FAIRLEIGH DICKINSON UNIVERSITY
SCHOOL OF EDUCATION
EDUC6561 Instructional Theory and Practice

I. Course Description:

Six to seven weeks school teaching experience preceded by orientation and classroom observations. Prepares teaching candidates in state-prescribed studies under supervision of a master-teacher and professional support team members for provisional teaching certification.

II. Course Rationale:

The six- to seven-week intensive program usually occurs early in the course of study. Unlike traditional student teaching, the teaching candidates usually are placed with a master teacher. From the beginning, they work as a team, planning, observing, teaching. Students who have successfully completed the practicum, if they get a job, are exempt from the state's 20-day supervised time period and need to take Clinical Internships. Practicum students who do not find a teaching position may substitute a four-credit assistantship as an alternative to receive a Certificate of Eligibility (CEAS) with Advanced Standing upon completion of the prescribed program.

III. Format of the Course:

Six to seven weeks of field training under the supervision of a master teacher, FDU practicum coordinator, and FDU field supervisor. The teaching candidates (Practicum Students) observe and teach during the morning and afternoon sessions. At the end of the school day(s), the following activities take place:

- Critiques of lessons observed and taught;
- Lesson planning/test development for the upcoming lessons;
- Consultation with master teacher and/or FDU field supervisor.

IV. Course Requirements

- Teaching candidates are expected to show their competencies as defined by the Interstate Teacher Assessment and Support Consortium (InTASC) Standards (See Appendix i) These competencies will be evaluated throughout the term of the Practicum by the master teacher and by the field supervisor.

- The Master Teacher will submit two Clinical Competency Inventories assessing the teaching candidate’s progress. The Field Supervisor will observe three times and submit three Observation/Conference Reports and one Clinical Competency Inventory on the last visit.
• Teaching candidates will meet a minimum of three times with the practicum coordinator including the orientation session. These meetings will provide a time for self reflection, sharing of experiences, and delving deeper into the world of the teacher as a professional.

• Teaching candidates must keep a portfolio during the Practicum which is aligned with the InTASC Standards. Each section should contain artifacts showing competency in that standard and a reflection as to why that artifact addresses the standard. This portfolio will be collected and assessed by the practicum coordinator at the end of the Practicum. See Appendix ii Guidelines for Artifacts to see inclusions suggested for alignment with INTASC.

V. Course Goals and Outcomes:

At the end of the course, the teaching candidate will be able to:

• Meet the competencies specified in the Interstate Teacher Assessment and Support Consortium (InTASC) Standards as a provisional teacher;
• Develop a portfolio of artifacts that demonstrate proficiency in the Interstate Teacher Assessment and Support Consortium Standards.

VI. Course outline – suggested pacing:

First week of Practicum: Observation of master teacher(s)

Second week of Practicum: Assume responsibility for at least one full class by the start of this week. For elementary teaching candidates a class is the equivalent of a single subject.

Third week of Practicum: Assume responsibility for at least 2 full classes by the start of this week

Fifth week of Practicum: Assume full responsibility for 3 or more classes by the start of this week

Grading and evaluation policies:
• Daily observation (by Master Teacher) 40%
• 3 Formal observations (by Field Supervisor) 40%
• Seminars and Portfolio (Coordinator) 20%

VII. Required Text(s)/Supplemental Reading:
The following article is **required** for all Practicum students.


The following books are **suggested** as supplemental reading and many teaching candidates will find them valuable:


The following book is **required** for teaching candidates in ESL and World Languages:


The following are **suggested** as resources for teaching candidates in ESL:


VIII. Recommended related websites

**Interstate Teacher Assessment and Support Consortium Standards**
This link will take you to the Interstate Teacher Assessment and Support Consortium Standards. You will find the complete listing of all indicators for each of the 10 standards.

**New Jersey Core Curriculum Content Standards and Common Core Standards**
This link will take you to the New Jersey Department of Education website. The link leads directly to the Core Curriculum Content Standards (CCCS). Revisions as of February 2004.
[http://www.state.nj.us/njded/cccs/](http://www.state.nj.us/njded/cccs/)
VIII. Information Specific to Practicum Students:

The Practicum is 6-8 weeks in duration. Practicum is not considered formal student teaching by the New Jersey Department of Education, but it is essentially the same process with a shorter calendar. FDU MAT Practicum students may, with approval of the advisor, opt for the Certificate of Eligibility with Advanced Standing by completing an additional four-credit Assistantship after completion of the Practicum.

Students must register for the appropriate methods course prior to the Practicum. If you are unsure as to which course this is, you should consult your advisor and/or the Practicum coordinator. Effective Teaching – Effective Schools and the appropriate Methods course are prerequisites for Practicum.

Teaching candidates should observe the master teacher during the first week of Practicum. They should assume at least one full class responsibility by the start of the second week, 2 full classes by the third week, and 3 or more by the start of the fifth week (see course outline above).

MAT Practicum teaching candidates may assume the entire teaching load of the Master Teacher’s teaching responsibility as determined by the master teacher, the field supervisor and the teaching candidate. Flexibility is the operant term.

The following is a list of advantages for FDU Practicum MAT students over Standard Alternate Route candidates:

- Our students have completed a State-approved on-site teaching candidacy (Practicum) prior to accepting a teaching position.

- No State Alternate Route classes need to be taken.

- FDU provides a supervisor to observe the first year provisional teacher during Clinical Teaching Internship I and Clinical Teaching Internship II as part of the mentoring team. To secure a Standard Teaching Certificate (Permanent NJ License) candidates must complete one full, successful year of teaching as a provisional year teacher (the induction year) under the State approved provisional teaching requirements.
  - Clinical Teaching Internship I (2 credits) (Mentor teacher must be NJ certified.)
  - Clinical Teaching Internship II (2 credits) (Mentor teacher must be NJ certified.)
  - Standard Certification will not be issued until the following required courses are completed (Provisional Certification is renewable):
- Effective Teaching – Effective Schools
- Language and Literacy I (elementary) or Effective Reading Instruction (secondary) or Literacy Development for Second Language Learners
- Evaluation and Measurement or Assessment in the Second Language Classroom (ESL and World Languages)
- Problem-Based Strategies for Elementary Math (elementary teachers only)
- Appropriate methods course (secondary, World Language, and ESL teachers only)
- ESL teachers must also complete an 18-credit content component for New Jersey certification.