



Graduate Practicum Handbook 2023-2024

ED 510-514 - Master of Arts in Teaching (MAT)
ED 525 - Special Education Applied Practicum
ED 643 - Autism Spectrum Disorders Practicum
ED 649 – English as Second Language

*Hard copies of the handbooks are available by request, contact Field Placement Coordinator,
Jennifer Hackley @ jahackley.marybaldwin.edu. Electronic copies are available on the
School of Education tab on myMBU. ([School of Education](#))*

MISSION OF MARY BALDWIN UNIVERSITY

Mary Baldwin empowers leaders to pursue lives of purpose in a changing world.

School of Education Mission

The [mission of the School of Education](#) is to prepare confident practitioners who apply solid academic knowledge, strong leadership skills, and compassion for others to serve learners in diverse communities. We support this mission by providing personalized paths to meet individual goals while modeling and encouraging inquiry and reflection, integrating theory and practice, and providing opportunities for exploration and innovation within a collaborative environment.

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MAT/M.Ed. Program Overview

Master of Arts in Teaching (MAT)

The Master of Arts in Teaching (MAT) Program at Mary Baldwin University is designed for licensed teachers or for individuals who hold a baccalaureate degree and want to earn an initial teaching license as a first-career choice or as a change from another profession. MAT is a nonresidential graduate program leading to teacher licensure at the elementary (PK-6), middle (6-8), secondary (English, math, history & social sciences) school level or in K-12 special education in the general curriculum. This program is based on the inquiry method of teaching.

What is “inquiry teaching and learning”?

Inquiry teaching and learning is both a philosophy and a methodology that focuses on the central question of a discipline, and on the processes by which students and scholars ask questions, study and learn about human experience. The inquiry approach can be traced as far back as Socrates and has been endorsed by 20th century educators like John Dewey as well.

The MAT degree requires 41 semester hours (or more for certain endorsements). Many students are part-time and extend the program over several years. Typically, full-time students allow a minimum of four full-time semesters.

Master of Education (M.Ed)

The Master of Education (M.Ed) Degree is a professional degree designed for those who are seeking advanced study in the field of education or related fields. This program is intended for persons who are already licensed or who are pursuing careers that do not require teacher licensure.

The M.Ed degree requires 33-34 credit hours. Visit the MBU website for more information:

<https://www.marybaldwin.edu/education/master-of-education/>

Additional endorsements in Special Education, Elementary Education, Gifted Education, English as a Second Language, and Reading Education are available for licensed teachers.

Courses are offered at the main campus in Staunton and through regional centers in Charlottesville, Richmond, and Roanoke.

Master of Science (MS)

The School of Education offers a Master of Science in Higher Education for students pursuing careers in fields such as student affairs, enrollment management, academic administration, technical education, or other areas that provide opportunities to adult learners in educational settings such as colleges and universities.

The School of Education also offers a Master of Science in Applied Behavior Analysis for students who are interested in studying the principles of learning and behavior and exploring how these principles are used in applied settings to support the behavioral needs of a variety of individuals and to work toward measurable and significant change in client performance, skill, and independence.

Mid-Valley Consortium

Mary Baldwin University is a member of the Mid-Valley Consortium for Teacher Education. Mary Baldwin College collaborates with Eastern Mennonite University, Bridgewater College and James Madison University, and seven area school divisions to form the Mid-Valley Consortium for Teacher Education. The Mid-Valley Consortium identifies and prepares public school teachers who then serve as clinical faculty members for the student teaching experience.

Link for more information: <https://www.jmu.edu/coe/esc/consortium.shtml>

Verification of Mentorship

Please keep the placement email and a copy of the signed clock hour form as documentation that you hosted a practicum student to use for recertification points. If your division requires a formal letter from Mary Baldwin University to use as verification, **please contact the Field Placement Coordinator, as they are not automatically generated.** If requested, a verification letter will be emailed to you at the conclusion of the semester (January for fall placement and April-May for spring placements).

