** Activities, Experiences, and Discussions**

Name: Semester Year

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| TCHLRN 402 | TCHLRN 401 | TCHLRN 405 | TCHLRN 490 | SPED 490 | TCHLRN 590 | MIT 571 |
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The purpose of this form is to document as many different experiences, activities, and/or discussions on the various topics below while in a practicum classroom. If you ever find yourself not sure of what you should be doing, or observing, or talking about, use this list of the topics. I expect ¾ of these to be completed by the end of the semester.

|  |  |
| --- | --- |
| Planning | Provide a ***short*** description of what you learned or observed or did…. |
| Lesson plans |  |
| PLCs |  |
| Standards |  |
| Personal, cultural, and/or community assets in lessons |  |
| Vocabulary and/or symbols related to content of lesson |  |
| Planned supports for needs of specific students |  |
| Instruction/Engagement | Provide a ***short*** description of what you learned or observed or did…. |
| Teach one lesson to whole class(What did you teach? How long?)  |  |
| Teach a second lesson to whole class (What did you teach? How long?) |  |
| Entry tasks |  |
| Morning meetings/carpet time/ or check in with students |  |
| GLAD or Other Programs used in building |  |
| Cooperative learning groups |  |
| Technologies, representations, or manipulatives to engage students? |  |
| Wait time |  |
| Questioning Strategies |  |
| Work with individual student (what did you do/learn?) |  |
| Work with small group (what did you do? learn?) |  |
| Assessment  | Provide a ***short*** description of what you learned or observed or did…. |
| Informal assessments to monitor student progress |  |
| Formative assessments to check students’ progress |  |
| Closure, summary, exit slips  |  |
| Summative assessments |  |
| Student Voice (two examples) |  |
| Classroom Management  | Provide a ***short*** description of what you learned or observed or did…. |
| Attendance |  |
| Calendar or class routines |  |
| Walking to/from specials or to other class periods |  |
| Organizational strategies |  |
| Pacing/time management |  |
| Directions--clarity |  |
| Classroom processes/procedures (turning in work, returning work) |  |
| Behavior consequences |  |
| Transitions (what works) |  |
| Entering Grades/Gradebook |  |
| Technology: document camera, chrome books, (what is used?)  |  |
| Cueing (verbal and silent) |  |
| Classroom signals  |  |
| Parent Conferences—attend and participate if possible |  |
| Proximity—does it work? |  |
| Positive reinforcements used |  |
| Home communication  |  |
| Withitness |  |
| Inclusion and Equity | Provide a ***short*** description of what you learned or observed or did…. |
| IEP –attend meeting if possible (what does paperwork look like) |  |
| What accommodations are made for students’ w/disabilities? |  |
| Indian-ed.org (STI) (look up online) |  |
| How was curriculum differentiated for students with special learning needs |  |
| Evidence of culture, community, and personal assets. |  |

 It is important for preservice teachers to get as many opportunities and experiences engaging in a practicum experience. Hands-on

 experiences are best but observing and recognizing the above topics, and having rich conversations about these are also very

 important and can provide great insight and knowledge to our teacher candidates. Thank you! Dr. Moscatelli

\*Preservice Teacher’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:

\*Mentor teacher’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:

\*University supervisor’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: