



School of Education



Guide to the Undergraduate Practicum:  
Inclusive Early Childhood/Childhood Education  
Inclusive Adolescence Education

## TEACHER EDUCATION AT NAZARETH COLLEGE

In the School of Education, all programs are designed to engage teacher candidates in coursework and field experiences that deepen their understanding of education as a profession. As teacher candidates move from initial course work toward student teaching, they are challenged to examine the demands of the profession as well as their own commitments, talents, and fitness for this career choice.

We believe that we prepare excellent teachers whose presence will benefit children and schools. Without the partnerships we share with cooperating schools and the commitment, generosity, and expertise of the school-based teacher educators who sponsor our candidates, such excellence would be impossible. We are sincerely grateful.

### UNDERGRADUATE PRACTICUM

Undergraduate Practicum is an *all-day, five-days a week, six-week field experience* for our undergraduate students in the Inclusive Early Childhood/Childhood Education Program and the Inclusive Adolescence Education Program that takes place in May/June prior to student teaching in the Fall Semester.

Teacher candidates in Inclusive Early Childhood/Childhood Program and the Inclusive Adolescence Program will be eligible to receive the following NYS certifications upon graduation:



- ❖ Inclusive Early Childhood/Childhood Education candidates:
  - Early Childhood Education (Birth - Grade 2)
  - Teaching Students with Disabilities at the Early Childhood Level (Birth – Grade 2)
  - Childhood Education (Grades 1 - Grade 6)
  - Teaching Students with Disabilities at the Childhood Level (Grades 1 – Grade 6)
  
- ❖ Inclusive Adolescence Education candidates:
  - Adolescence Education (Grade 7 - Grade 12) in one of the following content areas:  
Biology, Chemistry, English, Math,  
Social Studies, Chinese, French, Italian, and Spanish.
  - Teaching Students with Disabilities at the Adolescence Level (Grades 7 - Grade 12)

Teacher candidates at this level have completed a majority of their education coursework; therefore, they are able to **participate in all aspects of the classroom** during the placement. The teacher candidates' main task during practicum is to *gain experience through active involvement with children in a classroom setting*, to *observe a professional teacher in action*, and to *assist that teacher as directed*.

## EXPECTATIONS OF UNDERGRADUATE PRACTICUM PARTICIPANTS

### Teacher Candidates

- ❖ Have a positive impact on their P-12 students by **actively** engaging student learning, and recognizing student assets.
- ❖ Follow the policies, procedures, time schedules and obligations of the host school and School-Based Teacher Educator (SBTE).
- ❖ Keep communication with their SBTE and College-Based Teacher Educator (CBTE) open and positive.
- ❖ Communicate in advance anything that will potentially impact a teacher candidate's attendance.
- ❖ Demonstrate the Essential Functions of a professional educator.
- ❖ Maintain confidentiality regarding school, classroom and student information at all times.
- ❖ Teach at least **one** formal lesson that will be observed by their CBTE.
- ❖ Acknowledge that they are guests in the school and act accordingly.
- ❖ Value their role as learners who are new to the teaching profession.
- ❖ Attend all classes and maintain commitment to college coursework.



### School-Based Teacher Educators

- ❖ Define an **active** role that the teacher candidate should assume in the classroom, suitable to the level of engagement appropriate for a teacher candidate.
- ❖ Orient teacher candidates to school policies, classroom materials, procedures, routines and behavior expectations for pupils.
- ❖ Introduce teacher candidates to students, other teachers, administrators, office and custodial staff.
- ❖ Accept teacher candidates as learners whose teaching skills are still in formative stages.
- ❖ Set aside time for regular dialogue with the teacher candidate and invite the teacher candidate to ask questions.
- ❖ Offer support, encouragement and candid feedback to the teacher candidate, especially during the time when the teacher candidate is preparing their formal lesson(s).
- ❖ Provide feedback to the teacher candidate's CBTE particularly if they feel there are areas of weakness or concern.
- ❖ Complete the Undergraduate Practicum Evaluation Rubric **by the final day of the placement**.

### College-Based Teacher Educators

- ❖ Establish and maintain contact with teacher candidates and SBTEs throughout the practicum experience.
- ❖ Respond to the needs of the teacher candidate and/or the SBTE.
- ❖ Complete at least **one** formal observation for the teacher candidate.
- ❖ Provide the teacher candidate with written feedback, suggestions and guidance, following the formal observation(s).
- ❖ Encourage and assist the teacher candidate self-assessment and reflective practice.

