



Undergraduate Practicum Handbook 2023-24

Post-Baccalaureate Teacher Licensure Program (PBTL)
Mary Baldwin Online (MBU Online)
Mary Baldwin College for Women and University College (Residential)

Hard copies of the handbooks in a binder 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.

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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Program Overview

Mary Baldwin College for Women (Residential)

The MBCW program is a traditional undergraduate program in which students can earn their teacher licensure. These students are all local and attend classes on the Staunton campus.

University College (Residential)

University College is the co-educational experience for undergraduate students in which students can earn their teacher licensure. These students are all local and attend classes on the Staunton campus.

Mary Baldwin Online (MBU Online)

MBU Online is a nonresidential program for men and women who are seeking teacher licensure and bachelor's degrees through Mary Baldwin University.

Post-Baccalaureate Teacher Licensure (PBTL)

PBTL is a nonresidential program for men and women with at least a bachelor's degree who are seeking teacher licensure only through undergraduate coursework.

BA/MAT

The BA/MAT program allows undergraduates to earn both a bachelor's degree and a Master of Arts in Teaching concurrently.

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, Jennifer Hackley, 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, MEd, Field Placement Coordinator
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Practicum Course Description and Fieldwork Expectations

As part of Mary Baldwin College's Teacher Education Program, students are required to complete practicum experiences in local classrooms prior to student teaching. The practicum affords our students the opportunity to become familiar with the curriculum, culture, and students in today's classroom. The practicum provides a setting in which our students begin, under the supervision of a practicum teacher, to assist students in learning activities and to apply ideas from coursework.

The practicum is designed to provide the classroom teacher with a mature, dedicated assistant. Mary Baldwin students are expected to be actively involved in the classroom: conducting small and large group activities, tutoring, working with individual students, and assisting with management routines (e.g. preparing instructional materials and checking students' work). The specific responsibilities of students will vary depending on what the practicum teacher deems most helpful and the specific course in which the students are enrolled. In all cases, the course syllabi for each practicum experience will be considered the primary source of information regarding specific requirements for each course and related field placement.

Please note: For out of state students 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 and notified of the placement location and mentor teacher contact information. Students will be responsible for all Virginia and School of Education expectations.

Practicum Course Descriptions and Expectations

112 Practicum in Education (3 s.h.) (C)

This course is designed to provide students who are contemplating teaching or special education as a career to acquire early and varied experiences in area school classrooms. Students will meet several afternoons with their practicum supervisor for the practicum seminar. A minimum of 60 hours will be spent in the classroom. Students must complete this course prior to the senior year. **Prerequisite: ED 115.*

ED 112 Practicum in Education Fieldwork Expectations

- 60 hours for students completed fall, spring, or May term.
- The student will observe initially, help with routine activities such as passing out papers, grading papers, taking attendance/lunch count, work 1:1 or with a small group of students, help host teacher with any tasks they feel is appropriate

Students seeking an endorsement in **Visual Arts PK-12 must ensure they have experience in elementary, middle, and high school art.*

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

312 Elementary/Secondary School Methods and Practicum (4 s.h.)

Conceptualizes the teacher as one who makes and carries out decisions about curriculum and instruction, based on principles of teaching and learning. Instructional planning and classroom management are emphasized. A 30-hour field experience in a PK-6 classroom integrates theory with practice. NOTE: If pursuing licensure, must be fully accepted into an Education program in order to register for this course. Other students must obtain instructor permission. *Prerequisite for ED382; should be taken the semester before student teaching, if possible.*

ED 312 Elementary School Methods & Practicum Fieldwork Expectations

- 30 hours in a PK-6 classroom
- Students must be admitted to the education program in order to take methods.
- Students will 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 Visual Arts PK-12 must ensure they have experience in elementary, middle, and high school art.**

315 Differentiated Strategies in Instruction and Assessment for Special Education (4 s.h.)

Students learn service delivery models, curriculum, instruction of students with disabilities, and skills for application. Includes alternative ways to teach content, curriculum adaptation and modification, strategies for integration of students with disabilities with non-disabled peers, uses of technology in learning. Examines procedures to develop, provide, and evaluate instruction consistent with students' individual needs: procedures for screening, prereferral, referral, eligibility determination. Considers factors that may influence assessment findings, related ethical issues, application of results to guide development of individual education plans. Required 30 hour practicum. NOTE: If pursuing licensure, must be fully accepted into an Education program in order to register for this course. Other students must obtain instructor permission.

