

Mayville State University

EDUC 355 Elementary Practicum 2

Fall 2025

1 credit

Course and Instructor Information

Instructor Name: Jeni Peterson

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Hours of Availability: Email for availability

Instructional Mode: Online, Synchronous

Course Dates: October 20 – December 9, 2025

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Meeting Times and Location: Tuesday, November 4 and December 9, 9:00 a.m

Final Exam Time and Location: There is no final exam in this online course

Zoom Link: [EDUC 355-Fall 2025](#)

Course Materials and Technologies

Required

- [MSU Technology Requirements](#)
- TaskStream subscription
- No required textbook. However, this course includes a practicum experience and requires teacher candidates to have an approved background check and liability insurance prior to beginning the practicum experience.

Use of Artificial Intelligence in this Course

AI tools can serve as collaborative partners in your learning journey. In this course, you are permitted to use them for brainstorming, generating outlines, or exploring alternative perspectives. As with any source, you must critically evaluate the information provided and verify its accuracy. When AI has contributed to your work, include a citation specifying the tool used and its role in your process (e.g., 'Initial concept exploration assisted by CoPilot').

Course Description

This course is designed to give early childhood and elementary teacher candidates a practicum experience in an elementary classroom where they will implement knowledge and skills learned during their methods courses. Teacher candidates will actively engage with students, teachers, and other school personnel to develop a greater understanding of effective teaching and learning. This course requires students to have an approved background check and liability insurance prior to beginning the practicum.

Pre-requisites: EDUC 319

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Standards Alignment (Early Childhood AND Elementary Education Program Approval Standards-ND ESPB):

Early Childhood ESPB Standards:

- 1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.
- 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.
- 1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.
- 2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.
- 3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.
- 4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators’ work with young children.
- 4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.
- 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.
- 5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.
- 5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children’s learning in each content area.
- 5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.
- 6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.
- 6b: Know about and uphold ethical and other early childhood professional guidelines.
- 6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children’s learning and development and to work with families and colleagues.
- 6d: Engage in continuous, collaborative learning to inform practice.
- 6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

Elementary Education ESPB Standards:

- 50015.1a—Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that consider the individual strengths and needs of children.
- 50015.1b—Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs.
- 50015.1c—Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation

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- 50015.2a English Language Arts. Elements of Literacy– Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication.
- 50015.2b Science and Engineering Practices, Cross-Cutting Themes– Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science.
- 50015.2c Major Math Concepts- Candidates demonstrate and apply understanding of major mathematics concepts, algorithms, procedures, application and mathematical practices in varied contexts, and connections within and among mathematical domains.
- 50015.2d Civics, Economics, Geography, History Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History (“Social Science” on previous ESPB standards), within a framework of informed inquiry.
- 50015.3b- Candidates use assessment results to improve instruction and monitor learning.
- 50015.3c Candidates plan instruction including goals, materials, learning activities and assessments.
- 50015.3d- Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.
- 50015.3e -Candidates manage the classroom by establishing and maintaining social norms and behavioral expectations.
- 50015.3f- Candidates explicitly support motivation and engagement in learning through diverse evidence- based practices.
- 50015.4a– Candidates use a variety of instructional practices that support the learning of every child.
- 50015.4c -Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as think about and learn academic content.
- 50015.4e -Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.
- 50015.4f -Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.
- 50015.5a -Candidates work collaboratively with colleagues, mentors, and other school personnel to work.
- 50015.5b -Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.
- 50015.5c -Candidates participate in peer and professional learning communities to enhance student learning.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Early Childhood (EC) and Elementary Education (ELED) Program Approval Standards through North Dakota’s Education Standards and Practices Board ([ND ESPB](#)), [InTASC](#) standards, and Model Code of Ethics for Educator ([MCEE](#)) Principles:

#	Learning Objective	Bloom’s Level	Standards Alignment	Course Assignments
1	Recognize and describe the developmental characteristics and learning needs of elementary students to inform instructional planning.	Understand	InTASC 1, 2 EC 1a, 1b, 1d ELED 1a, 1b MCEE II.A.5, II.B.4, III.B.1	<ul style="list-style-type: none"> • Observation Reflection • ELA Lesson Plan • TaskStream Evaluations

