

College of Education FA20 Field Experience Guidelines

Guidelines align with DESE requirements and are intended to prioritize the health and well-being of our teacher candidates, university supervisors and PK-12 partners and students. COVID-19 continues to present numerous risks.

Early and Mid-Level practicum students will have two options to meet practicum requirements:

1. Face-to-face placement in a PK-12 classroom - this placement option will follow the placement school district's method of instruction which could include face-to-face, virtual, or a combination of instructional methods. The instructional method of the district could change during the semester.
2. Alternative practicum experience or virtual placement with a PK-12 cooperating teacher (as determined by course instructor).

Student Teacher Candidates will have two options to meet student teaching requirements:

1. Traditional placement in a PK-12 classroom – this placement option will follow the placement school district's method of instruction which could include face-to-face, virtual, or a combination of instructional methods. The instructional method of the district could change during the semester.
2. Virtual placement with a PK-12 cooperating teacher.
 - Candidates must adhere to guidelines of the virtual placement district, if participating in virtual activities with schools.
 - Candidate technology/internet access and/or offline access for equity in distance learning when needed.
 - Program access to resources for alternative activities, distance mentoring, etc., via MACTE website.

Alternative/virtual practicum activities recommended by the MSU EPP FA20 Field Experiences Taskforce:

Activities are examples for the early and mid-level practicum experience to develop candidates' skills and proficiencies to meet state requirements and competencies. Programs may require specific field experience activities to meet competencies. Early and Mid-Level practicum alternative activities may or may not include virtual activities with PK-12 schools.

Early practicum experience of virtual/video observations and documentaries to build competency in the following areas (each program may require specific activities to meet competencies):

- Examination of personal beliefs about students, families, schools and communities; development of a critical perspective of teaching and the role of the teacher; and expansion of beliefs regarding asset-based teaching practices and alignment of actions to beliefs
- Cultural background reflection of self and self-story, and how that interacts with their classroom students
- Introduction to a framework for teaching in a socially just manner and anti-racist and anti-bias practices
- Create accurate and developmentally appropriate lesson plan objectives
- Familiarization with the content standards and Missouri Teacher Standards
- Alignment of standards to objectives
- Application of current research to instructional practices, including creating a positive classroom environment
- Online Best Teaching Practices: ethical scenarios and online learning management systems

Mid-Level practicum experience of virtual/video observations and documentaries to build competency in the following areas (each program may have specific requirements to meet competencies):

- Use of assessment to inform instruction
- Reflective decision-making: evaluation of teaching (what went well and what could be improved)
- Critical self-reflection on cultural background and self-story and how that interacts with their classroom

students

- Deepened understanding of a framework for teaching in a socially just manner and anti-racist and anti-bias practices
- Instruction across time (i.e., multi-day; unit plan)
- Curriculum analysis: What's there? What's missing?
- Expansion of views on parent/family involvement. Methods for communicating with families using an assets-based model
- Instructional best practices based on research
- Complete virtual lessons
- Addressing differentiated instruction in lesson planning and implementation.
- Online Best Teaching Practices: Ethical scenarios, online learning management systems
- Teacher candidates and university supervisors must adhere to the guidelines of the placement district

Culminating experience (student teaching) if completed as a virtual or partial virtual placement to include:

- Must adhere to guidelines of the placement district
- Placement district agrees to provide candidate access to district's online learning system
- Placement district allows university supervisor virtual access (Zoom and/or recorded) to observe candidates' teaching
- Candidate technology/internet access: In situations where a candidate enrolled in student teaching is living in an area with limited internet access, the university may be able to provide for better access through the provisions of hot spots and other technologies through the emergency response fund.
- Provide offline access for equity in distance learning when needed
- Establish clear communication expectations and guidelines, including app-based contact/support groups for teacher candidates, university supervisors, and cooperating teachers
- Provide starter guides/tutorials for commonly used digital tools/platforms
- Program access to resources for alternative activities, distance mentoring, etc., via MACTE website

Culminating placement (all models) to build competency in the following areas:

- Missouri Teacher Standards using MEES rubric as formative guide and summative expectation
- Commitment to a framework for teaching in a socially just manner and anti-racist and anti-bias practice