with the cooperating teacher in the classroom. Beginning the ninth week of the semester, Block candidates will participate full-time in the classroom, through the fourteenth week of the semester. During the six-week, full-time experience, Block candidates will not attend their courses on campus. However, instructors may conduct seminars, individual or group conferences, and will make visits to schools to observe the practicum students in classrooms.

Below are brief descriptions of course assignments Block II practicum candidates complete in relation to their classroom experiences. Complete descriptions for each assignment are given in each respective course in a handout or on the course syllabus.

Block II Field Related Course Assignments

EIEd 3381 - Teaching American Indian Students in the Elementary Classroom (2 credits)

- While in the field, Block candidates teach a Native American (Ojibwe) lesson. This lesson may be one experienced in the course or a lesson the candidate develops about an American Indian topic of his/her interest. The lesson plan with references, reflection and evidence are to be completed.

EIEd 4344 - Teaching Science/Environmental Education (4 credits)

- Science Unit: The unit facilitates student learning. The unit needs to use the learning cycle format to plan all the lessons. The unit will be designed to provide at least five lessons. The unit will be designed to address National Science Education Standards (teaching standards, content standards, and assessment standards), Minnesota State Standards, & Minnesota Standards of Effective Practice for Teachers appropriate for teaching in science.
- Communication: Once a week (total of four times during the practicum), the candidate needs to contact the instructor to share what they learned and how they taught in the field. They can use either MSN Messenger or WebX.

EIEd 4345 - Instructional Strategies, Management and Assessment (3 credits)

- Candidates complete a number of ongoing online short journal entries in which they analyze case studies and reflect upon their experience with classroom management in the practicum classroom.
- Candidates create a summary of the host schools'/cooperating teacher's management plan.

EIEd 4366 - Teaching Social Studies/Environmental Education (4 credits)

- The topic description is a short paper (1 -1 1/2 pages) summarizing the choice of content for the unit (sequence of five lessons) the practicum candidate will design and teach.
- The interview summary is a short paper based on informal interviews (10 minutes) with two- three students, the focus of which is children's knowledge of and experience with the key concepts and/or relationships of the unit.
- Candidates research, prepare, and teach a five-lesson mini-unit, the major project of the course. The units are designed around social studies concepts and relationships drawn from the national and state content frameworks.
- The unit assessment is an analytical task for the practicum candidates in which they review the planning, teaching, and assessment of their lessons.
- The critical incident story is a reflective task for the practicum candidates in which they describe a moment during their practicum experience that significantly influenced their understanding of teaching and learning.

SpEd 5310 - Adapting for Diverse Learners (4 credits)

The practicum candidate is required to:

- Spend one hour per week during the four-week assignment in the special education classroom.
- Journal about the special and general education experience each week.
- Complete a Curriculum Based Measurement on a specific student.
- Develop a lesson plan based on the concept of the Layered Curriculum.

Additional Suggested Practicum Activities

In addition to the course-related assignments, practicum candidates are asked to participate in a number of other activities to broaden their understanding of and experience with teaching and learning, and the school community.

- Work one-on-one with one or two students for an extended period of time.
- Spend an hour assisting the media specialist/school librarian.
- Spend an hour observing in the school office.
- Observe a lesson in art, music, or physical education classes.
- Attend a staff meeting or professional development opportunity.
- Peruse district and school curricular and instructional resources.
- Attend a co-curricular or extra-curricular activity in which students participate.
- Peruse district and school policy and procedure manuals.
- Eat lunch with the students at some point during the practicum (e.g. in small groups).
- Shadow the principal or assistant principal for an hour.
- Observe a fellow Block candidate for an hour.
- Spend time with students during a recess period.
- Visit other classrooms of different grade levels.

Course/Practicum Completion Policy

Blocks I and II consist of two distinct, yet significantly related components – the courses and the practicum experiences in the school classroom. All elementary teacher education candidates are required to achieve a grade of C- or higher in each of their Block courses to progress in the program. All elementary teacher education candidates must successfully complete both the Block I and Block II practicum experiences under the supervision of a cooperating teacher(s) and a faculty member of the elementary program. There will be on-going formal and informal evaluation by the cooperating teacher and at least one scheduled observation by a faculty member. A candidate who does not satisfactorily complete all components of Block I (courses and practicum) is not allowed to progress on to Block II. The candidate may repeat a course(s) a second time and/or may be given the opportunity to complete the practicum a second time after going through a review process, including a professional development plan. A candidate who does not satisfactorily complete Block II courses and/or the practicum experience may not progress on to student teaching. The candidate may be given the opportunity to retake a course(s) a second time and/or complete the practicum a second time after going through a review process that includes a professional development plan. Details of the review process and professional development plan will depend upon the specific circumstances involved.

Professional Conduct Expectations for Practicum Candidates

Program Expectations

We expect that candidates will engage in high-level critical thinking.

We expect that candidates will be self-directed and have strong internal locus of control that is motivated by a desire to learn, not by grades and points.

We expect that candidates will have courage, be persistent, be “willing to have a go,” be risk-takers, and be open to grappling with big ideas and challenging situations.