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2	Apply knowledge of content (ELA, mathematics, science, social studies, etc.) to design developmentally appropriate learning experiences.	Apply	InTASC 4, 5 EC 5a, 5b, 5c ELED 2a, 2b, 2c, 2d MCEE II.A.2, II.A.4, II.C.1	<ul style="list-style-type: none"> Lesson Plans TaskStream Evaluations Science of Reading Summary Small Group ELA Observation
3	Demonstrate ethical professional practices and effective communication skills when collaborating with families, colleagues, and school personnel.	Apply	InTASC 9, 10 EC 2b, 6b, 6c ELED 1c, 5a MCEE I.A.1, IV.A.1, IV.B.1, IV.B.4	<ul style="list-style-type: none"> Model Code of Ethics for Educators Quiz Introductory Email Parent Letter Attendance at in-class sessions Practicum Hours Log
4	Complete all legal, ethical, and professional requirements necessary for entry into the teaching profession while demonstrating understanding of professional responsibility and accountability.	Apply	InTASC 9, 10 EC 6a, 6b, 6d ELED 5b, 5c MCEE I.A.2, I.A.7, II.A.6	<ul style="list-style-type: none"> Placement Survey Liability Insurance Background Check Model Code of Ethics for Educators Quiz TaskStream Evaluations Practicum Hours Log
5	Analyze the effectiveness of classroom management strategies and engagement techniques in creating positive learning environments.	Analyze	InTASC 3 EC 4a, 4b, 4c ELED 3e, 3f MCEE II.A.5, II.B.4, III.B.3	<ul style="list-style-type: none"> Observation Reflection TaskStream Evaluations
6	Reflect critically on pre-service teaching experiences through discussions and written reflection.	Evaluate	InTASC 9 EC 6d, 6e ELED 1a, 1b, 4e, 5b, 5c MCEE I.C.3, II.A.5, II.A.6	<ul style="list-style-type: none"> Observation Reflection ELA Lesson and Reflection Lesson Plans Recorded Lesson Evaluation TaskStream Evaluations
7	Create lesson plans and implement a variety of instructional practices that may include explicit instruction, whole class discussions, and small group activities to support every child's learning needs.	Create	InTASC 3, 8 EC 3a, 4b, 4c, 5c ELED 3c, 3d, 4a, 4c, 4e, 4f MCEE II.A.1, II.A.3, II.C.1, III.A.1	<ul style="list-style-type: none"> Lesson Plans Recorded Lesson Evaluation TaskStream Evaluations

Conceptual Framework

Teacher Education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the [Teacher Education Handbook](#) for more information.

Course Expectations

Active participation throughout all learning experiences demonstrates your interest, engagement, and dedication to the teaching profession. Your willingness to interact positively with peers and the instructor reflects well on your professional disposition. Below, you will find several guidelines to help create successful learning experiences:

- **Instructor/Student Communication:**
 - Email: Students are accountable for all academic communications sent to their Mayville State University e-mail address. You are required to use your Mayville State University/NDUS email address as it is the best way to ensure reliable communication between students and instructors. If you have questions for me or would like to set up a time to meet, please email me at jeni.peterson@mayvillestate.edu. For personal questions, comments, and concerns, the best way to reach me is with your MSU email. I usually respond within 48 hours during weekdays.
- **Assignments and Assessments:**
 - Attend all in-class sessions and be prepared. EDUC 352 class sessions help you stay on top of your practicum experience requirements. If you are unable to attend class, you need to notify me via email BEFORE the scheduled class. Also, be ready for each session. The responsibility for your learning is shared by both student and instructor. In this class, you are a pre-service

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teacher. Your preparation for class is important to the learning of your future students, demonstrating your dedication to the profession. Also, you are responsible for upholding the dispositions expected of a teacher candidate. Knowing what is planned and being ready with assignments and discussion topics allows you time to ask questions and complete your best work. Check for assignment due dates so you can prepare accordingly.

