

**RHODE ISLAND COLLEGE
FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION**

COURSE TITLE: PED 414 Practicum in Individual and Dual Activities/Spring 2010
Monday, Wednesday, and Friday 9:00-10:50 a.m. Murray Center 217

INSTRUCTOR: Dr. Kerri Tunnicliffe

OFFICE: Murray Center 141

OFFICE HRS: M, W 11:00-12:00, T, TH 10:00-11:00. Due to supervision of practicum teachers, the best way to see me is by making an appointment.

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A. COURSE DESCRIPTION:

Catalog Description

Students analyze selected individual and dual sport skills and develop appropriate teaching progressions for them. Observations and supervised teaching experiences in preK-12 school settings are included. Three-semester hours credit. Offered spring.

Extended Description

This course provides students with knowledge and skills in a variety of individual and dual activities appropriate for inclusion in preK-12 physical education programs. Attention is also given to legal concerns and teacher responsibility in providing a safe environment, incorporating a variety of appropriate introductory and fitness development activities in lessons, integrating other academic subjects with motor activities, and planning and implementing assessment strategies. Experiences in applying this material in selected culturally diverse cooperative schools are included. Class meets for three two-hour meetings per week plus teaching experiences.

Relationship to Professional Program

This is the third and final practicum required in the professional program for all physical education majors. Departmental practicum courses allow students put theory into practice. In these clinically based courses, students complete a minimum of two teaching assignments of six lessons each, one in an elementary school setting and the other at a middle or high school setting. These teaching experiences provide a formal introduction to the profession. The practicum courses are crucial in preparing students for a successful and rewarding culminating experience in student teaching.

Relationship to Conceptual Framework and FSEHD

Utilization of a reflective approach to teaching and learning (i.e., as expressed in the Feinstein School of Education and Human Development Conceptual Framework of Teacher Education and the P.A.R. Model) is the cornerstone of the practicum experience. Working closely with cooperating teachers and the college professor, students have the opportunity to plan, prepare and teach lessons designed to meet the varied needs of their pupils in culturally and socio-economically diverse settings. Reflection on each lesson taught immediately follows each teaching experience and frequently takes both a verbal and a written form. Students explore ways to promote positive multi-cultural interaction through the selection and use of appropriate movement experiences. Increased competency in technology is promoted through use of assignments requiring the access and evaluation of computerized materials relevant to course content and use of computers in generating unit and lesson plans.

B. COURSE INFORMATION:

Prerequisites

A grade B- or better in PED 208, a grade of B- or B or better in 302/413 (depending if you are a single or double major) as well as a positive recommendation from the 302/413 professor and admission to the physical education teacher preparation program.

Required Texts

Rink, J. (2005). *Teaching physical education for learning*. (4th Ed). Boston: McGraw-Hill. (ISBN: 0072489111).

Supplementary Texts

*Mood, D. P., Musker, F. F., & Rink, J. E. (2007). *Sports and recreational activities*. (14th Ed.) Boston: McGraw-Hill. (ISBN: 0073045306).

Fronske, H. (2005). *Teaching Cues for Sport Skills*. (3rd Ed.). Boston, MA: Allyn and Bacon. (ISBN: 0805354549).

Pangrazi, Robert P. (2004). *Dynamic Physical Education for Elementary School Children*. (14th Ed.). Boston, MA: Allyn & Bacon.

Carr, Gerry A. (1999). *Fundamentals of Track and Field*. (2nd Ed.). Champaign, IL: Human Kinetics.

Cooper, Phyllis & Trnka, Milan (1994). *Teaching Basic Gymnastics: A Coeducational Approach*. New York, NY: Macmillan Publishing Company.

Rohnke, Karl. (1984). *Silver Bullets*. Dubuque, IA: Kendall/Hunt Publishing Company.

*NASPE. *Track and Field Resource Book: For Upper Elementary and Middle School Students*.

*Special Olympics Sports Skills Guide - Athletics. Special Olympics International, Inc. Washington, DC: Joseph P. Kennedy Jr. Foundation.

*Special Olympics Sports Skills Guide - Gymnastics. Special Olympics International, Inc. Washington, DC: Joseph P. Kennedy Jr. Foundation.

*Seidel, Biles, Figley & Neuman. (1980). *Sports Skills: A Conceptual Approach to Meaningful Movement*. Dubuque, IA: Wm. C. Brown Company.

