

University of Mount Union

Practicum Expectations

Welcome!

Spring 2023
Field Discussion

Today, we have partners from:

- *Alliance City Schools*
- *Canton Local Schools*
- *Green Local Schools*
- *Louisville City Schools*
- *Marlington Local Schools*
- *Minerva Local Schools*
- *Plain Local Schools*

Expected Dispositions

Practicum Planning

- **“Start Here” on D2L**
 - Practicum handbook
 - Field Clearance Forms
 - Background Checks w/Traci Finnegin in KHIC 018 (yearly)
- **“Field Information” on D2L**
 - Placement Information - will be posted this afternoon
 - Calendars
 - Starting next week: *EDU/MCH 375, EDU/MCH 270, & ISP 270 (EDU 234)*
 - Starting the week of 1/23: *PRM/ISP 375, EDU 150, ISP 220*
 - Expectation Documents
- **First Day of Field**
 - Arrive early
 - Wear your UMU lanyard
 - Take your Driver’s License/State I.D.
 - Take your emergency medical form to give to the secretary
 - Turn your phone off
 - Be present, engaged, and respectful
 - Follow the professional guidelines outlined in this presentation

Care

Contributes to an environment that is respectful, supportive, and caring for all.

- “People do not care how much you know until they know how much you care”
- Every Child, Every Minute, Every Day
- Develop positive and professional relationships with each student.
- Use the positive and professional relationships with students to:
 - Learn about their interests
 - Learn about their strengths and areas for growth
 - Learn about their learning styles.
- Differentiate instruction and assessment based on your knowledge of each student.
- Set High Expectations for Every Student.
- Care enough about students to hold them accountable to the high expectations.
- Demonstrate how much you care by being prepared every single day. Each student only gets to spend 175 days with you, they deserve your best
- Remember that body language communicates as much as your words.
- Every student deserves a fresh start each day.
- Every student should feel like they are your favorite student.



Diversity, Equity, Inclusion, & Belonging

Conveys knowledge of and models respect for all students' diverse cultures, language skills, and experiences and uses gender inclusive language.

Differentiates instruction to employ culturally responsive practices to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students.

Getting to know who your students are as individuals will help you to provide an inclusive, respectful and accepting classroom environment.

Equity does not mean equal

- Consider the diverse needs and strengths of individual students as well as the needs and strengths of the whole class
- Use this knowledge to create the appropriate opportunities for each student to learn and grow

Focus on the individual

- The more we understand and respect the individual's background and strengths, the more we understand their particular needs
- Think about how language, culture, gender, and socio-economics shape your students' world

Create an environment for success

- Set high expectations and hold students accountable
- Create opportunities where students can share their thinking, listen with interest, and be an active participant in the class

Create an equitable curriculum that supports diverse needs and celebrates diverse strengths

- Become familiar with the Universal Design for Learning
 - Provide multiple means of engagement, representation and expression
- UDL is an approach to teaching that gives students equal opportunities to succeed

Professional Appearance

Consistently dresses in a professional manner appropriate for the school environment.

- Dress for Success
- Earns professional-level respect
- Distinguishes you from your students
- You are a role model for your students
- It can affect your students' attitudes toward you
- If a district does not have guidelines, business casual is a good option
- Do NOT violate the student dress code
- Dress for the class, grade level and activity you are teaching
- Interviews: Dress conservatively and professionally
 - Men: suits, jackets, ties, etc.
 - Women: pantsuits, dresses, etc.



Timelines, Deadlines, & Attendance

Arrives prior to designated time and remains as needed until tasks are complete; meets deadlines; always displays a thorough preparation of academic materials and goes beyond required criteria.

- **Be on Time**

- Arriving early or staying late is sometimes necessary
- Set the example for your students
- Life happens: Make sure you call if you have a flat tire, emergency, etc. Know who to call! Make sure you have phone numbers for the principal, secretary and colleagues.

- **Meet Your Deadlines**

- Do not procrastinate
- Ask for help
- Rely upon mentors, experienced teachers, the curriculum team, and administrators
- Well-planned lessons will take time to prepare

- **Attendance**

- Directly related to the academic outcomes of your students
- Affects the overall running of the building
- Substitutes are very difficult to find
- You are making a commitment to your students, families and community





Collaboration & Communication



Engages in collaborative planning and communication with peers, university faculty, mentoring teachers, supervisors, colleagues, and families/caregivers (as applicable). Consistently communicates courteously with others in person, via email, on the phone, via texts, etc.

Collaboration-Be intentional. Through collaboration you will gain credibility and trust.

- Share your ideas, thought and feedback at Staff meetings, TBTs, PD sessions, etc.
- Take an active part in learning, as a player on the team for the common good.
- Take advantage of all opportunities for collaboration- IEP meetings, district meetings, attendance meetings, etc.
- Be open and honest with your mentor teacher and meet often.
- Reach out to UMU faculty for support, former professors, your supervisor, etc. “It takes a village.”
- Encourage student collaboration!

Remember “the smartest person in the room is the room.”

Communication- Be timely and specific with your communication- know your audience.

- Always treat everyone with dignity and respect
- Be honest and succinct with your communication
- Communicate often with clarity to parents/caregivers. This will help build a relationship and create an optimal learning environment, both at home and at school.
 - Emails
 - Conferences
 - Phone conversations (be deliberate -keep a call log)
 - Share pictures through the districts communication platform (those with media releases)
 - Always document your communication
- Communicate with students EVERYDAY in regards to curricula as well as personal interest conversations.
- Your first communication of the day can set the stage for the day’s learning.