- Be flexible, take risks, and ask questions! In teaching, flexibility is the name of the game. While teachers need to be over-prepared in terms of instruction and assessment, they also need to be flexible and responsive to students' needs. The same is expected of you in this course. Be flexible, take risks, and ask questions!
- Use technology appropriately. Cell phones, laptops, tablets, and other devices should not be used during the practicum experience and class sessions unless they are used for interactive class activities. It is important to stay focused on class discussions and activities!
- Adhere to the code of student conduct found in the [MSU Student Handbook](#). Each student is responsible for reading the handbook and following expectations set forth by the University. This involves academic honesty. As you conduct research and start reporting findings, it is important to properly cite and reference others' work. It demonstrates honesty and trustworthiness and violations include copying another student's assignment, having another student complete your work, using an author's ideas or words without proper citations. A good rule of thumb is whenever in doubt, give the author credit and cite. If you have any questions about academic honesty, please consult the instructor.
- Disability Support Services. Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Disability Support Services (788-4675) as soon as possible to ensure that accommodations are provided in a timely fashion. Support is available to students for academic and/or personal concerns. Students should refer to the student handbook for an explanation of services available and policies and procedures that have been established for student support. The instructor will help find resources necessary to aid in student success.

Evaluation and Grading

Evaluation in this course will consist of both formative and summative assessments. Rubrics and checklists will be used to grade most assignments. Numeric and written feedback will be provided by the instructor through the Blackboard gradebook. Assignment feedback is typically given within 1 week of the assignment due date (2 weeks for larger assignments). All feedback is provided via Blackboard. It is the learner's responsibility to meet assignment deadline dates as outlined in the syllabus. Adhering to deadlines demonstrates the learner's ability to display dispositions required for the teaching profession. This course adheres to the following grading scale: A= 94 – 100%, B= 87 – 93%, C= 80 – 86%, D= 70-79%, F= < 70%.

Assignments not submitted by the due date and time will earn a zero in the Blackboard gradebook. Teacher candidates may submit missing assignments up to the last day of class (Week 8) and must notify the instructor via email that assignments have been submitted. Points are deducted for late submissions as outlined in assignment grading checklists. Assignment resubmission requests may be suggested by the instructor via the gradebook or initiated by the student. There will be no extra credit offered for this course. [Starfish](#) will be used to report unsuccessful submission of course assignments and kudos to those who are meeting and exceeding expectations. Please pay attention to those updates!

Activity	Points	Due Date
Placement Survey	5	Week 1 (October 21)
Liability Insurance	5	Week 1 (October 21)
Background Check	5	Week 1 (October 21)

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Model Code of Ethics for Educators Quiz	10	Week 1 (October 21)
Parent Letter	10	Week 1 (October 21)
Interest Inventory	10	Week 2 (October 28)
Attendance at Zoom sessions	10	Weeks 3 & 8 (Nov. 4 & Dec. 9)
Morning Meeting	10	Week 3 (November 4)
Science of Reading-Phonics Lesson Observation	20	Week 6 (November 25)
Lesson Plan 1: Self-Selected	15	Week 7 (December 2)
Lesson Plan 2: Self-Selected	15	Week 7 (December 2)
Lesson Plan 3: Shared Reading-Comprehension Strategy	15	Week 7 (December 2)
Observation Reflection	30	Week 8 (December 9)
Recorded Lesson Evaluation	30	Week 8 (December 9)
Practicum Hours Log (30 hours minimum)	30	Week 8 (December 9)
Checkpoint 1	15	Week 8 (December 9)
TaskStream Evaluations	15	Week 8 (December 9)
Total	250	

Placement Survey

Teacher candidates must complete the Placement Survey to indicate their preferences for practicum placement location, grade level, and school setting. Please provide as many details as possible regarding your preferences, as this information will guide the placement process. Mayville State University is required to provide candidates with experiences in multiple settings and locations, and while we strive to accommodate your preferences, we cannot guarantee placement in your preferred location or grade due to various factors including availability and program requirements. All final placements will be coordinated through the Student Placement Coordinator to ensure you receive the diverse experiences necessary for successful completion of the Teacher Education program. You can find the Placement Survey in Blackboard.

Liability Insurance

All students from MSU participating in a practicum experience, internship, student teaching, or other roles that places them in a school setting and/or working with children must provide evidence of liability insurance coverage. Teacher candidates must provide evidence that current liability coverage is in place (e.g., copy and paste email confirmation with transaction and ID numbers, scan a membership card, receipt or other signed insurance documentation). More information regarding this requirement will be shared in the Blackboard shell. Liability Insurance must be submitted for placement information to be released. No contact time with P-12 learners will occur until liability insurance coverage has been confirmed.

Background Check

As stated in the [Teacher Education handbook](#), teacher candidates participating in a practicum experience, internship, student teaching, or other roles that places them in a school setting and/or working with children must provide proof of a clear background check. The background check must be cleared through BCI and FBI. If you need a background check packet, please contact education@mayvillestate.edu with your mailing address and a packet will be sent to you. The process of obtaining a substitute teaching license through ESPB requires the same background check that Mayville State requires. Therefore, a valid substitute teaching license can be

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uploaded as evidence of a clear background check. More information regarding this requirement will be shared in the Blackboard shell. Background must be submitted for placement information to be released. Again, no contact time with P-12 learners will occur until a cleared background check or valid substitute teaching license has been confirmed.

Model Code of Ethics for Educators Quiz

This quiz assesses your understanding of the Model Code of Ethics for Educators (MCEE), including the fundamental principles that guide professional educator conduct. The assessment ensures you comprehend the ethical standards expected of educators and understand how these principles directly impact your decision-making and professional behavior during your practicum experience. Successful completion demonstrates your readiness to uphold the highest ethical standards while working with students, colleagues, and the school community.

Parent Letter

Writing an introductory letter at the beginning of your experience is very important to develop rapport with students, teachers, and other school personnel. This letter enables the teacher candidate to create a good impression and let the audience learn more about you, which is a great way to develop those important relationships! More information about the letter will be shared in Blackboard.

Interest Inventory

Teacher candidates will distribute interest inventories to parents/guardians of students in their practicum classroom to gather information about students' interests, learning preferences, and backgrounds. After collecting the completed inventories, candidates will analyze the results and share their findings. This assignment helps candidates better understand their students and use this knowledge to inform instructional planning. Directions, samples, and a grading checklist will be provided to guide completion of this assignment.

Attendance at Class sessions

Attendance at all scheduled Zoom sessions is mandatory and points will be awarded accordingly. Attendance ensures you receive essential information needed for successful completion of the course. These sessions will focus on practicum assignments, requirements, and important updates related to your practicum experience.

Small Group ELA Observation

For this assignment, you will observe your mentor teacher working with small groups. You may even be assigned to work with a small group (this is totally fine). What is the teacher doing during the small group rotations? Can you identify if the teacher implements guided reading, the science of reading skills, specific word work, shared reading, or leveled reading opportunities? Do all small groups in your classroom work on the same skills, or do they follow Tier I, Tier II, and Tier III grouped needs? Are there any students receiving one-on-one work? What are the other students working on during small group rotations? Are there learning centers? If so, what specific skills are the centers focused on? Do students record their work in the rotations? How long and how often do small groups or individual students meet with the teacher? Have some students been pulled out for Title I or other intervention or specialist services? These are only guiding questions to consider as you complete this assignment.

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Science of Reading-Summary

For this assignment, you will create a well-written and succinct summary that connects the Science of Reading initiative to its implementation in your field experience classroom. Based on the developmental levels of your students, the summary should indicate what Big 5+2 areas you have observed and how they are addressed.

Lesson Plans

Teacher candidates will develop and submit three (3) lesson plans during their practicum experience. The first lesson plan is self-selected, allowing candidates to choose content areas, standards, and topics that align with their classroom needs and interests. The second lesson plan must focus on teacher-led direct mathematics instruction. The third lesson plan must focus on shared reading with an emphasis on ELA and can include reading, writing, phonics instruction, small groups. Each lesson plan should demonstrate effective planning principles, clear learning objectives, and appropriate instructional strategies as aligned to the Lesson Plan Template and Rubric. Also, the "Reflection" section of each of the three lesson plans needs to be completed before submission. Please include at least 5-6 sentences per reflection prompt.

Observation Reflection

Teacher candidates will complete a comprehensive reflection based on their classroom observations, addressing key areas including Science of Reading principles, relationship building, implementation of rules and procedures, lesson planning, and instructional strategies. This assignment encourages critical thinking about effective teaching practices observed during the practicum experience. Detailed prompts and a grading checklist will be provided in Blackboard to guide your reflection.