*** On Reserve in Adams Library**

REFERENCES:

www.pe4life.org

www.pecentral.com

www.gameskidsplay.net

www.greatactivities.net

www.pelinks4u.org

www.aaperd.org

Class Format and Attire

Class meets Monday, Wednesday, and Friday, 9:00-10:50 and will consist of a combination of lecture/ discussion and laboratory sessions. Class times will be adjusted when public school teaching begins.

APPROPRIATE workout clothes and non-marking sneakers are required for all laboratory classes. Hats, caps, and/or hoods will not be worn during class. PROFESSIONAL attire is REQUIRED during ALL OBSERVATIONS AND TEACHING in the public schools. Please refer to page 9 Professional Development Statement for details.

Students must use their RIC email account for class. To access your account you preface their account name with **ric-acad. Therefore, if your username is jdoe_1234 you will be required to enter ric-acad\jdoe_1234 in the username field (this is copied directly from the RIC website on the Webmail page, <http://www.ric.edu/technology/webmail.php>). The username is the first letter of their first name, their last name, and then the last 4 digits of their student ID number. If the students haven't changed their password since the information was assigned, the password is the first three letters of their birth month, their birthday, then the last four digits of their Social Security number, for example: aug146789. If students are still unable to sign in with this information or if they have any questions, contact the Student Helpdesk in Horace Mann at 456-8886.

** You must have FIREFOX to access blackboard. To get a free copy of FIREFOX complete the following steps:

- Type in www.firefox.com into your address bar.
- Click download free Firefox and follows the directions.

** To access blackboard see the following steps:

- Go to the RIC main page
- Click on line service in the top right hand corner of the page
- Go down to WEBCT/Blackboard and click on blackboard
- Use your login from your email account (note you will need to use CAPS for username and no caps for password).

COURSE OBJECTIVES: Upon completion of this course, the **teacher candidate (TC)** will:

1. display knowledge of areas of teacher responsibility regarding safety (C.F. Knowledge, Pedagogy, Professionalism – RIPTS 2, 3, 11) Assessed through lesson plan assignment.
2. identify and utilize appropriate safety when working with peers and when teaching at clinical sites (C.F. Knowledge, Pedagogy, Professionalism – RIPTS 2, 3, 11) Assessed through lesson plan and K-12 teaching assignments.
3. describe steps to be taken for personal protection, to minimize effects of a lawsuit (C.F. Knowledge, Pedagogy, Professionalism – RIPTS 2, 3, 11) Assessed through lesson plan assignment.
4. explore a variety of appropriate individual and/or dual activities and determine their suitability for use with various age groups and diverse populations (C.F. Knowledge, Pedagogy, Diversity – RIPTS 2, 3, 4) Assessed through homework, quizzes, unit plan, block plan, lesson plan, K-12 teaching and self reflections.
5. incorporate a variety of appropriate individual and/or dual activities in lessons planned and implemented in clinical settings (C.F. Knowledge, Pedagogy – RIPTS 2, 3) Assessed through K-12 teaching.
6. analyze skills and develop logical teaching progressions for a wide variety of individual and dual activities (C.F. Knowledge, Pedagogy – RIPTS 2, 3) Assessed through unit and block plans.
7. explore ways in which the physical educator can integrate other academic subjects with motor activities (C.F. Knowledge, Pedagogy – RIPTS 2, 3) Assessed through homework, quizzes, unit plan, block plan, lesson plan, K-12 teaching and self assessments.
8. explore ways to improvise equipment and work in small spaces (C.F. Knowledge, Pedagogy – RIPTS 2, 3) Assessed through K-12 teaching and peer observation assignment.
9. select appropriate sport skills in terms of level of difficulty and logical progression based upon characteristics, needs, and abilities of diverse student populations (C.F. Knowledge, Pedagogy, Diversity – RIPTS 2, 3, 4) Assessed through homework, quizzes, unit plan, block plan, lesson plan, K-12 teaching and self assessments.
10. demonstrate an understanding of a reflective approach to teaching and learning (i.e., as expressed in the RIC Conceptual Framework of Teacher Education and the PAR Model) (C.F. Pedagogy – RIPTS 2) Assessed through peer observation and self reflections.
11. employ a variety of teaching methodologies in teaching activities in clinical settings (C.F. Pedagogy – RIPTS 2, 3, 4, 6, and 8) Assessed through K-12 teaching.
12. utilize logical teaching progressions for skills and demonstrate ability to cue down when needed (C.F. Pedagogy – RIPTS 2) Assessed through K-12 teaching and self reflections.
13. identify basic mechanical principles, which govern movement and apply these principles in analysis of errors in performance of selected skills (C.F. Pedagogy – RIPTS 2) Assessed through K-12 teaching.
14. demonstrate appropriate class organization for select individual and dual activities (C.F. Pedagogy – RIPTS 2) Assessed through unit, block and lesson plan assignments and K-12 teaching.
15. examine and implement strategies for building teacher-student rapport (C.F. Pedagogy – RIPTS 8) Assessed during K-12 teaching.
16. explore ways to promote positive multi-cultural interaction through selection and use of appropriate movement experiences (C.F. Pedagogy, Diversity– RIPTS 2, 3, 4) Assessed through unit, block and lesson plan assignments and K-12 teaching.
17. assume increasing responsibility for class discipline, exhibiting growth in class management techniques. (C.F. Pedagogy – RIPTS 2, 3, 4, 6, 8) Assessed during K-12 teaching.
18. access and evaluate computerized materials relevant to course content (C.F. Technology – RIPTS 2, 8) Assessed during unit, block and lesson plan assignments.
19. exhibit increasing competency and skill in evaluating and analyzing peer and own teaching