## ATTENDANCE POLICY

Teacher candidates are required to be in attendance every day of the practicum calendar. However, if an absence is unavoidable due to illness, family emergency, or other compelling reasons, each teacher candidate is afforded ***one excused absence***. If an absence is required, the teacher candidate must complete the following steps:



- ❖ The teacher candidate is expected to contact the SBTE and the CBTE ***in advance*** of the absences, when possible, but ***no later than an hour before the start of the school day***.
- ❖ The teacher candidate will record their absence on their Undergraduate Practicum Attendance Verification Sheet.
- ❖ If the teacher candidate must be absent in excess of the one excused absence allowed, the candidate must communicate the additional absences needed to the CBTE and their Nazareth Program Director.
- ❖ The CBTE in consultation with the Nazareth College Program Director will determine if the absences are allowed and will determine steps to make up the missed days.

Please note: Excessive absences can result in an unsuccessful Undergraduate Practicum Placement; thus delaying student teaching.

## SUBSTITUTE TEACHING POLICY

Teacher candidates may ***NOT*** be the sole person in charge of a class at any time, for any reason. If the SBTE is absent, the teacher candidate may ***NOT***, by law, act as a substitute teacher. The district is required to make provisions for a professional teacher to substitute in the classroom.

## TRANSPORTATION OF STUDENTS POLICY

Under ***no circumstances*** is a teacher candidate allowed to transport students.

## LESSON PLANNING POLICY

Each teacher candidate is required to teach **at least one lesson** either to the whole group or to a small group during Undergraduate Practicum. The lesson will be formally observed by the teacher candidate's college-based teacher educator.

Teacher candidates have been taught to write lesson plans using a specific comprehensive format. Whenever a teacher candidate presents a lesson, the expectation is that ***the lesson plan will be written following the Nazareth College format and will be submitted to the school-based teacher educator in advance of the lesson.*** This provides the school-based teacher educator the opportunity to review, discuss, critique and support the teacher candidate's instructional plans.



## ASSESSING TEACHER CANDIDATES

As with all teaching and learning, assessment and feedback needs to take place on an ongoing basis. Throughout the six-week placement, the SBTE and CBTE should provide candid feedback to the teacher candidate. The consistent information and feedback that teacher candidates receive from their school-based teacher educators enables the candidate to process what they are learning through observation and practice.

Formal evaluation of the teacher candidate takes place at the end of the placement. The Office of Clinical Experience and Partnerships will email each school-based teacher educator providing an evaluation link to the Undergraduate Practicum Final Evaluation Rubric. ***Please complete the electronic rubric by the submission due date.***

Please Note: The information you provide is invaluable to our faculty. We monitor each candidate's progress through their teacher education program to ensure their preparedness for student teaching and, ultimately, a career in teaching. The information you provide will inform our decisions on the types of experiences needed to help the candidate grow and develop their professional capacities.

## RESOLVING PROBLEMS DURING PLACEMENT

The following section outlines procedures that should be followed when there are concerns regarding the teacher candidate meeting the standards of success.

1. A direct and honest conversation about the concern(s) must occur between the teacher candidate and the school based-teacher educator:
  - ❖ Identify, discuss and document specific examples of areas in need of improvement and appropriate strategies to demonstrate growth.
  - ❖ Determine an appropriate time frame to demonstrate growth (i.e. a couple days vs. one week)
2. If the concerns persist or the teacher candidate fails to demonstrate sufficient progress, the school-based teacher educator must immediately alert the college-based teacher educator to discuss the concern and provide the documentation of the previous conversation(s) with the teacher candidate.
3. The college-based teacher educator will communicate the concerns with the teacher candidate's Nazareth Program Director. After reviewing the concerns and documentation, the Nazareth Program Director/Coordinator and the CBTE will discuss the next steps.
4. The school-based teacher educator, college-based teacher educator and teacher candidate will meet to develop a plan to remedy the situation. As part of the plan of action, additional observations by the CBTE may be necessary.
5. The school-based teacher educator and the college-based teacher educator will monitor the implementation of the plan.
6. Based on the results of the implementation of the action plan and the Undergraduate Practicum Rubric, the college-based teacher educator and the Nazareth Program Director will meet to determine if the placement was deemed successful or unsuccessful.
7. The college-based teacher educator and Nazareth program director will meet with the teacher candidate to discuss the outcome of the placement.