Recorded Lesson Evaluation

For this assignment, record your Shared Reading lesson to demonstrate teaching skills and professional dispositions. Upload the recording to YouTube as "unlisted" and submit the URL link through the dropbox Blackboard. Be sure you have included a technology component in your Shared Reading lesson. This assignment allows your professors to assess your instructional delivery, classroom management, and interaction with students. Complete the self-assessment rubric provided in the template as part of your submission.

Practicum Hours Log (30 hours minimum)

Teacher candidates must maintain an accurate log of all hours throughout their practicum experience. For each entry, record the date, start and end times, specific activities engaged in during the practicum, and obtain the cooperating teacher's initials for verification. This log serves as official documentation of your 30 practicum experience teaching hours and will be submitted at the end of your experience.

TaskStream Evaluations

When candidates are admitted into the teacher education program, they are expected to demonstrate professional behaviors, attitudes, and communications to make a positive impact on students. In EDUC 301, you will be evaluated by yourself, your instructor, and your field mentor on your ability to impact student learning. This impact is measured by many tools, including the Disposition and Skills of Teaching Observation (STOT) evaluations. As a student in this course, you will demonstrate positive dispositions of a professional educator which include: learner development, learner differences, learning environments, content knowledge,

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application of content, assessment, planning for instruction, instructional strategies, professional learning, ethical practice, leadership, and collaboration. These evaluations are designated as key assessments in the MSU teacher education program to demonstrate teaching competencies and document both growth and performance throughout the program. Key assessments are aligned to InTASC Standards and are assessed with validated rubrics. Detailed directions are included in the Key Assessment Instructions within TaskStream. Points will be awarded for this assignment once a submission in TaskStream is confirmed. The following are expectations for teacher candidate performance on the disposition, InTASC/STOT, and lesson plan evaluations:

- **Acceptable Disposition Target:** Mean of individual average scores is 2.0 or higher. All criteria averages are 2.0 or higher.
- **Acceptable InTASC/STOT Target:** Mean of individual average scores is 2.5 or higher. All criteria averages are 2.5 or higher.
- **Acceptable Lesson Plan Target:** Mean of individual average scores is 2.5 or higher. All criteria averages are 2.5 or higher.

Enrollment Verification

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is NOT considered active course participation. Please complete the designated enrollment verification activity (Placement Survey) by the date indicated. If it is not complete your enrollment in this course will be at risk.

Proctor Notification

No proctors are required for this course.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

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Course Timeline/Schedule*

The following outline provides information on dates and deadlines. This is a tentative schedule and may be changed if needed. Always refer to Blackboard for assignments and due dates.

Week	Date	Assignments Due
1	October 21	<input type="checkbox"/> Placement Survey <input type="checkbox"/> Liability Insurance <input type="checkbox"/> Background Check <input type="checkbox"/> Model Code of Ethics for Educators Quiz <input type="checkbox"/> Introduction Email to Field Mentor
2	October 28	<input type="checkbox"/> Parent Letter <input type="checkbox"/> Complete practicum hours
3	November 4	<input type="checkbox"/> Meet on campus at 9:00 a.m. <input type="checkbox"/> Complete practicum hours
4	November 11	<input type="checkbox"/> Complete practicum hours
5	November 18	<input type="checkbox"/> Complete practicum hours
6	November 25	<input type="checkbox"/> Science of Reading Summary <input type="checkbox"/> Small Group ELA Observation <input type="checkbox"/> Complete practicum hours
7	December 2	<input type="checkbox"/> Lesson Plan 1: ELA Lesson Plan, Video of Implementation and Reflection <input type="checkbox"/> Lesson Plan 2: Self-Selected <input type="checkbox"/> Lesson Plan 3: Explicit Math Strategy Lesson and reflection <input type="checkbox"/> Complete practicum hours
8	December 9	<input type="checkbox"/> Meet via Zoom – 9:00 a.m. CST <input type="checkbox"/> Observation Reflection <input type="checkbox"/> Recorded Lesson Evaluation <input type="checkbox"/> Practicum Hours Log <input type="checkbox"/> TaskStream Evaluations

* Syllabus subject to change at instructor's discretion