ED 315 Differentiated Strategies in Instruction and Assessment for Special Education Fieldwork Expectations

- 30 hours, should be completed at a different level from their other practicums unless they are completing their practicum on the job.
- Student are admitted to the education program in order to take methods.
- Student will be 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., work alongside the host teacher to review IEP requirements and implementation, 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.**

ED324 Language Acquisition and Reading II and Practicum (4 s.h.)

Learning to read and write is a developmental process that can be systematically advanced using specific instructional strategies. This course will provide beginning elementary teachers the knowledge and skills

required to recognize, assess, and respond to children's learning needs as emerging readers and writers. Students will examine various strategies including but not limited to word study, phonics, vocabulary, and spelling designed to accelerate progress in children who encounter reading difficulties. Students will also explore learning opportunities for children who are moving along in the reading continuum more rapidly than their classmates. Strategies for drawing children into literature and utilizing authentic children's books in reading instruction are included. Students will field test literacy strategies introduced in the ED 323/324 sequence in a 30-hour practicum placement in the semester in which they are enrolled in ED 324.

ED 324 Language Acquisition and Reading II & Practicum Fieldwork Expectations

- 30 hours during language arts (i.e., reading and writing) instruction with a 2nd-5th grade teacher (preferred) or reading specialist
- Students should be actively involved in the teaching and learning process, administer assessments (e.g., Developmental Spelling Analysis) and teaching strategies (e.g., word study) that align with content disseminated in ED324

345 Methods of ESL Instruction and Practicum (4 s.h.)

This course examines classroom assessment and instructional best practices useful for meeting the needs of a diverse student population in grades K–12, in particular the needs of students whose primary language is not English. This course includes a 30-hour field experience/practicum.

ED 345 Methods of ESL Instruction with Practicum Fieldwork Expectations

- 30 hours with an ESL teacher
- The student 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)

ED 363 Practicum Experience: Autism Spectrum Disorders (3 s.h.)

This practicum experience concludes the Autism Sequence. 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. *Prerequisites (or co-requisites): ED 360, ED 361, and ED 362.

ED 363 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)
- 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, implement or use a communication system with student, etc.

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. 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

There are two forms that you must submit to the Field Placement Coordinator, Jennifer Hackley via a google form, and provide copy to your course instructor before the last week of classes of your practicum semester (see the specific date in your placement email).

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, have the form signed by the mentor teacher to whom you were assigned. **Then complete the following Google form:** <https://forms.gle/gmCF7KMTFjYbVqnW6> and upload the document in the form (do not email to FPC).
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 upload the completed form and input the data unless your mentor teacher asks to send it directly to the Field Placement Coordinator. Complete the following Google form: <https://forms.gle/yiST92FHGZZkdiy8> .
3. **Other:** Your course instructor will inform you of other required paperwork/assignments related to the course.

Mentor Teacher

As you prepare to welcome the undergraduate 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 MBU student during their practicum experience. Thank you for your help and support!

Suggestions

- Review the Practicum Handbook with your MBU student, discussing requirements, practicum expectations by course number, 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

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. *If you feel uncomfortable sharing the evaluation with the student, contact the Field Placement Coordinator, Jennifer Hackley, at jahackley@marybaldwin.edu or 540-887-7186.
3. **Other:** The MBU student may have other course-related required assignments (e.g., lesson plans, teaching a lesson, etc.) as indicated by his/her instructor. The student should provide you with their course syllabus with these assignments outlined. Thank you for supporting the MBU student to meet course requirements.

The student is responsible for returning all forms to the School of Education as directed in the student requirements.

If you have any comments, questions, or concerns about our education program and related practicum requirements, please feel free to contact:

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

Practicum Forms

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**Please make sure the forms print properly. If you encounter any issues, please contact the Field Placement Coordinator, Jennifer Hackley, before finalizing your paperwork.*



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.

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