Jennifer Hackley, Field Placement Coordinator
jahackley@marybaldwin.edu
540-887-7186

Practicum Information and Guidelines

MAT students will be required to have a total of 2 credit hours of practicum/field experience (140 hours). BA(Residential)/MAT students will be required to complete ED 510 (.5 credit hour, 35 practicum hours) and BA(MBU Online)/MAT students will have to complete ED 510 and ED 511 (1 credit hour, 70 practicum hours). ED 511 can be completed as a BA student. ED 510 must be complete as a MAT student.

Practicum Experience: Students **MUST** have practicum experiences that are in the area of endorsement they are seeking. Teaching assistant positions as well as instructional positions (teachers seeking add-on or additional endorsements) may use their employment for part of the practicum IF it is directly related to the endorsement they are seeking. This arrangement must be made through MBU and supported by their employer, the school must be an approved and accredited school (which includes all public schools). Students wishing to move faster through the program should try to take two practica (70 clock hours) a semester.

Out of State Students: If seeking additional VA licensure endorsement(s): You will need to obtain a memo of understanding (MOU) from the Field Placement Coordinator and will be responsible for having it completed as well as seek the appropriate placement within the local school division(s). The MOU should be sent back to the Field Placement Coordinator with notification of the placement location and mentor teacher contact information. Students will be responsible for all Virginia and School of Education expectations.

Practicum Grades: Students who complete all requirements for the practicum by the deadline are given a grade of P (pass) for the practicum course. Students who do not complete practica for which they are enrolled on time are issued a grade of NC (No credit) and must re-register and pay for the practicum course again. Extensions are given on a case-by-case basis by the Field Placement Coordinator and the Dean of the School of Education for extenuating circumstances. Please see your course catalog for the procedures for requesting a grade of I (Incomplete).

Practicum Course Descriptions and Fieldwork Expectations

ED 510, ED 511, ED 512, ED 513, and ED 514 (.5 s.h./each)

The practicum experience is designed for MAT students who are preparing to teach. This experience provides them with an opportunity to observe and assist teachers in the classroom, and to understand the ethical issues and the practice of accepted standards of professional behavior. *Each practicum requires 35-hours of experience.*

ED 510, 511, 512, 513, 514 Practica for MAT students Fieldwork Expectations

- 35 hours each within the endorsement area verified by host teacher or admin.
- Student will observe initially (ED 510), be actively involved, help with routine activities, work 1:1 or with a small group of students, work alongside the host teacher to understand planning/assessment/pacing/etc., plan and teach a mini-lesson.

***Students seeking an endorsement in Special Education: General Curriculum K-12 must ensure they have experience in elementary, middle, and high school special education.**

ED 525 Special Education Applied Practicum (3 s.h.)

This course provides students with 70 hours of field-based experiences in K-12 special education and explores the implementation of special education policies and best practices in school-based settings. [This course *does not* meet special education endorsement requirements.]

ED 525: Special Education Applied Practicum Fieldwork Expectations

- Hours do not need to be consecutive but must total 70 hours and verified by host teacher or admin.
- At least 20 hours of the experience must involve direct teaching or assessment by the student (whole class, small group, or individual instruction).
- Hours may be in a self-contained, resource, and/or inclusion setting.
- Lesson planning time may not be counted.
- Time spent developing IEP content or attending an IEP or eligibility or child study meeting count.
- Students are expected to follow all policies/expectations of the host school.

ASD 643 Practicum Experience: Autism Spectrum Disorders (3 s.h.)

This practicum experience concludes the four-course program for the 12-credit Autism Certificate. It is intended to be a culminating experience so that students have an opportunity to concretely demonstrate skills, techniques, and strategies learned in the previous three courses. This course requires that students complete a practicum experience (minimum of 70 in-class hours) in a setting that serves children with autism spectrum disorders. This could include a

self-contained setting, and inclusive setting, or a combination of the two; the population served must be between the ages of 2 and 21, inclusive. Students enrolled in the course will meet three times during the semester to process experiences, share ideas, and engage in inquiry-based discussion. This is in addition to ongoing on-line requirements.

ASD 643 Practicum in Autism Spectrum Disorders Fieldwork Expectations

- 70 hours - must include at least one child with ASD (cannot be a relative).
- Hours must only involve children between 2-21 (inclusive) and verified by host teacher or admin.
- Student will be actively involved specifically with students with ASD, help implement IEP and provide accommodations and modifications, record and analyze student data, assess student's level of performance, implement a behavior system/plan, use a communication system with student, etc.