- experiences (. (C.F. Pedagogy – RIPTS 2, 3, 4, 6, 8) Assessed through peer observation assignment.
20. design six lesson unit plans appropriate for the developmental level of their practicum assignments including, but not limited to: (C.F. Pedagogy – RIPTS 1, 2, 10, and 11) Assessed during unit, block and lesson plan assignments.
- a) writing appropriate general and specific lesson objectives
 - b) selecting appropriate material
 - c) appropriate assessment in the three domains
21. teach six sequential lessons to students in both a primary and intermediate school level and provide written reflection on each teaching experience. (C.F. Pedagogy–RIPTS 1, 2, 10, 11) Assessed during K-12 teaching.

TENTATIVE COURSE SCHEDULE, TOPICS, AND READING ASSIGNMENTS:

Wk #	Week	Topics	Assignments
1	Jan. 25-29	Introduction/orientation; hall of shame; a physically active person. Goals and objectives; NASPE standards; body of lesson plan. Top priorities when teaching Physical Education. ASSIGNMENTS FOR PUBLIC SCHOOL TEACHING	Chap. 1, 2, 4 pages 239-247 and 114-115. HOS articles
2	Feb. 1-5	Discuss block and; RIPTS; stations; cues; challenge Ss at own level. Maintaining a learning environment; factors influencing learning. ELEMENTARY SCHOOL OBSERVATIONS	Chap. 5, 6 and pages 253-265 (unit plans)
3	Feb. 8-12	Unit plan guidelines Teaching strategies (direct & indirect); feedback. Characteristics of learners; process vs. the product; motivational techniques. ELEMENTARY SCHOOL OBSERVATIONS	Chap 7, 8, 10 and pages 49-65 (Teaching strategies)
4	Feb. 15-19	PUBLIC SCHOOL VACATION	
5	Feb. 22-26	PRACTICUM TEACHING ELEMENTARY I/D ACTIVITIES	Chap 12
6	March 1-5	Discuss positives and things you would change after the first week of teaching; go over scenarios; discuss formative and summative assessments; discuss the block plan after one week. PRACTICUM TEACHING ELEMENTARY I/D ACTIVITIES	
7	March 8-12	PRACTICUM TEACHING ELEMENTARY I/D ACTIVITIES	
8	March 15-19	SPRING RECESS	
9	March 22-26	People from 302 joint the group. Discuss unit, block, and lesson plan assignments. ASSIGNMENTS FOR SECONDARY TEACHING	
10	March 29-2	SECONDARY SCHOOL OBSERVATIONS	
11	April 5-9	PRACTICUM TEACHING SECONDARY I/DUAL ACTIVITIES	LP due the a minimum of 48 hrs before you teach
12	April 12-16	PRACTICUM TEACHING SECONDARY I/DUAL ACTIVITIES	
13	April 19-23	PUBLIC SCHOOL VACATION	Peer obs. due 48 hours after you observe
14	April 26-30	PRACTICUM TEACHING SECONDARY I/DUAL ACTIVITIES	
15	May 3-7	PRACTICUM TEACHING SECONDARY I/DUAL ACTIVITIES	
Exam week	May 1-8	Final 1 vs. 1 meetings Course evaluation and reflections	

COURSE REQUIREMENTS: TC is encouraged to contact the professor immediately when additional help is needed or when conflicts with class expectations and/or meetings arise. All dates are subject to change.

