The University of Toledo,
Judith Herb College of Education
Department of Curriculum and Instruction

CI 4390 Practicum III

Instructor: [Instructor Name]
Location: [Location]
Office Phone: [Office Phone]
Email: [Email]

Class: [Class]
Office Hours: [Office Hours]
Credits: 3-6 Hours (Variable Credit)

Course Description
Candidate will be placed in their student teaching site(s) and focus on developing and teaching instructional unit(s) in their licensure area(s) with a focus on the role of assessment throughout the planning-teaching-reflection process.

Course Overview
This field course builds upon and expands the field experiences you engaged in during your first year (“junior year”) in professional education. The Practicum III course is a co-requisite for the advanced methods course for your content area(s). In the advanced methods course you will be developing unit(s) (2-3 weeks in length in total) that will include an assessment plan. You will implement the unit in field and your teaching will be assessed by a field supervisor. You will collect and submit for review artifacts with written commentaries that demonstrate your ability to plan, teach and assess students while teaching. This field experience will provide an opportunity for candidates to:

1. Demonstrate a positive learning environment that supports students’ engagement in learning in your content area;
2. Use knowledge of students, content and pedagogy to implement and an instructional unit specific to your content area;
3. Assess student learning based upon principles and concepts in your content area;
4. Engage in reflection upon practice in your content area;
5. Experience and study the interactions between students and teachers in school setting and how teachers organize the instructional environment; and,
6. Develop and present one's self in a professional manner and disposition.

PREREQUISITES:
AYA Program: Advanced Professional Standing: C or better in both CI 4290 and CI 4150 or CI 4160 or CI 4170 or CI 4180.

MIDD Program: Advanced Professional Standing: C or better in both CI 4290 and CI 4050 or CI 4060 or CI 4070 or CI 4080.

COREQUISITE:
AYA Program: CI 4250 or CI 4260 or CI 4270 or CI 4280.

MIDD Program: CI 4210 or CI 4220 or CI 4230 or CI 4240.

NOTE: Across the Fall CI 4390 Practicum III and Spring CI 4930 Internship/Student Teaching course, a total of 12 (either 3-9 or 6-6) credits must be enrolled for and completed.
Diversity: All students enrolled in this course will be expected to: promote a collaborative and supportive educational environment in a diverse community; and, treat every individual with kindness, consideration, dignity, and respect regardless of: gender, race/ethnicity, religion, sexual orientation, impairment(s)/disability(ies), social economic status, political views, and/or other element(s) of diversity.

Accommodations: The University will make reasonable academic accommodations for students with documented disabilities. Students should contact the Office of Accessibility (Rocket Hall 1820; 419.530.4981; officeofaccessibility@utoledo.edu) as soon as possible for more information and/or to initiate the process for accessing academic accommodations. If you are registered with the Office of Accessibility, I have received notification regarding your academic accommodations. Please see me as soon as possible to discuss your accommodations and how I may be of assistance to you throughout the course.

Academic integrity is expected as defined by the Undergraduate/Graduate catalog:
Academic dishonesty will not be tolerated. Among the aims of education are the acquisition of knowledge and development of the skills necessary for success in any profession. Activities inconsistent with these aims will not be permitted. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor’s advice. Examples of academic dishonesty include, but are not limited to:

- Plagiarizing or representing the words, ideas or information of another person as one’s own and not offering proper documentation;
- Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination;
- Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination;
- Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it;
- Giving or receiving substantive aid during the course of an examination;
- Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period;
- Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination;
- Submitting the same written work to fulfill the requirements for more than one course.

This policy statement on Academic Dishonesty including consequences of violations is continued at http://www.utoledo.edu/dl/students/dishonesty.html. The instructor reserves the right to request any or all work to be submitted in digital format.

Assignment and Grading Policy: For any late assignment, the grade will be lowered one letter grade for each day the assignment is late unless prior arrangements are made with the professor. The content course and the field course are concurrent. In order to move forward through the Professional Education sequence of courses, both the content/pedagogy course(s) and the field course must receive passing grades of C or higher. You must pass both course in order to move forward in the program.

Course Materials and Websites: Email & Chalk and Wire: You will be required to have activated and regularly check you UTAD email. We will also use Chalk and Wire
(https://ep3.chalkandwire.com/ep2_utoledo) to submit select course and field assignments. More information to be provided in class.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>90-92 B+</td>
<td>20</td>
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<tr>
<td>80-82 C+</td>
<td>20</td>
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<tr>
<td>70-72 D+</td>
<td>20</td>
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<tr>
<td>62 or under F</td>
<td>20</td>
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Critical Performances: As part of your licensure program at the University of Toledo you must complete a series of assessments of your readiness to continue at each phase of the licensure program. Some of you completed Critical Performance Experience One in the spring semester of Year 1 of the 2-year Judith Herb College of Education professional education program. During the final semester of the 2-year professional education program you will submit to the State of Ohio for review, as part of the materials needed to determine if licensure will be awarded, the State of Ohio’s edTPA assessment. This 3-task assessment is more advanced than the one you completed in Year 1 of the program. The State of Ohio edTPA assessment is also submitted to the University of Toledo College of Education as Critical Performance Two. In this Year 2, Fall-semester of your professional education program, you will complete a more advanced 3-task assessment (planning, teaching, assessment) in order to receive support and feedback with a task that mirrors the one you will complete in order to exit your program and receive licensure. This 3-task assessment will focus on developing the following three areas: writing quality content-specific commentaries that address the prompts in each task, understanding components of Academic Language specific to your content, and the role of assessment in the plan-teach-reflect cycle. Candidates must receive a passing score on each of the three tasks in order to pass the field course and move forward in the program.

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<tr>
<th>Assignments for Field Course</th>
<th>Percentage</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Task 1: Planning for Instruction and Assessment *</td>
<td>20</td>
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<tr>
<td>Task 2: Teaching &amp; Engaging Students in Learning *</td>
<td>20</td>
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<td>Task 3: Assessing Student Learning *</td>
<td>20</td>
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<tr>
<td>Field Supervisor Evaluation of Teaching (midterm and final reports)</td>
<td>20</td>
<td></td>
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<tr>
<td>Mentor Teacher Evaluation of Teaching (midterm and final reports)</td>
<td>20</td>
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NOTES:
AYA candidates will complete the 3-task sequence with artifacts that they have created and collected while teaching their 3-4 week unit.
MIDDLE candidates will complete the 3-task sequence in one of their content areas in the fall and complete the edTPA assessment/Critical Performance II in their other content area in the spring. Specific details for completing each field teaching experience will be provided by your content instructor.

Assignment Details (Further details and rubrics will be given in class)