ED 649 Methods of ESL Instruction with Practicum (4 s.h.)

This course explores best practices in instruction and assessment in order to meet the needs of diverse students, particularly English language learners (ELLs). This course seeks to prepare future ESL teachers in various facets of language instruction and is designed for students interested in teaching ELLs at the K-12 level. *This practicum requires 30-hours of experience.*

ED 649 Methods of ESL Instruction with Practicum Fieldwork Expectations

- 30 hours with an ESL teacher, verified by teacher or admin.
- Student will be actively involved, help with routine activities, work 1:1 or with a small group of students who have been identified as English Language Learners, work alongside the host teacher to understand planning for, assessment of, and pacing for students at various levels of English language development, plan and teach a mini-lesson specific to ESL (including differentiation for ELLs if in a regular education classroom).

Field Experience Requirements for Student and Mentor Teacher

Student

Presentation of Self

Be courteous and respectful to everyone you encounter. Dress in a conservative, professional manner. Your appearance should in no way be considered inappropriate or distracting to anyone. Your job is to facilitate learning and you certainly don't want your appearance (e.g., clothing, jewelry) to be a distraction. Take initiative to help the teacher and students; have ongoing conversations with the mentor teacher to ensure expectations are clear and met. Place school duties ahead of personal wishes. Last, respect confidentiality among all individuals you encounter in your practicum; do not solicit or share inappropriate information.

Attendance

Allow plenty of time for travel and parking to ensure you are punctual. You must report to the school office upon arrival. If you are unable to make a scheduled visit, contact your mentor teacher at least 24 hours in advance and make up missed hours. In case of illness, the MBU student must contact the mentor teacher and/or principal as soon as possible. MBU students are expected to leave or deliver detailed lesson plans for the mentor/substitute teacher in the event of an absence during a day you were scheduled to teach. If you are completing this placement in your own classroom, follow your school's protocol for absences.

School Policies and Procedures

Adhere to the school system's policies, procedures, curriculum, and discipline practices. If you are unfamiliar with the policies and procedures, request a copy of the school's handbook before you begin your placement. No tobacco products, including e-cigarettes, are allowed in the school building at any time.

Inclement Weather

If you miss a scheduled day due to weather (or any other reason), you must make up the missed time to ensure you accumulate at least the minimum of required practicum hours.

Substitute Teaching

If you are an approved substitute teacher for the school division in which you are completing your field placement experience, you are welcome to serve as a substitute teacher in your assigned practicum classroom if your mentor teacher is absent. You may not be pulled to another classroom to substitute during your placement and count those hours towards your practicum requirements.

Required Paperwork

ED 511, ED 512, ED 513, ED 514: There are three forms that you must submit to the Field Placement Coordinator **and** your academic advisor before the last week of classes of your practicum semester (see the specific date in your placement email). Complete the three forms listed below (#1-3) for each practicum placement (ED510, ED 511, ED 512, ED 513, and ED 514).

Multiple practica: Complete a reflective journal, clock hour form, and evaluation of professional qualities and dispositional traits for each classroom you complete a practica in. If you complete multiple practica in one classroom, you do not need to fill out multiple forms. If you are unsure what you are required to do, please contact the Field Placement Coordinator and ask.

ED 510, ED 525, ED 643, and ED 649: Students need to submit just the first two forms below (clock hours and evaluation of professional qualities and dispositional traits) to the Field Placement Coordinator @ jahackley@marybaldwin.edu **and** your course instructor. You may have additional assignments required as outlined in your syllabus. Any additional requirements need to be submitted to your course instructor only.

Paper Forms are to be completed and the information recorded in the Google Forms listed below. If you encounter any issues, please contact the Field Placement Coordinator (Jennifer Hackley, jahackley@marybaldwin.edu) before finalizing your paperwork.