### QUESTIONS OR CONCERNS?

Please contact any of the following people:

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Appendix A:

**UNDERGRADUATE PRACTICUM:  
FINAL EVALUATION RUBRIC**

	<b>3 Meets Expectations for an Undergraduate Practicum Student</b>	<b>2 Approaching Expectations for an Undergraduate Practicum Student</b>	<b>1 Not Yet Acceptable for an Undergraduate Practicum Student</b>
Demonstrates knowledge of human growth and development	Candidate displays understanding of typical developmental characteristics of the age group and consistently incorporates this knowledge in their classroom work.	Candidate displays some understanding of typical developmental characteristics of the age group and incorporates this knowledge in a limited way into their classroom work.	Candidate displays minimal and/or inaccurate understanding of typical development characteristics of age group.
Demonstrates knowledge of content areas	Candidate demonstrates appropriate knowledge of content to create experiences that help students make connections, develop skills, and advance understanding.	Candidate demonstrates limited knowledge of content in creating experiences for students.	Candidate lacks knowledge of content or demonstrates inaccurate knowledge of content in creating experiences for students.
Demonstrates ability to use instructional strategies	Candidate uses appropriate instructional strategies that support most students in developing understanding.	Candidate uses a narrow range of instructional strategies that support some students in developing understanding.	Candidate uses instructional strategies that confuse or do not support students' understanding of content.
Maintains a positive learning environment	Candidate maintains a safe and supportive classroom environment. Candidate develops respect and rapport. Candidate reinforces routines, uses visual, verbal, and non-verbal cues, facilitates transitions, and supports student completion of learning tasks.	Candidate inconsistently maintains a safe and supportive classroom environment. Candidate is working to develop respect and rapport within the classroom. Candidate uses some routines, and visual, verbal or non-verbal cues.	Candidate does not maintain a safe and supportive classroom environment; ineffectively uses routines, and visual, verbal or non-verbal cues. Candidate's inefficiency prevents successful completion of learning tasks.

	<b>3 Meets Expectations for an Undergraduate Practicum Student</b>	<b>2 Approaching Expectations for an Undergraduate Practicum Student</b>	<b>1 Not Yet Acceptable for an Undergraduate Practicum Student</b>
Demonstrates appropriate oral communication skills	Candidate generally models effective oral communication skills. Candidate demonstrates inclusive language that is appropriate for the environment, context, and students' identities. Candidate's verbal instructions are usually clear to students and contain an appropriate level of detail.	Candidate sometimes demonstrates ineffective oral communication skills. Candidate inconsistently uses inclusive language that is appropriate for the environment, context, and students' identities. Candidate's instructions are sometimes confusing to students and/or contain an inappropriate level of detail.	Candidate frequently demonstrates ineffective oral communication skills. Candidate does not use inclusive language that is appropriate for the environment, context, and students' identities. Candidate's instructions are confusing to students and contain an inappropriate level of detail.
Demonstrates commitment to diversity, equity, and inclusion	Candidate shows sensitivity and commitment to diversity, equity, and inclusion. Candidate demonstrates an awareness of how race, class, gender identity and expression, sexual orientation, religion, and ability may privilege some and marginalize others in our educational system and can integrate this knowledge into their interactions. Candidate possesses an asset-based outlook on students, their families, and communities.	Candidate is developing an awareness of and respect for a broad definition of diversity, equity, and inclusion. Candidate is still developing awareness of how race, class, gender identity and expression, sexual orientation, religion, and ability may privilege some and marginalize others in our educational system. Candidate is developing an asset-based outlook on students, their families, and communities.	Candidate lacks awareness of privilege and marginalization, and may not perceive the repercussions of actions and statements made towards others with regard to race, class, gender identity and expression, sexual orientation, religion, and ability. Candidate possesses a deficit-based outlook on students, their families, and/or communities.
Engages in self-reflection and professional learning	Candidate engages in self-reflection and professional learning either independently or collaboratively. Candidate seeks out resources and feedback to examine and adjust practice.	Candidate is still developing in the area of self-reflection and requires prompting to engage in professional learning. Candidate listens to feedback, but doesn't always use it to adjust practice.	Candidate does not engage in self-reflection and resists participating in professional learning. Ignores and/or is defensive about feedback.