Initiative & Professional Growth

Comes prepared; asks questions; eager to participate; makes suggestions and is inquisitive; takes on added responsibility; seeks opportunities to advocate for students and school improvement.

Ways to Show Initiative at Work

- Listen first and then share your thoughts
- Be curious and learn about the work going on around you
- Make an effort to get to know your mentors, teaching teams, administrators
- Step in when someone needs help, and ask how you can help the team
- Volunteer to be involved
- Ask for clarification when you're confused
- Request constructive feedback on your work

“Education is not the filling of a pail, but the lighting of a fire.” ~WB Yeats

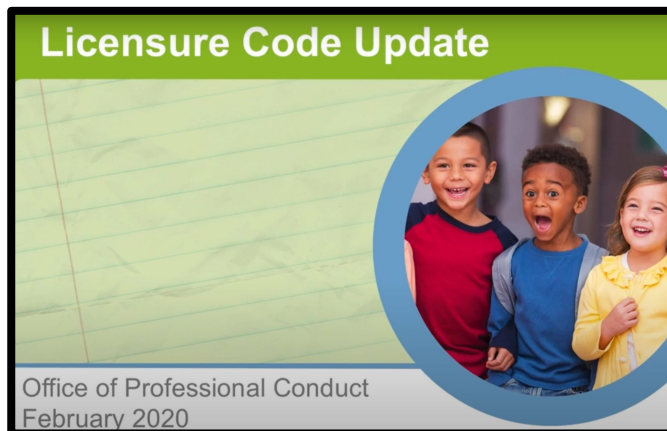
- This is just the start for you!
- Lifelong learner
- Stay curious
- Each class deserves the best in instruction and research
- Be willing and open to new ideas
- Share your learning with others
- Go see other teachers in action
- Volunteer when able to learn

Keep learning up to RETIREMENT!

Ethics

Upholds the highest standards of honesty and integrity and consistently models these qualities to supervisors, mentor teachers, and students.

ODE Professional Conduct Resources



Things to Know

- School Board Policies
- Public Records Release (PRR)
- Texting is PRR
- Mandate Reporting
- CONFIDENTIALITY
- Social Media
- Falsifying sick leave - automatic grounds for termination
- You are a PUBLIC Servant who parents put their utmost trust in

Social Media

What does your digital footprint say about you?

The posting of pictures or videos of P-12 students on your personal social media site is *strictly* prohibited.

While you can't control with certainty who views your information, you can control the type of information you display.

Things to consider:

- If you would not want your own family, mentor teacher, students' families, or a future employer to see it, don't post it.
- Do not post anything that you would not like to see on the news the next morning.
- You only have one chance to make a first impression - don't let your profile ruin it for you.

**Unprofessional use of social media will result in a meeting with our SOE Review Board and may result in disciplinary action including and up to removal from the teacher education program.*



Legal Summary Documents

Protecting Student Privacy & Public Records Snapshot

Protecting Student Privacy: FERPA, HIPAA, and COPPA

There are three federal laws associated with the privacy rights of our students with which all educators should be familiar.

FERPA (1974)	Family Education Rights and Privacy Act Parents have the right to (1) access their children's educational records, (2) request that educational records be amended, (3) have some control over what personally identifiable information can be released by the district. Complaints investigated by the US Education Department Family Policy Compliance Office
HIPAA (1996)	Health Insurance Portability and Accountability Act Protects privacy associated with student medical records and other health information provided to schools Complaints investigated by the US Office of Civil Rights
COPPA (2000)	Children's Online Privacy Protection Act Requires websites, internet vendors and web-based service providers to protect privacy of children under the age of 13 Complaints investigated by the Federal Trade Commission

What do these laws have in common?



Board Policy TOP 5 Facts
[PUBLIC RECORDS](#), [STUDENT PRIVACY](#) &
[PERSONAL COMMUNICATION DEVICES](#)

- 1. Public records** are defined as any document, device, or item, regardless of physical form or characteristic, including an electronic record created or received by or coming under the jurisdiction of the Board or its employees, which serves to **document the organization, functions, policies, decisions, procedures, operations, or other activities of the District.**
- 2. School officials** are persons employed or contracted by the Board as an administrator, supervisor, teacher/instructor (including substitutes), or support staff member (including health or medical staff and law enforcement personnel); and a person serving on the Board. If you are reading this, it is safe to assume that **everything you do, say and write for or about your work** with Green Local Schools is considered a public record.
- 3. Examples of Public Records**
 - Photocopies
 - Photographs of students
 - District devices
 - Teacher files/notes
 - Voicemail messages
 - District email
 - Student records
 - Written and verbal communication

be the light



Let's play a little game!

This? or That?
Field Edition

This?



That?



This?



That?



Let's play a little game!

This? or That?
Field Edition

This?



That?



These?



Those?



Let's play a little game!

This? or That?
Field Edition

This?



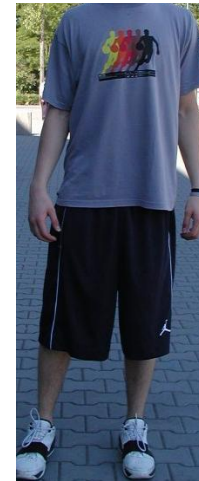
That?



This?



This?



That?



none of the above...

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Thinking Ahead..

An Option for Clinical Practice

