**Practicum Assignments**

**Essential Questions Practicum Papers:**

These papers should integrate your current understanding of the Essential Questions as they relate to both the text you read and also your practicum experience. Write 3-4 pages (APA) addressing the EQs. Your papers will be evaluated based on your understanding of the text demonstrated in your paper, the depth of connections and synthesis you make between the text and your practicum experience, and conventions of writing.

**Letters To/From My Students:**

In order to learn more about your students and the assets/capital they bring to the classroom, you will write a personal letter to your students and then ask them to share some information about themselves with you through a survey you design. Using the letter your faculty share with you, construct your own letter and a short survey and bring them to our Week 2 class where we will peer-review the letters/surveys and use them as a discussion of Professionalism with students. Then, revise your letter and survey and submit the final versions to Moodle by the due date. Finally, you will give your letter and survey to your students during your Week 4 edTPA Practice #2. Collect the surveys and analyze the information you received. What did you learn? What assets do your students bring to the classroom? Be prepared to share what you learned during our Week 5 Practicum check in.

**Self-Evaluation of your teaching practice using the Student Teaching Rubric Section 4c-f**

Using the rubric in the Student Teaching Handbook posted online, evaluate yourself in all sections designated (4c-f, highlighted sections only). For each criterion, provide a 2-3 sentence justification for your self-assessment drawing on specific experiences in your practicum experience. Then, write 1 paragraph for each of the following questions:

1. What are your most significant strengths related to the criteria in this section of the rubric? Explain.
2. What are your most significant areas needing growth? Explain.
3. Week 5: What are your goals for the next 5 weeks? How do you plan on meeting those goals? Week 10: Reflect on meeting your goals you set for yourself. What are your goals for Student Teaching? Explain.

**Personal, Cultural, Community Assets Matrix:**

What capital/assets do our students bring to our classrooms and how can we effectively draw on these assets to improve the learning experiences and opportunities we provide our students? To further develop your understanding of this question, you will create an Assets Matrix. Using what you have learned across the last two quarters relating to the different types of capital your students bring to the classroom (Yosso, Lareau, Fok, Coleman, etc.), you will create a matrix demonstrating the personal, cultural, and community assets your practicum students bring into the classroom. You will do this through a series of experiences:

1. First, re-read Yosso, Coleman, and others who discuss the assets students bring to the classroom. Create a table/matrix to help you consider these assets. What are personal assets? What are cultural assets? What are community assets?
2. During the quarter, attend two school and/or community events. One must have students from your school in attendance and one must have parents from your school in attendance (events could have both). Examples might be: school sporting event, PTA meeting, school play, fundraiser, college information night, movie night at the YMCA, etc. While attending these events, interact with the participants and notice aspects of the event that might at first seem “invisible” to you. Consider your sociocultural lenses and what you have learned about the ways you view the world.
3. Use what you learn from these experiences, as well as what you learned from the student surveys, to develop your Assets matrix
4. Reflect on your experience in a 2-3 page paper addressing the following prompts:
   1. Briefly describe the event you attended (time of day, purpose of the function)
   2. Who attended this function? Who was not there? (Consider parents, students, teachers, administrators, support staff, etc.)
   3. What was the role of this event in the community and/or school?
   4. What did you learn about the personal, cultural, and/or community assets of your students from attending this event?
   5. How might you draw on these assets/assets to effectively teach your students in your content area?