We expect that candidates will come to the experience of learning to be teachers with an open mind, a sense of curiosity, and a willingness to engage in the learning process.

We expect that candidates will read critically and complete assignments thoroughly, be ready to study and apply what they know to new situations.

We expect that candidates will come to class prepared and take an active part in discussions and activities.

We expect that candidates will have the following questions uppermost in their minds:
What can I learn from this?

How will it help me be a good teacher?
What additional clarification do I need?

We expect that candidates will come to the Block experience with an attitude of humility, that is, that they will realize that their experience of being a student in school does not necessarily qualify them as experts in teaching.

We expect that candidates will not expect a “cookbook” in any Block course.

We expect that candidates will model classroom and personal behavior that they expect from their own students such as: arriving on time, being prepared, being respectful, and giving full attention to the class and task at hand.

We expect that candidates will be respectful in all ways to their peers, professors, cooperating teachers, and school personnel, even if they disagree with them.

We expect that candidates are responsible for and willing to ask for help if and when they need it.

Department of Education Professional Conduct Policies

1) Punctuality and Attendance

Block candidates are assigned to full days following the daily schedule and calendar of the cooperating school. The University determines the beginning and ending dates of the candidates’ practicum experience. The candidate is required to attend every day of the assigned schedule and follow the cooperating teacher’s schedule as stipulated. Arriving late or leaving early is unacceptable. Extenuating circumstances may be allowed with the expressed permission of the Office of Field Experiences and the cooperating teacher.

2) Confidentiality

In education, confidentiality is extremely important regarding interactions with students, parents, and colleagues. Confidentiality is taken seriously; a breach of confidentiality may result in a lawsuit for libel or slander. In certain cases it may result in the loss or denial of a person’s teaching license. The practicum candidate must respect the confidentiality of the students and adults with whom he/she interacts. In the case of course assignments and the portfolio, the Block candidate should mask identifying information and use pseudonyms appropriately. The candidate must be mindful of respecting confidentiality both in and out of school.

3) Dress and Demeanor

The Block candidate must remember that he/she is not a university student during the time that he/she is in the school; the candidate is a teacher when at school and should maintain a professional demeanor in terms of attire, actions, and language. Extremes in dress and grooming are unacceptable in a public school. The candidate must maintain proper relationships with both students and school

personnel. He/she must remember that he/she is a guest in the classroom and school, one who represents UMD. The candidate must be mindful as well that his/her role in the classroom is visible to the school and greater community.

4) Suspected Abuse

The law requires that public school employees report child abuse and neglect. This law applies to all medical practitioners; social workers, law enforcement officers, school administrators, school counselors, psychologists, audiologists, teachers, and regulated child care providers who have reasonable cause to suspect child abuse or neglect. As a Block candidate, if you suspect abuse or neglect of any kind – because of what you see, read, or hear – talk to your cooperating teacher immediately. Be specific to document your observations and keep any printed material that could be used as evidence. Confidentiality of all persons concerned must be respected.

5) District Requirements

It is incumbent upon the Block candidate to review with the cooperating teacher the rules and policies of the school and district. The candidate should become familiar with these rules and policies and adhere to them.

Professional Code of Ethics for Minnesota Teachers

The Block candidate must conduct him/herself as a professional at all times while in the assigned school. This includes following the Minnesota Board of Teaching's Standards of Professional Conduct.

8700.7500 Code of Ethics for Minnesota Teachers

Subpart 1. Scope. Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles that defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation.

This code shall apply to all persons licensed according to rules established by the Board of Teaching.

Subpart 2. Standards of professional conduct.

The standards of professional conduct are as follows:

- A. A teacher shall provide professional education services in a nondiscriminatory manner.
- B. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.

- C. According to state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
- D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
- E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
- F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
- G. A teacher shall not deliberately suppress or distort subject matter.
- H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.
- I. A teacher shall not knowingly make false or malicious statements about students or colleagues.
- J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

Standard 1: Subject Matter

Beginning teachers licensed in (*field of licensure*) understand the central concepts, tools of inquiry, and structure of the discipline they teach and are able to create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2: Student Learning

Teachers understand how students learn and develop, and can provide learning opportunities that support their intellectual, and social and personal development.

Standard 3: Diverse Learners

Teachers understand how learners differ in their approaches to learning and create instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

Standard 4: Instructional Strategies

Teachers understand and use a variety of instructional strategies to encourage the development of critical thinking, problem solving, and performance skills with their students.

Standard 5: Learning Environment

Teachers use and understand individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication

Teachers use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: Planning Instruction

Teachers plan and manage instruction based upon knowledge of subject matter, the students, the community, and curriculum goals.

Standard 8: Assessment

Teachers understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of their learners.

Standard 9: Reflection and Professional Development

Teachers are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents, and other professionals in the learning community) and who actively seek out opportunities to grow professionally.

Standard 10: Collaboration, Ethics, and Relationships

Teachers communicate and interact with parents/guardians, families, school colleagues, and the community to support the students' learning and well-being.

