

Wilmington University  
College of Education

Bachelor of Science Elementary Education (Grades K-6)

Course Number: EDU 390

Course Title: Practicum I

Faculty Contact:

Course Description: Practicum I is a structured, field-based, semester-long exploratory clinical course that requires at least 60 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and Mentor Teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. Fieldwork is supported by 30 hours of Practicum seminar sessions. Seminars are conducted at the University sites by faculty of the College of Education.

Practicum I introduces the teacher candidate to essential content and pedagogical knowledge related to the components of professional practice, Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching and DPAS II (Delaware Performance Appraisal System II).

Practicum I provides the teacher candidate with opportunities to observe, describe, interpret, and understand all aspects of professional practice and to reflect on the personal and professional attributes required for success in teaching. Candidates in Practicum I focus on the development and characteristics of learners, individual learning differences, dispositions expected of professionals within the education field, learning environments and social interaction. Candidates will plan, prepare and teach two lessons within an approved classroom setting, as well as working with individual students.

Minimum Time Requirements (in clock hours):

Teacher Led Instruction	SEA	Fieldwork/Clinical	Lab	External Learning
30	5	60		30





Candidates compose a philosophy of education integrating a research based learning theory. Candidates reflect and compose written responses to the Professional Growth and Responsibilities form. Candidates will document active engagement in assigned classroom through TaskStream portfolio. Candidates create a dispositional and professional growth video-based reflection.

Level of Engagement within the 60 hours:

Your practicum experience should include, but not limited to the following experiences. At least 10 items must be documented.

- Tour facility and introduce yourself to principal, secretary and other faculty / staff determining and identifying any responsibilities or requirements during your 60 hours of field experience

- Participate in staff / faculty meetings (with permission)

- Attend and assist with one family-related activity

- Attend and assist with one field trip

- Learn school and teacher grading policies

- Learn school and classroom PBIS, RTI or behavior based interventions

- Assist with recess duty

- Assist with lunch duty

- Take role and record attendance (if allowed)

- Review, score, grade and provide feedback on student work

- Write a letter of introduction to families

- Discuss content areas and implemented curriculum with Mentor Teacher

- Learn district lesson planning format

- Observe small and whole group lesson while following the Mentor Teacher's plan. Discuss instructional strategies used.

- Review student classroom files (if appropriate and allowed). Discuss personalized learning goals for students.

- With Mentor Teacher, examine textbooks, curriculum guides, technology devices and other resource materials.

- Observe room, organization, arrangement and types of visuals displayed for students

- Design and make bulletin boards

- Read to / with students

- Tutor/ Teach individual or small group (ELL, Special Education, Severe Exceptionalities, RTI, Gifted)

- Supervise seat-work or independent work

- Supervise free-reading period

- Use the technology afforded to the classroom as support for lessons being taught by Mentor Teacher or during lessons taught by Teacher Candidate

Additional Course Information and Schedule of Class Activities will be posted on the course blackboard site



Sherwood, G., & Horton-Deutsch, S. (2012).  
. Indianapolis, IN: Sigma Theta Tau International.

Woodcock, S., & Vialle, W. (2010). The Potential to Learn: Pre-

Wilmington University  
College of Education

Bachelor of Science Middle Level Education (Grades 6 -8)

Course Number: EDU 390

Course Title: Practicum I

Faculty Contact:

Course Description: Practicum I is a structured, fieldbased, semester-long exploratory clinical course that requires at least 60 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and Mentor Teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. Fieldwork is supported by 30 hours of Practicum seminar sessions. Seminars are conducted at the University sites by faculty of the College of Education.

Practicum I introduces the teacher candidate to essential content and pedagogical knowledge related to the Delaware Performance Appraisal System (DPAS II) (Delaware Performance Appraisal System II).

Practicum I provides the teacher candidate with opportunities to observe, describe, interpret, and understand all aspects of professional practice and to reflect on the personal and professional attributes required for success in teaching. Candidates in Practicum I focus on the development and characteristics of learners, individual learning differences, dispositions expected of professionals within the education field, learning environments and social interaction. Candidates will plan, prepare and teach two lessons within an approved classroom setting, as well as working with individual students.

Minimum Time Requirements (in clock hours):

Teacher Led Instruction	SEA	Fieldwork/Clinical
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6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;
7. ensuring that programs are standards-driven; and
8. ensuring that programs promote the effective use of technology

Program Standards: [Interstate Teacher Assessment and Support Consortium \(TASQ\)](#)

Technology Standards:

Learning Outcome 2 - Designing Coherent Instruction and Learning Activities that are Highly Suitable for Diverse Learners [differentiated] and Support Instructional Outcomes. (AMLE 1c, 1d,

Assessment(s) Candidates compose a philosophy of education integrating research based learning theory. Candidates reflect and compose written responses to the Professional Growth and Responsibilities form. Candidates will document active engagement in assigned classroom through TaskStream portfolio. Candidates create a dispositional and professional growth video based reflection.

Level of Engagement within the 60 hours:

Your practicum experience should include, but not limited to the following experiences. At least 10 items must be documented.

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- x Participate in staff / faculty meetings (with permission)
- x Attend and assist with one family related activity
- x Attend and assist with one field trip
- x Learn school and teacher grading policies
- x Learn school and classroom PBIS, RTI or behavior based interventions
- x Assist with recess duty
- x Assist with lunch duty
- x Take role and record attendance (if allowed)
- x Review, score, grade and provide feedback on student work
- x Write a letter of introduction to families
- x Discuss content areas and implemented curriculum with Mentor Teacher
- x Learn district lesson planning format
- x Observe small and whole group lesson while following the Mentor T



Sherwood, G., & HortorDeutsch, S. (2012) Reflective practice: Transforming education and improving outcomes Indianapolis, IN: Sigma Theta Tau International.

Woodcock, S., & Vialle, W. (2010). The Potential to Learn: Service Teachers? Proposed Use of Instructional Strategies for Students with a Learning Disability. *Contemporary Issues In Education Research*, 3(10), 278.