	<b>3 Meets Expectations for an Undergraduate Practicum Student</b>	<b>2 Approaching Expectations for an Undergraduate Practicum Student</b>	<b>1 Not Yet Acceptable for an Undergraduate Practicum Student</b>
Demonstrates ability to address varying student needs	Candidate supports and attends to the needs of students' abilities and language proficiency levels.	Candidate attempts to support the needs of some students' abilities and language proficiency levels.	Candidate shows little or no awareness of varying student learning needs and abilities.
Demonstrates ability to build positive, professional, learning-centered relationships with students	Candidate builds appropriate and caring relationships with students. Candidate actively supports routines and structures that foster independence, facilitate safe exchanges, and establish an environment that welcomes student voice, opinions, and choices. Candidate demonstrates an openness to learn from and with students.	Candidate is still developing the ability to build appropriate relationships with students. Candidate attempts to support routines and structures that foster independence and safety. Candidate's ability to relate to students is limited, rigid, or unprofessional.	Candidate's relationships with students works against a welcoming and supportive classroom environment. Candidate demonstrates poor judgment and understanding regarding teacher-student roles and relationships.
Demonstrates ability to build collaborative relationships with other professionals	Candidate effectively develops positive, supportive and collaborative professional relationships with all members of the K-12 school community, and with college-based supervisors.	Candidate is working to develop professional relationships with all members of the K-12 school community, and/or with college-based supervisors.	Candidate demonstrates difficulty in maintaining professional relationships with members of the K-12 school community, and/or with college-based supervisors.
Demonstrates responsibility and reliability	Candidate demonstrates responsibility and reliability in meeting commitments by being punctual and prepared, submitting professional materials on time, communicating clearly about conflicts and taking the initiative to resolve them. Candidates understands and protects confidentiality of all potentially sensitive information.	Candidate inconsistently demonstrates responsibility and reliability in meeting commitments, being punctual and prepared, submitting professional materials on time, and making efforts to communicate about conflicts. Candidate understands the importance of protecting the confidentiality of all potentially sensitive information, but is still developing strategies to do so consistently.	Candidate is frequently late and/or unprepared, does not meet commitments and/or submits professional materials late, does not communicate clearly about conflicts or problems. Candidate does not appear to understand the importance of protecting the confidentiality of all potentially sensitive information.

	<b>3 Meets Expectations for an Undergraduate Practicum Student</b>	<b>2 Approaching Expectations for an Undergraduate Practicum Student</b>	<b>1 Not Yet Acceptable for an Undergraduate Practicum Student</b>
Demonstrates initiative	Candidate takes initiative in completing professional tasks, taking on increasing roles over time, and asking clarifying questions as appropriate. Candidate welcomes new challenges and seeks out opportunities for growth.	Candidate completes professional tasks when prompted and may ask clarifying questions when needed. Candidate may be hesitant with new opportunities or challenges.	Candidate lacks initiative and does not complete professional tasks. Candidate is resistant to new opportunities or challenges.
Demonstrates attention to the health and safety of others	Candidate is mindful of the health and safety of others; uses appropriate strategies when responding to safety, emotional, or emergency situations.	Candidate attempts to be mindful of the health and safety of others; uses strategies that may not be appropriate when responding to safety, emotional, or emergency situations.	Candidate gives limited attention to the health and safety of others; uses inappropriate strategies when responding to safety, emotional, or emergency situations.
Demonstrates ability to complete essential functions of an educator  *See list of essential functions of an educator.	Candidate independently demonstrates all essential functions of an educator.	Candidate independently demonstrates most essential functions of an educator.	Candidate requires support to demonstrate the essential functions of an educator.

## Appendix B:

### **Essential Function of An Educator**

Performing successfully as a teacher candidate requires a broad array of knowledge, skills and dispositions, including abilities in areas of judgment, integrity, character, professional attitude, and demeanor. Admission and retention decisions are based not only on satisfactory prior and on-going academic achievement, but also on non-academic factors that serve to ensure that the teacher candidate can complete the essential functions of the academic and field-based program components required for graduation.

Essential functions, as distinguished from academic standards, refer to those cognitive, physical and behavioral abilities that are necessary for satisfactory completion of all aspects of the teacher education curriculum and the development of professional attributes. Upon graduation, students from this program are expected to deliver instruction in a safe, competent, and ethical manner. This document delineates the specific demands of this professional teacher education program so that students may compare their capabilities with these requirements.