- 1. Clock Hour Form:** Complete this form after each practicum visit. Complete a different Clock Hour Form for each practicum. Upon completion of your required hours, please have the form signed by the mentor teacher to whom you were assigned. Complete the following Google form and upload the paperwork to the same form (provide Field Placement Coordinator permission to view your upload): <https://forms.gle/gmCF7KMTFjYbVqnW6>
- 2. Evaluation of Professional Qualities and Dispositional Traits Form:** Ask your mentor teacher to complete this form toward the end of your practicum. It is your responsibility to enter the information from the completed form and upload it into the [Google form found here](#). If your mentor teacher requests to complete the Google form refer them to the link.
- 3. Reflective Journal (ED 511-514 only; not ED 510, 525, 643, or 649):** At the end of the semester, you will need to fill out and submit your reflective journal (two pages) through your CANVAS course. You do not need to submit your daily notes with your journal.
- 4. Other:** If you are taking ED 525, 643, or 649, your course instructor will inform you of other required paperwork/assignments related to the course as outlined in your course syllabus.

Reflective Journal Guidelines

***Required for ED 511, ED 512, ED 513, and ED 514 only.**

During each semester of practicum, the student is expected to keep a reflective journal of each experience in the classroom. At the end of the semester, you will need to fill out and submit your reflective journal (two pages) through your CANVAS course. You do not need to submit your daily notes with your journal.

Expectations

- Student should maintain a daily journal of each practicum experience. For each day of the placement, a summary description should be written to help you as you reflect at the end of your experience to complete the final reflective journal.
- Reflections of the practicum experience should address the 8 (eight) areas A-H, listed under “Questions to Frame Practicum Journal Reflections”.
- Write reflections of the practicum experience by comparing and analyzing observation and activities with MAT course work. What seems similar and congruent, what does not? How does the dynamic complexity of real students in a real class alter your perspective and understandings? Compare what the mentor teacher is doing to help children learn subject matter or skills with what the MAT teaching teams are doing to assist graduate student learning. What insights are being gained?

When observations are framed by the questions “*how*” and “*why*” attention is focused on making sense of something rather than simply noting that is occurred.

QUESTIONS TO FRAME MAT PRACTICUM JOURNAL REFLECTIONS

A. Classroom routines

- What procedures are established for beginning class, ending class, using materials, taking attendance, leaving class, cleaning up?
- How is the furniture arranged to avoid disruption?
- What transition techniques are used to change activities?

B. Group patterns, attention to individual needs

- How are student learning needs pre-assessed?
- How is assessment information used to determine students’ learning strengths and needs?
- How are course content and instructional strategies adjusted for different student needs?
- How and for what purposes are large group, small group, and individualized instructional strategies used?
- How are opportunities for student choice and self-directed learning provided?

C. Instruction

- How does the teacher organize materials for instruction?
- What strategies does the teacher use to monitor student attention during a lesson?
- How does the teacher convey objectives to the students?
- What strategies does the teacher use to help students grasp complex ideas and skills?
- How are lessons in a unit sequenced?
- What strategies does the teacher use to provide corrective feedback to students?
- How does the teacher use variety in instructional activities?

D. Critical Thinking

- How do lessons and activities encourage critical thinking and problem solving?
- How do the teachers' questioning techniques and class projects promote creative thinking?
- How are students encouraged to generate investigative questions?
-

E. Evaluation

- How is testing related to instruction?
- How is assessment used to determine need for further instruction?
- How is assessment used to document mastery of objectives?
- What are some different kinds of assessment you have observed or used with students?
-

F. Teacher-Student Rapport

- How does the teacher build and maintain rapport with students?
- Which expressions and gestures are most encouraging and effective?
- How are opportunities for success provided for each student?
-

G. Management and Student Behavior

- How are expectations for behavior, routines, and learning explained?
- How is appropriate behavior encouraged?
- How does the teacher react to inappropriate behavior?
- How are verbal and nonverbal techniques used to cue appropriate behavior?
- What strategies does the teacher use to prevent problems?

H. How is this experience changing your beliefs about, expectations and intentions for teaching?

Mentor Teacher

As you prepare to welcome the graduate student into your classroom, it may be helpful for you to know that Mary Baldwin's education program stresses the "inquiry" method of teaching and learning. When teaching through inquiry, teachers use techniques such as skillful questioning, discussion, and problem solving to encourage student discovery or inquiry learning. The basic assumption is that student learning is more meaningful and more usable when students seek out and discover knowledge rather than just being receivers of knowledge. The teacher's role in such a classroom is to provide an environment and experiences through which students are encouraged to ask questions, pursue answers, and communicate their learning with others.