1. **Homework, quizzes, and class participation 5%:** - Complete to a satisfactory level quizzes and in-class or homework written assignments. Be prepared for quizzes that may be UNANNOUNCED and will cover reading assignments and class material. There will be NO MAKE UPS for missed quizzes. (RIPTS 2, 3; NASPE 1, 2, 6).
2. **Working independently to research and develop A MINIMUM OF two unit plans, two block plans and accompanying lesson plans of your assigned practicum settings:** (RIPTS Indicators 1, 2, 3, 4, 5, 6, 8,)
 - a. **Unit Plans 20% (10% for each unit):** - TC will work independently to research and design a unit plan for each unit assigned. Unit Plans are due TWO DAYS AFTER YOU ARE DONE TEACHING. See Blackboard for details. (RIPTS Indicators 7, 8, 10, 10, 11)
 - b. **Block plan 10% (5% for each unit):** - TC will work independently to research and design a block plan for each unit assigned. Your PRE Block Plan is due TWO DAYS BEFORE YOU START TEACHING. Your POST BLOCK PLAN IS DUE TWO DAYS AFTER YOUR LAST LESSON. See Blackboard for details. (RIPTS Indicators 7, 8, 10, 10, 11, 11, 11)
 - c. **Lesson plans 20% (10% for each unit):** - TC will work independently to research and design lesson plans for the activities assigned. The TC must have one LP for each day s/he teaches. LPs must be computer generated. Email of LP's are due no less than 48 hours before you teach. **Late lesson plans are an automatic F and you will not be allowed to teach the lesson.** See Blackboard for details. (RIPTS 2, 3, 4, 5, 6, 7)
3. **Complete, at a satisfactory level, all assigned practicum-teaching assignments 30% (15% for each unit):** TC will be responsible for teaching to a satisfactory level (B- or better according to Rhode Island College HPE standards) at the elementary and secondary level. Even if all other work is satisfactory, TC MUST receive a positive recommendation in their teaching AND a B- or better from BOTH the cooperating teacher AND supervising instructor for EACH placement in order to move forward (to the secondary placement, the next practicum or student teaching). The supervising instructor's evaluations and cooperating teachers' daily and final evaluations will be used to complete the rubric. See Blackboard for details. (RIPTS Indicators 3, 4, 4, 5, 6, 8, 9, 11)
4. **Complete all required forms 15%:** See Blackboard for details (RIPTS Indicators 2, 5, 8, 9)
 - a) **Two Peer observations 5%: (2 pts. 1st 7 wks. 3 pts. 2nd 7 wks.)** - (One at elementary site and 1 at secondary site) due TWO DAYS after you have observed. The TC will be assigned a person to observation. It will be the TC responsibility to come up with a common time to observe the person teaching.
 - b) **Journal and self-evaluation 10% (5 pts. per unit)** – The TC will keep a daily journal (directly on each lesson plan) of what went well and what did not for each lesson. At the end of the unit, the TC will complete a self-evaluation of your teaching experience. The journals are due TWO DAYS AFTER EACH LESSON and the self-evaluation is due TWO DAYS AFTER YOUR LAST LESSON.
 - c) **Observations of cooperating teacher** – There are no points associated with the form but it is required to pass the course. The form is due two days after final lesson.
 - d) **Others as needed and assigned.**

EVALUATION:

Homework/quiz/class participation	5%
Unit Plans	20% (10% per unit)
Block Plan	10% (5% per unit)
Lesson Plans	20% (10% per unit)
Teaching	30% (15% per unit)
Peer Observation	5% (2 pts. 1 st 7 wks; 3pts. 2 nd 7 wks)
Journal/self evaluation	10% (5 pts. per unit)
Cooperating Teacher Evaluation	Required when pass in unit plan

100%

Letter Grade Earned	Percentage of Points Earned	Description of Learning Accomplished
A	94-100	Exceptional Learning Accomplishment
A-	90-93	
B+	87-89	Above Average/Superior
B	84-86	
B-	80-83	
C+	77-79	Average
C	74-76	
C-	70-73	
D+	67-69	Below Average/Inferior
D	64-66	
D-	60-63	
F	< 60	Inadequate demonstration of learning to pass course

***** THERE IS A SPECIFIC GRADE REQUIREMENT FOR THIS CLASS DEPENDING ON WHEN YOU ENTERED RHODE ISLAND COLLEGE.**

OTHER:

If you have any special needs, which require special accommodations in seating, note or test taking, etc., please contact your instructor as soon as possible. Your confidentiality will be respected and your condition will not be divulged nor discussed without your permission.