*A detailed description of each standard can be downloaded from the Minnesota Department of Education website at <http://education.state.mn.us/mde/index.html>

Procedure for Assisting a Block Candidate Experiencing Difficulties

Difficulties during the practicum experience may arise. Some difficulties may be easily resolved while others may be of a more serious nature. UMD will respect the Cooperating Teacher's wishes whether or not the Block candidate continues in his/her classroom. Whenever any person involved (the student, cooperating teacher, building principal, and/or university faculty) considers a situation to be more problematic than can be resolved through the normal conferencing process, it is brought to the attention of the Program Coordinator and the Office of Field Experiences Coordinator by a faculty member or the cooperating teacher. A special conference is then scheduled to discuss the situation and develop a plan of action.

Procedures

1. University faculty member or cooperating teacher informs the Program Coordinator and the Office of Field Experiences Coordinator in writing regarding the difficulties the Block candidate is experiencing.
2. The Cooperating Teacher and Program Coordinator evaluate specific area(s) of concern(s).
3. A university faculty member and the Program Coordinator will meet with the Block candidate and discuss areas of concern.
4. If difficulties continue in the practicum experience, the Program Coordinator and/or faculty member will consult with the Cooperating Teacher. Following these consultations, the Office of Field Experiences Coordinator and the Program Coordinator will meet to create a Professional Development Plan for the Block candidate.

- a. The Professional Development Plan will be written to address each specific situation.
 - b. The Professional Development Plan will focus on the needs that should be addressed.
5. The Block candidate, UMD faculty member(s), Field Experiences Coordinator, and Program Coordinator will meet and discuss the Professional Development Plan. The plan will be signed by the Program Coordinator, the Department Head, the candidate and should include:
 - a. An established timeline for completion of requirements (i.e.: reflections, lesson plans, etc) as specified in individually designed Professional Development Plan.
 - b. Failure to follow through with any part of a Professional Development Plan may:
 - i. Affect the next placement
 - ii. Result in no placement at all or
 - iii. Result in removal from that particular placement
 - iv. Result in removal from the program
 - c. If a Block candidate is on a Professional Development Plan, it is at the discretion of the Field Experiences Coordinator, Program Coordinator, and program faculty what and how much is disclosed to the next Cooperating teacher and/or supervisor.
6. The Field Experiences Coordinator or a designee will visit the candidate for additional observations.
7. UMD faculty member(s), cooperating teacher, Field Experiences Coordinator and Program Coordinator will make the final decision whether or not to remove a Block candidate from his/her placement.
8. In the case of the Block candidate being removed, the Field Experience Office will inform the building principal.
9. Candidates who do not successfully complete all Block requirements will have to register again and pay all costs, providing the requirements of Course/Practicum Completion Policy have been met.
10. A copy of the written Professional Development Plan is placed in the Block candidate's file.

Overview of the Program Portfolio

As part of the UMD elementary teacher education program, candidates prepare a teaching portfolio. The portfolio is one means through which the candidate demonstrates satisfactory professional growth. The portfolio is an opportunity for the candidate to assemble convincing evidence from his/her coursework and practicum experiences that he/she understands and practices the standards for new teachers as outlined by INTASC. It is important that the candidate keep these standards in mind throughout the program. (A summary of the INTASC standards can be found at <http://tera.teralink.com/~shar/Portfolio/INTASC.html>). Candidate portfolios are entered on eportfolio.

Portfolio Requirements

Block I:

Block I candidates focus on INTASC standards 1 – 8. Candidates select eight (8) artifacts from their practicum experience and coursework that provide evidence of pedagogical understanding and practice. A reflection accompanies each artifact that describes the artifact and how it illustrates progress toward meeting a particular INTASC standard.

Block II:

Block II candidates continue to focus on INTASC standards 1-8. Candidates select eight (8) artifacts from their practicum experience and coursework that provide evidence of maturing pedagogical understanding and practice. A reflection accompanies each artifact that describes the artifact and how it illustrates progress toward meeting a particular INTASC standard.

Block III – Student Teaching

Block III candidates focus on INTASC standards 1-10. Candidates select ten (10) artifacts from their student teaching experience that provide evidence of maturing pedagogical understanding and practice. A reflection accompanies each artifact that describes the artifact and how it illustrates progress toward meeting a particular INTASC standard.

Block UMD Staff Directory

Jean Stevenson – Program Coordinator - 726-7451 - jsteven1@d.umn.edu

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Helpful Websites

- Department of Education, UMD
<http://www.d.umn.edu/educ/>
 - UMD Career Services
<http://careers.d.umn.edu/>
 - Minnesota Department of Education
<http://education.state.mn.us/mde/index.html>
 - Wisconsin Department of Public Instruction
<http://dpi.state.wi.us/>
 - No Child Left Behind
<http://www.ed.gov/nclb/landing.jhtml>
 - ERIC Educational Resource Information Center
<http://www.eric.ed.gov/>
 - National Association for Beginning Teachers
<http://www.beginningteachers.org/>
 - Association for Childhood Education International
<http://www.acei.org/>
- INTASC
<http://tera.teralink.com/~shar/Portfolio/INTASC.html>