It is our hope that you will enjoy working with this graduate student during their practicum experience. Thank you for your help and support!

Suggestions

- Review the Graduate Practicum Handbook with your MBU student, discussing requirements and your expectations.
- Introduce the MBU student to your class and colleagues.
- Share a copy of your class schedule.
- Encourage the MBU student to become involved in "classroom life" as soon as possible, providing multiple opportunities to be actively engaged with your students.
- Review the SOLs for your grade level or content area with the MBU student.
- We encourage you to share your general thoughts on teaching as a career.
- Share planning resources to increase the MBU student's awareness of the process.
- Introduce the MBU student to the various uses of instructional technology in your classroom; if possible, discuss how you can use technology to differentiate instruction and promote excellent student learning and achievement.

Required Paperwork

The student is responsible for filling out and submitting all forms to the Field Coordinator in the School of Education.

1. **Clock Hour Form:** Please sign the Clock Hour Form upon the MBU student's completion of their practicum experience and return it to the student.
2. **Evaluation of Professional Qualities and Dispositional Traits Form:** Complete this form toward the end of the practicum. Then give it to the student or, if you feel uncomfortable sharing the evaluation with the student, [you can upload and submit it here](#) to the Field Placement Coordinator.
3. **ED 525, 643, and 649 only:** The MBU student may have other course-related required assignments (e.g., lesson plans, teaching a lesson, etc.) as indicated by his/her instructor. Thank you for supporting the MBU student to meet course requirements.

If you have any comments, questions, or concerns about our graduate education program and related practicum requirements, please feel free to contact our Field Placement Coordinator.

Jennifer Hackley
Field Placement Coordinator
540-886-887-7186
jahackley@marybaldwin.edu

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Practicum Forms

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PRACTICUM CLOCK HOURS FORM

Due Date: No later than the date outlined in your placement email. All students must upload the form and data using this [Google form](#) (not emailed). Undergrads only - a copy of this form must be provided to your course instructor.

Name of Student: _____ **Mentor Teacher:** _____

Placement: _____
School Division School Grade/Subject

Program (circle one): Residential MBU Online PBTL BA/MAT MAT MEd MS **Semester/Year** _____

Undergrad (Circle One): ED 112 ED 312 ED 315 ED 324 ED 345 ASD 363 ED 371 ED 372 ED 373

Graduate (Circle One): ED 510 ED 511 ED 512 ED 513 ED 514 ED 525 ASD 643 ED 649 ED 691 ED 692 ED 693

Date	Observation	Preparing Materials	Active Role (teaching, co-teaching, leading mtgs., etc.)	Notes	Total Hours
	Write the number of hours/minutes you participated in each type of activity				

Total Number of Hours Student Completed _____

Mentor Teacher's Signature

Date

Reminder:
Due Date: No later than the date outlined in your placement email. All students must upload the form and data using this [Google form](#) (not emailed). Undergrads only - a copy of this form must be provided to your course instructor.



EVALUATION OF PROFESSIONAL QUALITIES AND DISPOSITIONAL TRAITS (PODT)

Directions: *Mentor Teacher:* Please return the completed evaluation to the student at the conclusion of the practicum experience. Thank you for hosting our student!

Student Due Date is no later than the date outlined in your placement email. All students must upload the form and data using this [Google form](#) (not emailed) for the FPC. **Undergrad and ED 525/643/649** students - a copy of this form must be provided to your course instructor.