TC assignments may be duplicated and utilized anonymously for the Health and Physical Education Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.

The instructor reserves the right to change the syllabus at any time during the semester. TC will be advised of any changes in class and/or via blackboard.

Expectations: Please read this page carefully and see the professor with any questions.

1. All electronic correspondence will be done via the RIC email system and/or the home page of blackboard. All assignments will be posted on blackboard from the beginning of the semester. ****Be sure to contact the professor IMMEDIATELY when any part of the class becomes confusing, extra help is needed or conflicts with class time arise.**
2. All assignments must be computer generated, double spaced, with one-inch margins (unless otherwise noted). Deductions will be made for spelling errors and grammatical mistakes as well as the assignment not being computer generated double spaced, and/or incorrect margins.
3. Regular and prompt class attendance and ACTIVE participation in class discussions/activities are expected. Be prepared for class. All assignments and readings must be completed BEFORE the class for which they are assigned. Be ready to discuss and debate readings. (See professional development statement on page 9 for expectations.) In case of an absence, check with peers PRIOR to the next class meeting in order to be up to date in all class responsibilities. All assignments that are completed in class cannot be made up.
4. TC will be allowed **TWO absences. USE THEM WISELY. Two early departures or late arrivals equal an absence.** *(late arrival means the professor has taken attendance and class has begun. Early departure is 10 minutes or more before the end of class).
 - For the third and each subsequent absence, FIVE POINTS WILL BE DEDUCTED FROM YOUR FINAL GRADE.
 - If there is an EMERGENCY and the TC will not be able to teach on a given day it is his/her responsibility to contact the cooperating and supervising teacher ASAP. Failure to do so will result in a zero for that day's teaching and potential removal from the site.
5. Be punctual with all assignments.
 - The TC grade will be lowered 10 points a day for each day an assignment is late (including all days we do not meet including weekends).
 - All assignments are due at the **BEGINNING** of class on the date noted in the syllabus or specified by the instructor. **Work handed in after the start of class will be considered late.** Example: an assignment is due Monday at 11 and the assignment is handed in at 1130 will start with a grade of 90.
 - **EXCEPTION: LATE LESSON PLANS ARE AUTOMATIC F and you will not be able to teach the next day. Makeup of the lesson missed in considered on an individual basis.**
 - Late assignments **will be accepted no later** than one week following the date due.
6. **All assignments MUST BE SUBMITTED to blackboard and a HARD COPY to the professor by the due date and time in order to receive full credit. The submission to blackboard is due THE SAME TIME the assignment is due. Failure to submit the assignment to blackboard will be the same as the assignment being late.** (A plagiarism component is built into each assignment you submit to blackboard.)
7. Much time and effort goes into making the schedule. TC is not allowed to change, modify, or in any way amend this document. Any modification to the schedule without the professor's consent will equal an automatic 5-point deduction from your final grade.
8. It is expected that TC will review the professor's comments on all lesson plans, block plans, unit plans, and journal entries and make appropriate changes to subsequent assignments.
9. If the TC has a question about a grade, talk to the professor **no later than one week after the grade is posted.**

Rhode Island College
3.9 ACADEMIC STANDARDS

3.9.1 Academic Dishonesty

Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Individual schools may have additional standards and policies related to academic honesty.

(a) Examples of Academic Dishonesty include (but are not limited to):

- ***Cheating***: intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- ***Fabrication***: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- ***Plagiarism***: intentionally or knowingly representation the words or ideas of another as one's own in any academic exercise. The following are examples of plagiarism:
 - ***Word-for-word plagiarism***: This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (print or electronic) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks.
 - ***Patchwork plagiarism***: This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.
 - ***Unacknowledged paraphrase***: It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper (e.g., the above paragraphs are based largely on Sears, Harbrace *Guide to the Library and Research Paper*, p. 39)

Many facts, ideas and expressions are considered to be in the public domain or general knowledge and need not be acknowledged (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as "a rolling stone gathers no moss," or "New York is a great place to visit, but I wouldn't want to live there,") **but as a general rule, when one is in doubt, it is best to acknowledge the source.**

- ***Collusion***: facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- ***Deception***: Providing false information to an instructor concerning a formal academic exercise, e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work.
- ***Sabotage***: Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.
- ***Multiple Submissions***: Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.