Teacher candidates are expected to complete the tasks articulated in this document. When a teacher candidate desires reasonable accommodation to assist in completing the field-based and non field-based coursework of this program, he or she must request this assistance from the Student Accessibility Services. This office, in consultation with the program director and other inclusive education faculty members, will decide whether the student will be able to perform the essential tasks. Providing reasonable accommodation does not imply that a student will be exempt from performing any tasks essential to completion of the program. There can be no exemption for performing tasks necessary and required during field placements, including practicum experiences and student teaching.

Teacher educator programs at Nazareth assume that teacher candidates can complete the following:

#### ❖ Tasks Requiring Social Skills

- Exhibit the strength, vitality and alertness necessary to carry out the expected activities of planning, instructing, and maintaining a safe classroom environment.
- Demonstrate respect, appropriate affective behaviors and attitudes to all people, including students, faculty, staff and families without showing bias on the grounds of race, age, gender, gender identity, sexual orientation, language, abilities, class, disease, mental status, lifestyle, opinions or personal values.
- Exercise professional and ethical judgment appropriate to the context in which one finds oneself in all educational encounters.
- Establishing rapport, and maintaining effective relationships, with students, faculty, administrators and families as appropriate in diverse learning and working environments.
- Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
- Collaborate effectively with others

#### ❖ Tasks Requiring Communication Skills

- Convey and receive information efficiently, effectively and professionally through written, oral, and electronic (e.g., email, social networking sites) means with relevance and cultural sensitivity.
- Convey and receive verbal, non-verbal, and written information in a timely manner to and from: students, faculty, administrators, and families as appropriate.
- Effectively interpret and assess verbal and nonverbal communication.
- Demonstrate respect for confidential matters.
- Exercise discretion in communication

#### ❖ Tasks Requiring Cognitive Skills

- Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and field-based demands.
- Solve problems using the ability to evaluate, interpret, reason, analyze, integrate, prioritize and synthesize information.
- Recall previously presented information as well as retain and incorporate new information.
- Concretely demonstrate ability to apply theory to practice. ✓ Handle multiple assignments, conflicting demands, and/or priorities.
- Make appropriate multiple decisions in real-time.
- Plan complex sequences of actions.
- Navigate the daily routines and challenges, known and unknown, within a school environment.
- Summarize and interpret the communication of others.
- Identify limits of one's own knowledge to others; accept constructive criticism, suggestions for behavior and/or pedagogy changes by observable modifications.

#### ❖ Other Tasks

- Possess the emotional health required for demonstration of one's intellectual and professional abilities, and be able to recognize emergency situations and take appropriate actions.
- Maintain professional appearance in dress and demeanor.

Appendix C:

**UNDERGRADUATE PRACTICUM**  
**ATTENDANCE VERIFICATION FORM**

As part of your Undergraduate Practicum, you are required to complete all required days of your practicum experience. Candidates are allowed one excused absence. Please communicate all absences with your school-based-teacher educator and CBTE in advance. You must communicate any absences beyond the one excused to your CBTE and Nazareth Program Director. Please note: more than one absence may result in an unsuccessful placement.

**Teacher Candidate's Directions:**

- Mark an "X" next to the statement that best describes your attendance during Undergraduate Practicum
- If you were absent, record the date(s) and the reason why you were absent.
- Have your School-Based Teacher Educator sign your record sheet to verify your attendance.
- Submit your record sheet to your College-Based Teacher Educator.

**College-Based Teacher Educator's Directions:**

- Sign the teacher candidate's "Attendance Verification Form."
- Submit the "Attendance Verification Form" with the Undergraduate Practicum Observation Form at the end of the placement.

Semester/Year \_\_\_\_\_

Teacher Candidate's Name: \_\_\_\_\_

Placement School District: \_\_\_\_\_

Placement School: \_\_\_\_\_

\_\_\_\_\_ I attended every day of my Undergraduate Practicum.

\_\_\_\_\_ I missed one day of my Undergraduate Practicum. (Date Absent: \_\_\_\_\_ )

\_\_\_\_\_ I missed two or more days of my Undergraduate Practicum.  
(Dates: \_\_\_\_\_ )

If you missed two or more days, write the total number of days missed and the reason(s) for each missed day of Undergraduate Practicum. *(Use an additional page if necessary.)*

Total Number of Missed Day: \_\_\_\_\_ Reason(s) for Absence(s) \_\_\_\_\_

\_\_\_\_\_  
Signature of Teacher Candidate

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of School-Based Teacher Educator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of College-Based Teacher Educator

\_\_\_\_\_  
Date