Practicum Student: _____ **Semester/Year:** _____

Name of School: _____ **Name of School Division:** _____

Mentor Teacher: _____ **Subject(s)/Grade(s):** _____

Program: Residential _____ MBU Online _____ PBTL _____ BA/MAT _____ MAT _____ MEd _____ MS _____

Undergrad (Circle One): ED 112 ED 312 ED 315 ED 324 ED 345 ASD 363 ED 371 ED 372 ED 373

Graduate (Circle One): ED 510 ED 511 ED 512 ED 513 ED 514 ED 525 ASD 643 ED 649 ED 691 ED 692 ED 693

Please use the following scale to evaluate the MBU practicum student:

4= yes, consistently 3= yes, most of the time 2= yes, but infrequently 1= no, s/he does not

1	2	3	4	Dispositional Traits
				The individual demonstrates respect for the role that educators, family, and the community play in learning and growth (i.e.: collaboration with colleagues, outreach to family, outreach in the community, differentiated instruction based on learner needs) (CAEP 1.3, 3.3; InTASC 1)
				The individual displays persistence and encourages persistence in others. (CAEP 1.3, 3.3; InTASC 2)
				The individual demonstrates respect for differences in human diversity by planning differentiated instruction based on the unique characteristics of individual learners (i.e.: by utilizing relevant aspects of students' background, knowledge, experience, skills, and culture to plan instruction) (CAEP 1.3, 3.3; InTASC 2)
				The individual models respectful & professional communication skills (orally and in writing). (CAEP 1.3, 3.3; InTASC 3)
				The individual is a thoughtful and responsive listener. (CAEP 1.3, 3.3; InTASC 3)
				The individual demonstrates the ability to be a collaborative team member. (CAEP 1.3, 3.3; InTASC 7, 10)
				The individual demonstrates the ability to be flexible in changing circumstances. (CAEP 1.3, 3.3; InTASC 7)
				The individual takes responsibility by reflecting on his or her performance. (CAEP 1.3, 3.3; InTASC 9)
				The individual demonstrates the ability and enthusiasm to be a life-long learner. (CAEP 1.3, 3.3; InTASC 9, 10)
				The individual demonstrates integrity and honesty. (CAEP 1.3, 3.3; InTASC 9)
				The individual demonstrates a positive attitude toward learning and professional growth. (CAEP 1.3, 3.3; InTASC 9, 10)
				The individual demonstrates responsibility and initiative in his or her work. (CAEP 1.3, 3.3; InTASC 9)
				The individual is dependable and punctual.
				The individual demonstrates stability and equilibrium likely to be conducive to success in the education profession. (CAEP 1.3, 3.3; InTASC 9)

Additional Comments: _____

Mentor Teacher's Signature

Date

Students who receive a 1 or 2 in more than one area may be reviewed to determine any conditions for continuation in the program. This review may include a file review, discussion with the academic advisor, discussion with host teachers, discussion with faculty, etc. Depending on the severity of the concerns, number of the concerns, and patterns of concerns, students scoring 1's and 2's risk one or more of the following: warnings, required meeting with advisor, probation, suspension, or dismissal from the teacher education program. As an accredited teacher education program, we are obligated to ensure that all teacher education candidates exhibit the professional qualities expected of novice educators. If students do not exhibit these qualities, and do not rectify them, we are ethically bound to suspend to remove them from the licensure program.

Graduate Student Practicum Reflective Journal



Name of Student: _____ Mentor Teacher: _____

Placement : _____
School Division School

Grade/Subject _____

Semester/Year _____

Please indicate your course: ED 511 ____ ED 512 ____ ED 513 ____ ED 514 ____

Directions: At the end of the semester, you will need to fill out and submit your reflective journal (two pages) through your CANVAS course. You do not need to submit your daily notes with your journal.

1. Reflect on the classroom procedures you observed for beginning and ending classes and transitioning from one activity to another.
2. Reflect on your observation of how student learning needs were pre-assessed and how instructional strategies were adjusted to address individual needs.
3. Reflect on how the teacher organized instructional activities and provided corrective feedback to students.
4. Reflect on the teacher's questioning activities and how they did or did not promote critical thinking.

- 5. Reflect on the use of assessment to determine need for further instruction and the variety of strategies the teacher implemented to measure learning.**

- 6. Reflect on how the teacher built and maintained rapport with the students. Include effective and ineffective behaviors that influence classroom relationships.**

- 7. Reflect on management of both appropriate and inappropriate classroom behaviors. Comment on both verbal and non-verbal techniques.**

- 8. Reflect on how this practicum experience has influenced your beliefs and expectations of teaching.**