PROFESSIONAL DEVELOPMENT STATEMENT

Appropriate candidate dispositions are essential in the making of a quality, beginning teacher. The way one acts, looks, participates, attempts, is prepared, and feels about his/her self and profession are all part of the assessment of a candidate's disposition. These dispositions must be demonstrated on a daily basis throughout the semester. Teacher candidates will be expected to dress in appropriate attire suitable for a professional physical education teacher. Candidates will also be expected to act in a professional manner during each class.

These dispositions will be assessed regularly and point deductions (**up to 10 points per occurrence OFF YOUR FINAL GRADE**) will be given to candidates who are unable to demonstrate basic professional dispositions. The following is a daily checklist candidates should use to demonstrate appropriate dispositions.

A quality Physical Education Teacher Education Candidate will:

- _____ arrive on time.
- _____ make sure electronics will not disturb the class (CELLS PHONES SHOULD NOT BE HEARD OR SEEN!)
- _____ remove hat and sunglasses during class time.
- _____ be prepared for class by reading assigned readings prior to the day the topic is discussed in class.
- _____ be prepared for class with a writing instrument, paper etc.
- _____ stay attentive and ACTIVELY participate in class.
It is okay – and expected to ask questions when something is unclear!
- _____ be able to link course topics with the profession and realize the importance of mastery of such topics by a professional physical education specialist.
- _____ demonstrate complete academic honesty at all times.
- _____ not pack up folders, notebooks, or other materials until class is dismissed.
- _____ always use appropriate language.

Observations/teaching in the public schools/ all of the above as well as...

- _____ never bring tobacco, alcohol, or any other substance to a school.
- _____ only say positive things about children, parents, peers, professors, or programs.
- _____ arrive early and stay late.
- _____ always help the teacher if necessary.
- _____ always smile and be friendly yet professional.
- _____ always be energetic and willing to help.
- _____ always look and act professional (Looking and acting professional is defined as but not limited to: no hat, collared shirt, and no extra piercing (no nose, lip, or tongue piercing while teaching.) Wind or khaki pants are permitted. Things not permitted: cargo pants, pants that are too low, shirts that are too high, and tags hanging out of pants {pants that are rolled over}).
- _____ Always be able to keep track of time on his/her own without the assistance of a cell phone or the cooperating teacher.

Individual and Dual Practicum

Name: _____ Semester/Year: _____

Assignment	Possible Points	Points Earned	Total Points Accumulated to Date
1. <u>Homework/quizzes/class participation</u>	5 points	_____ _____ _____	_____
2. <u>Unit Plans</u> ➤ Elementary ➤ Secondary	10 points 10 points	_____ _____	_____
3. <u>Block Plans</u> ➤ Elementary ➤ Secondary	5 points 5 points	_____ _____	_____
4. <u>Lesson Plans</u> ➤ Elementary ➤ Secondary	10 points 10 points	_____ _____	_____
5. <u>Teaching</u> ➤ Elementary ➤ Secondary	15 points 15 points	_____ _____	_____
6 <u>Reflections/Evaluations</u> ➤ Peer observation Elementary ➤ Peer observation Secondary ➤ Journal & self-evaluation Elem. ➤ Journal & Self evaluation Sec. ➤ Cooperating teacher form	2 pts. 3 pts. 5 pts. 5 pts. Required	P_____ P_____ J_____ J_____ C_____ C_____	_____
DEDUCTIONS			
TOTAL POINTS EARNED	100 points		

- If you would like to figure out you are in class lab grade you need to calculate the average of the grades then multiply by .2. (Example: 98, 67, 80 are you quiz grades. Your average quiz grade is an 82. Then multiply 82 x .2 = 16.4)
- To get 10% of a grade just move the decimal point one place to the left (98 = 9.8).
- At any point in time, you can figure out your grade by taking the total number of points and dividing by the maximum number of points completed at that given time. (Total points you earned 56, maximum points to this point 60. 56/60=93).